

THE MINDFUL SCHOOL

Student Lessons - Level 2



CONCEPT:	MINDFUL TASTING/EATING MINDFULLY
EXERCISE NAME:	MINDFULNESS AND THE ART OF CHOCOLATE EATING
AUTHOR AND YEAR:	ADAPTED FROM SUSAN M. POLLAK, THOMAS PEDULLA, RONALD D. SPIEGEL, 2021

EXPLANATION:

THIS ACTIVITY INVITES STUDENTS TO FOCUS ON EATING MINDFULLY THROUGH A GUIDED FOOD-BASED MEDITATION.

METHODOLOGY

- PROVIDE EACH CHILD WITH A PIECE OF CHOCOLATE - THIS ACTIVITY WORKS BEST IF THE CHOCOLATE IS NOT ONE THAT THE CHILD USUALLY WOULD EAT.
- EXPLAIN TO THE CHILDREN THAT WE ARE GOING TO FOCUS ON SOME OF OUR SENSES WHILST EATING THIS CHOCOLATE.
- INVITE CHILDREN TO OPEN THE WRAPPER AND USE THEIR SENSE OF SMELL TO BREATHE IN THE SMELL OF THE CHOCOLATE.
- INVITE CHILDREN TO REMOVE THE CHOCOLATE FROM THE WRAPPER AND USE THEIR EYES TO EXAMINE THE CHOCOLATE - ENCOURAGE THEM TO NOTICE THE EDGES, DESIGNS ETC THAT MAY APPEAR ON THE PIECE OF CHOCOLATE.
- INVITE THE CHILDREN TO PLACE THE CHOCOLATE ON THEIR TONGUE. ENCOURAGE THE CHILDREN TO LET THE CHOCOLATE MELT ON THEIR TONGUE.
- INVITE THE CHILDREN TO FOCUS ON THE TASTES AND FLAVOURS WITHIN THE PIECE OF CHOCOLATE. IF THE CHILD FINDS THEIR MIND BEGIN TO WANDER AND BE DISTRACTED, ENCOURAGE THE CHILD TO REFOCUS ON THE SENSATION OF THE CHOCOLATE MELTING IN THEIR MOUTH.
- WHEN THE CHOCOLATE HAS MELTED, INVITE CHILDREN TO SLOWLY SWALLOW THE CHOCOLATE.

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REFLECTION QUESTIONS (CHILDREN OR FACILITATOR)

WHAT DID YOU FIND MOST CHALLENGING ABOUT THIS ACTIVITY? DID YOU NOTICE MORE ABOUT THE FOOD YOU WERE EATING THAN YOU USUALLY WOULD? HOW DO YOU THINK YOU COULD USE THIS ACTIVITY IN THE FUTURE WHEN YOU ARE EATING?

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CONCEPT:

MINDFULNESS OF FEELINGS "TASTING"

EXERCISE NAME:

MINDFULNESS AND THE ART OF RAISIN EATING

AUTHOR AND YEAR:

ADAPTED FROM NICK TRENTON, 2021

EXPLANATION:

THIS ACTIVITY INVITES STUDENTS TO FIND CALM IN TIMES OF STRESS BY CONNECTING WITH THEIR SENSES TO IDENTIFY THINGS THEY CAN SEE, HEAR, FEEL, SMELL AND TASTE.

METHODOLOGY

- GIVE EACH CHILD A RAISIN AND INVITE THEM TO EXAMINE IT. ENCOURAGE THEM TO FEEL IT'S TEXTURE AND SHAPE.
- THEN, INVITE CHILDREN TO EXAMINE THE RAISIN USING THEIR NOSE AND SMELLING IT. MAKE COMPARISONS BY SNIFFING SEPARATELY WITH YOUR RIGHT AND LEFT NOSTRIL.
- THEN, CHILDREN CAN OPEN THEIR EYES AND LOOK AT THE RAISIN, HOLD IT UP TO THE LIGHT AND WATCH IT. NOTICE THE PARTS THAT TRANSMIT LIGHT AND THE PARTS THAT DO NOT. COMPARE THE IMAGE IN THE PALM OF YOUR HAND WITH THE IMAGE WHEN HELD TO THE LIGHT.
- THE CHILDREN CAN THEN HOLD A RAISIN BETWEEN TWO FINGERS, PUT IT TO THEIR EAR AND MOVE THEIR FINGERS. NOTICE WHAT KIND OF SOUND IT MAKES. TRY THIS WITH BOTH EARS.
- NOW ASK THE CHILDREN TO PUT THE RAISIN IN THEIR MOUTH AND TOUCH IT WITH THEIR TONGUE, NOTICING THE TEXTURE ON ITS SURFACE. ASK THE CHILDREN IF THEY CAN TASTE ANYTHING.
- THEN, INVITE CHILDREN TO SWALLOW THE RAISIN, AND CONTINUE TO NOTICE THE SENSATION AS THEY SWALLOW. ASK THEM TO FOCUS ON HEARING IT PASS DOWN THEIR THROAT.
- INVITE CHILDREN TO EAT A SECOND RAISIN WITHOUT THINKING, AS THEY WOULD USUALLY DO.

REFLECTION QUESTIONS (CHILDREN OR FACILITATOR)

IS THE SENSE OF SMELL THE SAME BETWEEN THE LEFT AND RIGHT NOSTRIL?
IS THERE A DIFFERENCE BETWEEN THE SOUND YOU HEAR FROM THE LEFT OR THE RIGHT EAR?

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CONCEPT:	MINDFUL BREATHING AND FOCUS ON CORRECT POSTURE
EXERCISE NAME:	MINDFUL POSTURE
AUTHOR AND YEAR:	ADAPTED FROM USAN M. POLLAK, THOMAS PEDULLA, RONALD D. SPIEGEL, 2021

EXPLANATION:

THIS ACTIVITY INVITES STUDENTS TO FOCUS ON THEIR POSTURE AND BECOME MORE AWARE OF THE DIFFERENT WAYS THEIR BODY FEELS AS THEY BREATHE. CHILDREN ARE INVITED TO RETURN TO THE PRESENT MOMENT BY USING THE CONCEPT OF MINDFUL BREATHING. THIS ACTIVITY CAN BE USED AS A SHORT INTRODUCTION TO OTHER MINDFUL LESSONS TO CENTRE THE CHILDREN'S FOCUS.

METHODOLOGY

- INVITE CHILDREN TO SIT WITH THEIR BACK STRAIGHT AGAINST THE BACK OF THEIR CHAIR, THEIR TWO FEET FLAT ON THE GROUND AND THEIR HANDS RESTING ON THEIR THIGHS.
- ENCOURAGE CHILDREN TO BRING THEIR SHOULDER BLADES TOGETHER TO OPEN THEIR CHEST AS THEY BREATHE.
- ENCOURAGE CHILDREN TO MAINTAIN THIS POSTURE FOR THE DURATION OF THE ACTIVITY.
- INVITE CHILDREN TO SPEND A FEW MINUTES FOCUSING ON THEIR BREATHING UNTIL THEY FIND A RHYTHM THAT IS COMFORTABLE FOR THEM.
- AS THE CHILDREN CONTINUE TO BREATHE, INVITE THEM TO FOCUS ON THE FEELING OF THEIR BACK IN CONTACT WITH THE BACK OF THE CHAIR, THEIR BOTTOM IN CONTACT WITH THE BASE OF THE SEAT, THEIR HANDS IN CONTACT WITH THEIR LEGS AND THEIR FEET IN CONTACT WITH THE GROUND.
- ENCOURAGE THE CHILDREN TO NOTICE THE DIFFERENT SENSATIONS THAT THEY FEEL. IF THEY FEEL ANY DISCOMFORT, ENCOURAGE THE CHILD TO MOVE SLIGHTLY AND REFOCUS ON THEIR BREATHING.
- ALLOW THE CHILDREN SOME TIME TO FOCUS ON THEIR BREATHING, ENCOURAGING THEM THROUGHOUT TO NOTICE THEIR POSTURE AND NOTICE HOW THE DIFFERENT PARTS OF THE BODY FEEL.
- FINALLY, INVITE THE WHOLE CLASS TO BREATHE IN FOR A COUNT OF 3 AND EXHALE FOR A COUNT OF THREE. REPEAT THIS BREATHING PATTERN TEN TIMES.

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REFLECTION QUESTIONS (CHILDREN OR FACILITATOR)

HOW DID YOU FEEL DURING THIS ACTIVITY? WHAT FEELINGS DID YOU NOTICE?
DID YOU FIND IT CHALLENGING TO FOCUS ON THE FEELINGS IN YOUR BODY?
DID YOU FIND IT EASY TO BE DISTRACTED?

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CONCEPT:

BEING IN THE PRESENT

EXERCISE NAME:

MINDFUL RELAXATION MEDITATION WITH BODY AND BREATH

AUTHOR AND YEAR:

ADAPTED FROM NICK TRENTON, 2021

EXPLANATION:

USING BREATHING TECHNIQUES TO BRING THE CHILDREN INTO THE PRESENT MOMENT, AND MAKE THEM MORE ATTENTIVE.

METHODOLOGY

- ASK THE CHILDREN TO SIT UP STRAIGHT ON THEIR CHAIR AND CLOSE THEIR EYES .
- ASK THE CHILDREN TO NOTICE THEIR FEELINGS. NOW ASK THEM TO FOCUS ON THEIR BREATH AND FEEL THEIR BODY BREATHING IN AND OUT.
- 'FEEL THE FLOW OF YOUR BREATH THROUGH YOUR BODY. NOTICE HOW THE COOL AIR ENTERS YOUR BODY THROUGH YOUR NOSTRILS, PASSES THROUGH YOUR THROAT, TO YOUR YOUR HEART TO YOUR STOMACH AND HOW YOUR STOMACH EXPANDS, LIKE A BALLOON. '
- 'FOCUS ON BREATHING IN AND OUT NATURALLY.'
- THIS PRACTICE SHOULD BE DONE FOR 5 MINUTES, ONLY FOCUS ON THE BREATH. WHEN THE CHILDREN ARE READY, ASK THEM TO CALMLY OPEN THEIR EYES.

REFLECTION QUESTIONS (CHILDREN OR FACILITATOR)

DID YOU OBSERVE ANY BODILY SENSATIONS IN PARTICULAR? WHICH FEELINGS DID YOU RECOGNISE WHILE DOING THIS EXERCISE? ARE YOU RELAXED?

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CONCEPT:

MINDFUL LISTENING

EXERCISE NAME:

LISTENING TO SOUNDS MEDITATION

AUTHOR AND YEAR:

ADAPTED FROM ANNAKA HARRIS, 2019

EXPLANATION:

THIS ACTIVITY INVITES CHILDREN TO BE CALM IN TIMES OF STRESS BY USING A BODY AND BREATH MEDITATION FOR HEARING EXTERNAL SOUNDS.

METHODOLOGY

- ASK THE CHILDREN TO SIT UP STRAIGHT ON THEIR CHAIR AND CLOSE THEIR EYES
- ASK THE CHILDREN TO NOTICE THEIR FEELINGS, BREATHING SLOW AND DEEPLY IN AND OUT. THIS SHOULD BE DONE FOR ABOUT 2 MINUTES.
- THEN, WHILE STILL SITTING, ASK THE CHILDREN TO FOCUS ON THE SOUNDS AROUND THEM - 'ARE THE SOUNDS CLOSE TO YOU?, FAR AWAY FROM YOU?' 'WHAT KIND OF SOUNDS ARE THEY? HIGH OR LOW SOUNDS?' 'DO YOU KNOW WHAT IS MAKING THE SOUND?' 'ARE YOU LISTENING TO A SOUND THAT YOU LIKE?' 'ARE THE SOUNDS CHANGING OR STAYING THE SAME?'
- ASK THE CHILDREN TO CALMLY OPEN THEIR EYES AND STRETCH THEIR BODIES.

REFLECTION QUESTIONS (CHILDREN OR FACILITATOR)

WHAT DID YOU HEAR? DID YOU HEAR THE SAME SOUND ALOT? WHAT SOUNDS DID YOU LIKE/DISLIKE?

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CONCEPT:

MINDFUL OF INNER THOUGHTS

EXERCISE NAME:

LISTENING TO MY OWN THOUGHTS

AUTHOR AND YEAR:

ADAPTED FROM ANNAKA HARRIS, 2019

EXPLANATION:

THIS ACTIVITY USES THE CONCEPT OF MEDITATION TO CLEAR THE PUPIL'S MIND FROM UNHELPFUL THOUGHTS SO THAT THEY CAN FOCUS BETTER IN CLASS.

METHODOLOGY

- **ASK THE CHILDREN TO SIT UP STRAIGHT ON THEIR CHAIR AND CLOSE THEIR EYES .**
- **ASK THE CHILDREN TO FOCUS ON BREATHING IN THROUGH THEIR NOSE AND OUT THROUGH THEIR MOUTHS.**
- **ASK THE CHILDREN TO LISTEN TO THE SOUNDS AROUND THEM.**
- **THEN ASK THE CHILDREN TO FOCUS ON THEIR OWN INNER VOICE, THEIR THOUGHTS.**
- **'IMAGINE THAT YOU ARE SITTING IN A CINEMA AND WAITING FOR YOUR THOUGHTS TO APPEAR ON THE BLANK SCREEN.'**
- **'OBSERVE THE THOUGHTS ON THE CINEMA SCREEN, WATCH THEM COME AND GO.'**
- **'WATCH THEM APPEAR AND DISAPPEAR ON THE SCREEN WITHOUT TRYING TO CHANGE THEM.'**
- **'FOCUS ON YOUR BREATHING, DEEP AND CALM BREATHING IN AND OUT THROUGHOUT THE MEDITATION.'**
- **'TRY NOT TO JUDGE YOUR THOUGHTS AS GOOD, BAD, RIGHT OR WRONG.'**
- **'AS SOON AS YOU FEEL YOUR MIND DRIFTING AWAY, GENTLY DIRECT YOUR THOUGHTS BACK TO THE CINEMA SCREEN.'**
- **THEN ASK THE CHILDREN TO CALMLY OPEN THEIR EYES AND STRETCH THEIR BODIES.**

REFLECTION QUESTIONS (CHILDREN OR FACILITATOR)

WHAT DID YOU FEEL? WERE YOU DISTRACTED BY YOUR THOUGHTS? WHERE YOU ABLE TO LET THE THOUGHTS COME AND GO?

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CONCEPT:

MINDFULNESS EXERCISE WITH VISUALISATION

EXERCISE NAME:

CLOUDS IN THE SKY

AUTHOR AND YEAR:

ADAPTED FROM DR. JESS MCCLOSKEY, 2001

EXPLANATION:

THIS ACTIVITY INVITES STUDENTS TO FIND CALM IN TIMES OF STRESS BY APPLYING A THOUGHT MONITORING MEDITATION WITH A CLOUDS IN THE SKY METAPHOR.

METHODOLOGY

SCRIPT

- FIND A COMFORTABLE AND UPRIGHT POSITION. THEN, CLOSE YOUR EYES. CALM YOUR BODY AND MIND BY TAKING DEEP AND CALM BREATHS IN AND OUT.
- IMAGINE THAT YOU ARE LOOKING AT THE SKY. IMAGINE THE CLOUDS AS YOUR THOUGHTS. OBSERVE THE APPEARANCE AND DISAPPEARANCE OF EACH INDIVIDUAL THOUGHT. JUST SPECTATE WITHOUT JUDGING YOUR THOUGHTS AS GOOD, BAD, RIGHT OR WRONG. WATCH THE THOUGHTS COMING FROM NOTHINGNESS AND GOING BACK TO NOTHINGNESS. AS SOON AS YOU FEEL YOUR MIND DRIFTING AWAY, GENTLY DIRECT YOUR THOUGHTS BACK TO THE CINEMA SCREEN. PERCEIVE THOUGHTS AS INTERNAL SOUNDS, JUST LIKE THE EXTERNAL SOUNDS THAT COME TO US, WHICH WE HEAR, WHICH CHANGE AND COME AND GO.
- CONTINUE YOUR BREATHING IN AND OUT THROUGHOUT THE MEDITATION. NOW NOTICE THE THOUGHTS IN THE FOREGROUND AND THE THOUGHTS IN THE BACKGROUND. PUT THE FOREGROUND THOUGHTS IN THE BACKGROUND AND THE BACKGROUND THOUGHTS IN THE FOREGROUND. CONTINUE TO WATCH THE THOUGHTS IN THE BACKGROUND WITHOUT JUDGEMENT, LIKE THE FLOW OF THE CLOUDS IN THE SKY. AFTER OBSERVING FOR A WHILE, THE THOUGHTS ARE GRADUALLY MOVING AWAY. TAKE YOUR BODY AND YOUR BREATH INTO THE FOREGROUND OF YOUR ATTENTION. WHEN YOU ARE READY, YOU CAN TAKE A FEW DEEP BREATHS, STRETCH YOUR BODY AND OPEN YOUR EYES.

REFLECTION QUESTIONS (CHILDREN OR FACILITATOR)

HOW DID YOU FEEL WHEN IMAGINING THE SKY?
WHAT SHAPE DID THE CLOUDS HAVE? WHICH COLOUR WAS THE SKY, BRIGHT BLUE OR AN ORANGE TWILIGHT?

REFERENCES:

DR. JESS MCCLOSKEY, 2001

LESSON #:

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CONCEPT:	MINDFUL ACKNOWLEDGEMENT & RELEASE OF ANGER
EXERCISE NAME:	RELEASE FROM INNER ANGER
AUTHOR AND YEAR:	ADAPTED FROM JON KABAT-ZINN, 1994

EXPLANATION:

SOMETIMES WE MAY FEEL UPSET, ANGRY OR RESTLESS WITHOUT KNOWING THE REASON OR ON PURPOSE. IN THIS MEDITATION PRACTICE THE PUPIL FOCUSES ON RELEASE OF THE EMOTION 'ANGER'.

METHODOLOGY

SCRIPT

- TO BEGIN, SIT COMFORTABLY WITH YOUR FEET ON THE FLOOR. BREATHE IN AND OUT FOR THREE LONG BREATHS. IMAGINE YOU ARE SITTING UNDER A HUGE TREE BY THE RIVER. DURING THIS TIME, YOU FEEL RESTLESS WITH ANGER. YOU ARE WATCHING THE RIVER FLOWING CALMLY BY. NOW SEE YOUR ANGER BREAKING OFF FROM THE AUTUMN TREE ABOVE YOUR HEAD, UNDER WHICH YOU ARE SITTING BY THE RIVER, AND FALLING AS SMALL PIECES OF LEAF INTO THE RIVER IN FRONT OF YOU. REALISE THAT YOUR ANGER IS GRADUALLY MOVING AWAY FROM YOU WITH EACH LEAF SWEEPED PAST WITH THE FLOW OF THE RIVER. EVERY NEW LEAF IS A NEW PIECE OF ANGER WHICH BREAKS AWAY FROM YOU. IT FALLS INTO THE RIVER, GETS PICKED UP IN THE FLOW AND THEN DISAPPEARS. NOTICE YOUR ANGER DIMINISHING WITH EACH LEAF LEAVING.
- CONTINUE TO TAKE DEEP AND CALM BREATHS IN AND OUT. OBSERVE EACH FALLING LEAF IN THIS WAY. DO NOT JUDGE YOURSELF AND YOUR ANGER AS GOOD, BAD, RIGHT OR WRONG, JUST STAY IN THE MOMENT. JUST WATCH THE FALLING LEAVES BEING TAKEN BY THE RIVER AND DISAPPEARING FROM SIGHT.
- NOW BRING YOUR ATTENTION TO YOUR BODY AND BREATH. WHEN YOU ARE READY, TAKE A FEW DEEP BREATHS AND OPEN YOUR EYES.

REFLECTION QUESTIONS (CHILDREN OR FACILITATOR)

HOW DO YOU FEEL HAVING DONE THIS PRACTICE? IS THERE ANYTHING YOU WOULD LIKE TO SHARE WITH THE TEACHER? IS YOUR MIND AT PEACE?

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CONCEPT:

MINDFUL MOVEMENT AWARENESS

EXERCISE NAME:

LISTEN TO MY BODY

AUTHOR AND YEAR:

ADAPTED FROM MARK WILLIAMS, DANNY PENMANN, 2021

EXPLANATION:

THIS ACTIVITY INVITES STUDENTS TO BECOME MINDFUL BY BECOMING AWARE OF THEIR INDIVIDUAL MOVEMENTS ENABLING THEM TO FOCUS ON WHAT IS HAPPENING IN THE PRESENT.

METHODOLOGY

SCRIPT

- FIRST, STAND BAREFOOT OR IN SOCKS, WITH YOUR FEET HIP-WIDTH APART AND YOUR LEGS LOOSE ENOUGH TO BEND YOUR KNEES SLIGHTLY WITH PARALLEL FEET.
- THEN, RAISE BOTH ARMS AS YOU INHALE. SLOWLY AND MINDFULLY SPREAD YOUR ARMS OUT TO THE SIDES. EXHALE, AND AS YOU INHALE AGAIN, SLOWLY RAISE YOUR ARMS ABOVE YOUR HEAD, NOTICING YOUR ARMS ARE IN MOTION. FEEL THE MUSCLES WORKING TO LIFT YOUR ARMS AND STAY A WHILE IN THIS STRETCHING POSITION.
- STRETCH UPWARDS, ALLOWING THE BREATH TO ENTER AND EXIT YOUR BODY AT ITS OWN PACE. PUSH YOUR FINGERTIPS UP AND STAND ON YOUR TOES. TAKE TIME TO NOTICE THE SENSATIONS THAT ARISE AS YOUR MUSCLES AND JOINTS IN YOUR BODY STRETCH — FROM THE FEET TO THE LEGS, TORSO, SHOULDERS, ARMS, HANDS AND FINGERS.
- AS YOU HOLD THIS STRETCHING POSITION FOR, NOTICE IF THERE IS ANY CHANGE IN YOUR BREATHING. BE OPEN TO ANY CHANGES IN YOUR BODILY SENSATIONS. BE OPEN TO ANY DISCOMFORT YOU MIGHT BE FEELING.

REFERENCES:

MARK WILLIAMS, DANNY PENMANN, 2021

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METHODOLOGY CONTINUED

- WHEN YOU ARE READY, BREATHE OUT VERY HEAVILY AS YOU LOWER YOUR ARMS. NOTICE THE FRICTION OF YOUR CLOTHES AGAINST YOUR SKIN. GIVE THESE SENSATIONS FULL ATTENTION UNTIL YOUR ARMS ARE HANGING DOWN AGAIN FROM YOUR SHOULDERS.
- THIS TIME, CLOSE YOUR EYES SLOWLY AND AFTER EACH STRETCH, NOTICE THE MOVEMENT OF YOUR BREATHING AND THE SENSATIONS THAT ARISE IN YOUR BODY. NOTICE THE AFTER-EFFECTS OF THE STRETCHING.
- NOW, OPEN YOUR EYES, RAISE ONE ARM AND HAND AS IF YOU WERE TRYING TO PLUCK FRUIT FROM A TREE YOU CANNOT REACH. WITH YOUR FULL AWARENESS, FOLLOW THE SENSATIONS IN YOUR WHOLE BODY AND THE SENSATIONS OF YOUR BREATH AS YOU LOOK UP AT YOUR FINGERS. AS YOU STRETCH, LIFT THE HEEL OF YOUR OPPOSITE FOOT OFF THE FLOOR AND FEEL THE STRETCH FROM THE FINGERS OF YOUR RAISED HAND TO THE TOES OF YOUR FOOT. WHEN YOU HAVE COMPLETED THE MOVEMENT, PRESS YOUR HEEL BACK DOWN AND START LOWERING YOUR HAND. IF YOU WISH, YOU CAN WATCH YOUR FINGERS WITH YOUR EYES, PAYING ATTENTION TO WHAT COLORS AND SHAPES YOU SEE. THEN, KEEPING YOUR HEAD UPRIGHT, CLOSE YOUR EYES AND NOTICE THE SENSATIONS THAT THE STRETCH CREATES AFTERWARDS AND THE SENSATIONS THAT YOUR BREATH CREATES.
- PERFORM THE "FRUIT PICKING MOVEMENT" WITH YOUR OTHER ARM AND HAND AS WELL.
- NOW STAY STILL FOR A WHILE AND PAY ATTENTION TO THE SENSATIONS IN YOUR BODY BEFORE BRINGING YOUR ATTENTION BACK TO YOUR SURROUNDINGS.

REFLECTION QUESTIONS (CHILDREN OR FACILITATOR)

WHICH BODILY SENSATIONS CAN YOU OBSERVE? HOW DO YOU FEEL? IS THERE ANYTHING THAT HAS BEEN EVOKED IN YOUR BODY BY THIS EXERCISE?

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CONCEPT:

MINDFUL MEDITATION

EXERCISE NAME:

MINDFULNESS OF BREATH AND BODY

AUTHOR AND YEAR:

**ADAPTED FROM MARK WILLIAMS, DANNY PENMANN,
2021**

EXPLANATION:

THIS APPLICATION INVITES STUDENTS TO FOCUS ON THEIR SENSES AND BODY SO THAT THEY RETURN TO THE PRESENT MOMENT, AND PAY ATTENTION TO THEIR SURROUNDINGS.

METHODOLOGY

EACH STEP OF THIS EXERCISE IS DESCRIBED IN DETAIL; FOR MORE INFORMATION AND A STEP-BY-STEP GUIDE SEE THE ANNEX.

REFLECTION QUESTIONS (CHILDREN OR FACILITATOR)

HOW DO YOUR BREATH AND BODY INTERACT? HOW DO YOU BREATHE? WHAT DID YOU FEEL?

REFERENCES:

LESSON #:

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ANNEX – BREATH AND BODY MEDITATION

1. FIND A SITTING POSITION THAT FULLY ENCOMPASSES YOUR INTENTION TO BE FULLY PRESENT IN THE PRESENT MOMENT.
2. NOW, DIRECT YOUR AWARENESS TO YOUR ABDOMEN AND YOUR BREATH GOING IN AND OUT OF YOUR BODY. AS YOUR BREATH MOVES IN AND OUT OF YOU, NOTICE THE CHANGES IN THE PHYSICAL SENSATIONS IN THIS AREA OF YOUR BODY.
3. EACH TIME YOU INHALE AND EXHALE, FOLLOW THE CHANGING PHYSICAL SENSATIONS AS CLOSELY AS YOU CAN. YOU MAY NOTICE THE SHORT PAUSE WHEN YOU INHALE AND THEN EXHALE, AND WHEN YOU EXHALE AND THEN INHALE AGAIN.
4. YOU DO NOT NEED TO TRY TO CONTROL YOUR BREATHING IN ANY WAY. LET THE BREATH DO IT ON ITS OWN.
5. AFTER A FEW MINUTES, AFTER WATCHING THE BREATH MOVE IN AND OUT OF YOUR BODY, DELIBERATELY AND WILLINGLY EXPAND YOUR FIELD OF AWARENESS AROUND THE BREATH AND BRING YOUR BODY AS A WHOLE INTO IT.
6. SEE IF YOU HEAR ALL THE SENSATIONS THAT ARISE, OF WHATEVER KIND, AND IF YOU ARE AWARE OF THE WHOLE OF YOUR SITTING AND BREATHING BODY. THIS MAY INCLUDE NOTICING PATTERNS OF PHYSICAL SENSATIONS AS THE BODY COMES INTO CONTACT WITH THE FLOOR, CHAIR, CUSHION OR STOOL: THE CONTACT OR PRESSURE OF THE FEET OR KNEES ON THE FLOOR, THE CONTACT OF THE BUTTOCKS WITH WHAT IS SUPPORTING IT, THE CONTACT OF THE HANDS ON THE FRONT OF THE LEGS OR WHERE IT RESTS ON YOUR LAP.
7. NOTICE THAT ALL THIS APPARENT HYSTERIA CAN BE FOCUSED NARROWLY OR BROADLY BY THE "LENS OF ATTENTION," WHICH ENCOMPASSES YOUR BREATH AND THE WHOLE OF YOUR BODY AND HOLDS IT IN AS WIDE AND SPACIOUS AWARENESS AS YOU CAN. NOTICE WHETHER YOU FEEL DISCONTENT AND RESTLESSNESS OR NEUTRAL OR FRIENDLY CURIOSITY ABOUT THE SENSATIONS THAT ARISE MOMENT BY MOMENT IN THE BODY, AND OBSERVE YOUR REACTIONS TO THEM.
8. WHEN INTENSE SENSATIONS ARISE IN ANY PART OF THE BODY, ESPECIALLY UNPLEASANT UNCOMFORTABLE SENSATIONS, YOU MAY FIND THAT YOUR ATTENTION IS REPEATEDLY DRAWN TO THEM AND YOU ARE DELIBERATELY AND INTENTIONALLY DISTRACTED FROM YOUR FOCUS ON YOUR BREATH OR YOUR BODY AS A WHOLE. IN SUCH MOMENTS, YOU CAN CHANGE YOUR POSTURE. IF YOU DO SO, REMAIN MINDFUL THROUGHOUT THE INTENTION TO MOVE, THE MOVEMENT ITSELF AND ALL ITS AFTER-EFFECTS. OR, FOR A BRIEF MOMENT, YOU CAN DELIBERATELY DIRECT YOUR ATTENTION DIRECTLY TO THE AREA WHERE THE SENSATIONS ARE MOST INTENSE AND, AS BEST YOU CAN, GENTLY PAY ATTENTION TO THE DETAILED PATTERNS OF SENSATIONS YOU WILL DISCOVER THERE. WHAT EXACTLY ARE THESE SENSATIONS LIKE, WHERE EXACTLY ARE THEY, AND DO THEY CHANGE OVER TIME OR MOVE FROM ONE PLACE TO ANOTHER IN YOUR BODY? AS WITH THE BODY SCAN, TRY USING YOUR BREATH AS A TOOL TO BRING AWARENESS TO SUCH DENSE AREAS, TO BREATHE INTO THEM AND OUT OF THEM.
9. AS MUCH AS YOU CAN, LEAVE YOUR SENSES OPEN TO THE FEELING THAT IS ALREADY THERE. IN THIS WAY, INSTEAD OF THINKING ABOUT IT OR TELLING YOURSELF A STORY ABOUT WHAT IT MIGHT MEAN, SEE IF IT IS POSSIBLE TO UNDERSTAND WHAT YOU ARE FEELING BY EXPERIENCING IT DIRECTLY.
10. WHENEVER YOU FIND YOURSELF DRIFTING AWAY BY THE INTENSITY OF PHYSICAL SENSATIONS OR BY THOUGHTS, FEELINGS OR DAYDREAMS, RECONNECT WITH THE HERE AND NOW BY TURNING YOUR ATTENTION BACK TO THE SENSATION CREATED BY THE BREATH OR THE BODY AS A WHOLE.

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CONCEPT:

MINDFUL MEDITATION

EXERCISE NAME:

MINDFULNESS 3-MIN BREATHING SPACE

AUTHOR AND YEAR:

ADAPTED FROM MJON KABAT-ZINN, 2013

EXPLANATION:

USING BREATHING AND MEDITATION TECHNIQUES, THIS EXERCISE ENCOURAGES STUDENTS TO RETURN TO THE PRESENT MOMENT AND TO CALM THEMSELVES.

METHODOLOGY

EACH STEP OF THIS EXERCISE IS DESCRIBED IN DETAIL; FOR MORE INFORMATION AND A STEP-BY-STEP GUIDE SEE THE ANNEX.

REFLECTION QUESTIONS (CHILDREN OR FACILITATOR)

WERE YOU ABLE TO FOLLOW THE STEPS DURING THE MEDITATION EASILY? DO YOU FEEL AT PEACE? WHAT ELSE DID YOU OBSERVE?

ANNEX – THREE-MINUTE BREATHING MEDITATION

STEP ONE: BECOMING AWARE

CHOOSE AN UPRIGHT AND DIGNIFIED POSTURE, WHETHER YOU ARE SITTING OR STANDING. CLOSE YOUR EYES IF POSSIBLE. THEN, BRING YOUR AWARENESS TO YOUR INNER EXPERIENCE AND ACKNOWLEDGE IT BY ASKING THE QUESTION: WHAT IS IT THAT I AM EXPERIENCING RIGHT NOW? WHAT THOUGHTS ARE GOING THROUGH YOUR MIND? MENTALLY ACKNOWLEDGE THESE THOUGHTS AS BEST YOU CAN. WHAT KIND OF FEELINGS DID YOU ENCOUNTER? IF THERE ARE UNCOMFORTABLE OR UNPLEASANT FEELINGS, TURN TO THEM AND ACCEPT THEM WITHOUT TRYING TO MAKE THEM DIFFERENT FROM WHAT THEY ARE. WHAT BODILY SENSATIONS ARE THERE? MAYBE YOU CAN QUICKLY SCAN YOUR BODY AND SEE IF THERE ARE SENSATIONS OF TENSION OR VITALITY AND ACCEPT THEM, BUT DO NOT TRY TO CHANGE THEM IN ANY WAY.

STEP TWO: GATHERING AND FOCUSING ATTENTION

NOW SHINE A 'SPOTLIGHT' AND DIRECT YOUR ATTENTION TO THE PHYSICAL SENSATIONS CREATED BY THE BREATH, GET CLOSE TO THE PHYSICAL SENSATIONS CREATED BY THE BREATH IN YOUR BELLY. FEEL THE BELLY EXPANDING AS YOU BREATHE IN, AND CONTRACTING AS YOU BREATHE OUT. WATCH THE BREATH COMING IN AND GOING OUT. USE EACH BREATH AS AN OPPORTUNITY TO KEEP YOURSELF IN THE PRESENT MOMENT. IF YOUR MIND WANDERS, GENTLY RETURN YOUR ATTENTION TO YOUR BREATH.

STEP THREE: EXPANDING ATTENTION

EXPAND YOUR FIELD OF AWARENESS AROUND YOUR BREATHING. SO THAT IT IS AS IF YOUR WHOLE BODY IS BREATHING AND ADD TO THIS THE BODY AS A WHOLE, YOUR POSTURE AND FACIAL EXPRESSION. IF YOU BECOME AWARE OF FEELING RESTLESSNESS OR TENSION, YOU CAN FOCUS YOUR ATTENTION DIRECTLY ON THIS INTENSITY, IMAGINING YOUR BREATH MOVING IN AND AROUND THESE SENSATIONS. THAT WAY, YOU CAN DISCOVER THEM AND BEFRIEND THEM INSTEAD OF TRYING TO CHANGE THEM IN ANY WAY. IF THESE SENSATIONS CEASE TO ATTRACT YOUR ATTENTION, RETURN TO SITTING, MOMENT TO MOMENT AWARENESS OF YOUR BODY AS A WHOLE.

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CONCEPT:

MINDFUL MEDITATION

EXERCISE NAME:

MINDFUL FRIENDSHIP MEDITATION

AUTHOR AND YEAR:

ADAPTED FROM MARK WILLIAMS & DANNY PENMAN
2011

EXPLANATION:

THE STUDENTS ARE INVITED TO CALM DOWN USING A FRIEND METAPHORICALLY TO BECOME MINDFUL, AND TO PAY ATTENTION TO WHAT IS HAPPENING AROUND THEM IN THE PRESENT AND NOT THE PAST.

METHODOLOGY

EACH STEP OF THIS EXERCISE IS DESCRIBED IN DETAIL; FOR MORE INFORMATION AND A STEP-BY-STEP GUIDE SEE THE ANNEX.

REFLECTION QUESTIONS (CHILDREN OR FACILITATOR)

DO YOU FEEL COMFORTABLE? ARE YOU AT PEACE? WHAT DO YOU FEEL? IS THERE ANYTHING YOU WOULD LIKE TO COMMENT ON THE EXERCISE?

ANNEX – FRIENDSHIP MEDITATION

TAKE A FEW MINUTES TO SETTLE INTO A WARM AND COZY PLACE WHERE YOU CAN BE ALONE, RELAXED AND AWAKE. FIND A POSTURE THAT GIVES YOU A SENSE OF DIGNITY AND ALERTNESS. IF YOU ARE SITTING, MAKE SURE YOUR SPINE IS STRAIGHT, YOUR SHOULDERS RELAXED, YOUR CHEST TENSE AND YOUR HEAD BALANCED. FOCUS ON YOUR BREATH AND BRING YOUR ATTENTION TO THE WHOLE BODY FOR A FEW MINUTES UNTIL YOU FEEL RELAXED. WHEN YOUR MIND WANDERS, NOTICE WHERE IT GOES AND REMEMBER THAT YOU NOW HAVE A CHOICE: EITHER YOU WILL TAKE YOUR ATTENTION TO WHAT YOU WANT TO FOCUS ON, OR YOU WILL LEAVE IT WHERE YOU FEEL DISTRESS OR ANXIETY IN YOUR BODY. FEEL FREE TO USE ANY OF THE PREVIOUS MEDITATIONS TO PREPARE FOR THIS MEDITATION. WHEN YOU FEEL READY, REMEMBER SOME OR ALL OF THE FOLLOWING PHRASES, OR CHANGE THE WORDS TO SUIT YOU, SO THAT THEY CONNECT WITH YOU AND BECOME FOR YOU THE GATEWAY TO A DEEP SENSE OF FRIENDSHIP FOR YOURSELF.

LET ME ALWAYS BE PEACEFUL, HEALTHY AND BALANCED.
LET ME BE A PERSON WHO IS SUCCESSFUL AND WHO SEES THESE SUCCESSES AND ENJOYS THEM.
LET MY WHOLE LIFE BE FULL OF ABUNDANCE AND PROSPERITY WITH MY LOVED ONES.

NOW, TAKE YOUR TIME AND IMAGINE THAT EACH OF THE STATEMENTS IS THROWN LIKE A PEBBLE INTO A DEEP WELL. ONE BY ONE YOU DROP THESE STATEMENTS INTO THE WELL, AND THEN YOU LISTEN TO THE REACTIONS THAT MAY ARISE IN YOUR THOUGHTS, EMOTIONS, BODILY SENSATIONS OR IMPULSE TO ACT. YOU DO NOT NEED TO JUDGE ANYTHING THAT ARISES. IT IS ALL NATURAL. IF YOU FIND IT DIFFICULT TO FEEL A SENSE OF FRIENDSHIP TOWARDS YOURSELF, BRING TO MIND A PERSON (EVEN A PET) WHO HAS LOVED YOU UNCONDITIONALLY IN THE PAST OR PRESENT. WHEN YOU CLEARLY FEEL THAT PERSON'S LOVE FOR YOU, SEE IF YOU CAN DIRECT THAT LOVE TOWARDS YOURSELF.

LET ME ALWAYS BE PEACEFUL, HEALTHY AND BALANCED. LET ME BE A SUCCESSFUL PERSON WHO SEES AND ENJOYS SUCCESS.
LET MY WHOLE LIFE BE ABUNDANT AND PROSPEROUS WITH MY LOVED ONES.
STAY IN THIS STEP AS LONG AS YOU LIKE BEFORE MOVING ON TO THE NEXT STEP.

AT SOME POINT, BRING TO MIND A LOVED ONE AND WISH THEM WELL IN THE SAME WAY (YOU CAN ADDRESS THEM IN THE SINGULAR OR PLURAL PERSON, LEARN: YOUR FAMILY MEMBERS).
LET THEM ALWAYS BE PEACEFUL, HEALTHY AND BALANCED.
LET THEM BE SUCCESSFUL PEOPLE WHO SEE AND ENJOY SUCCESS.
LET THEIR WHOLE LIFE BE FULL OF ABUNDANCE AND PROSPERITY WITH THEIR LOVED ONES.

ONCE AGAIN, AS YOU HOLD THIS PERSON OR THESE PERSONS IN YOUR MIND AND HEART AND WISH THEM WELL, PAY ATTENTION TO WHAT ARISES IN YOUR MIND AND BODY. TAKE YOUR TIME. PAUSE BETWEEN STATEMENTS AND LISTEN CAREFULLY. BREATHE IN AND OUT.

WHEN YOU ARE READY TO MOVE ON, THINK OF A STRANGER. IT COULD BE SOMEONE YOU SEE ALL THE TIME ON THE STREET, ON THE BUS OR ON THE TRAIN, BUT YOU DO NOT KNOW THEIR NAME AND YOU FEEL NEUTRAL TOWARDS THEM. EVEN THOUGH YOU DO NOT KNOW THIS PERSON, IMAGINE THAT HE OR SHE MIGHT HAVE A LIFE FULL OF HOPES AND FEARS JUST LIKE YOU. HE OR SHE WANTS TO BE HAPPY JUST LIKE YOU. SO, KEEPING THIS PERSON IN YOUR HEART AND MIND, REPEAT THE SAME PHRASES AND WISH THEM WELL.
MAY THEY ALWAYS BE PEACEFUL, HEALTHY AND BALANCED.
MAY THEY BE SUCCESSFUL PEOPLE WHO SEE AND ENJOY SUCCESS.
MAY THEIR WHOLE LIFE BE ABUNDANT AND PROSPEROUS WITH THEIR LOVED ONES.

NOW, IF YOU WANT TO EXTEND THIS MEDITATION A LITTLE LONGER, THINK OF A PERSON WHO YOU FEEL HAS ALWAYS CREATED DIFFICULTIES FOR YOU IN THE PAST OR PRESENT. IT DOES NOT HAVE TO BE THE PERSON WHO HAS CAUSED YOU THE GREATEST DIFFICULTIES IN YOUR LIFE, BUT WHOEVER YOU CHOOSE, HOLD THEM IN YOUR HEART AND MIND KNOWINGLY AND WILLINGLY, ACCEPTING THAT THEY TOO MAY WANT TO BE HAPPY AND FREE OF SUFFERING. REPEAT THE FOLLOWING STATEMENTS.
MAY HE ALWAYS BE PEACEFUL, HEALTHY AND BALANCED, – MAY HE BE A SUCCESSFUL PERSON WHO SEES HIS SUCCESSES AND ENJOYS THEM.
MAY HIS WHOLE LIFE BE FILLED WITH ABUNDANCE AND PROSPERITY WITH HIS LOVED ONES.

PAUSE. LISTEN. NOTICE THE SENSATIONS IN THE BODY. SEE IF IT IS POSSIBLE TO EXPLORE THESE SENSATIONS WITHOUT CENSORING THEM OR JUDGING YOURSELF. IF YOU FIND YOURSELF NOT KNOWING WHAT TO DO AND YOU FEEL LIKE YOU WANT TO RETREAT IN THE FACE OF THESE INTENSE FEELINGS OR THOUGHTS, REMEMBER THAT AT ANY MOMENT YOU CAN RETURN TO THE BREATH IN THE BODY AND ANCHOR YOURSELF IN THE PRESENT MOMENT AND SHOW YOURSELF KINDNESS.

FINALLY, EXTEND LOVING KINDNESS TO YOUR LOVED ONES, TO STRANGERS, AND TO ALL THOSE WHOM YOU THINK ARE DIFFICULT. THE IDEA IS TO OFFER LOVE AND FRIENDSHIP TO ALL LIVING BEINGS ON THE PLANET AND TO REMEMBER THAT YOU ARE INCLUDED IN THAT! MAY ALL LIVING BEINGS BE FREE FROM FEELING PAIN. MAY ALL LIVING BEINGS BE AS HAPPY AND HEALTHY AS IT IS POSSIBLE FOR THEM TO BE. MAY ALL OUR LIVES BE COMFORTABLE AND PEACEFUL.

THE MINDFUL SCHOOL

Student Lessons - Level 2



CONCEPT:

A SENSORY WALK

EXERCISE NAME:

A RAINBOW OF COLOUR ALL AROUND US

AUTHOR AND YEAR:

ADAPTED FROM DANIEL J. SIEGEL, 2011

EXPLANATION:

THROUGH THIS ACTIVITY, STUDENTS BECOME CALM IN TIMES OF STRESS BY BEING MINDFUL OF THE ENVIRONMENT AROUND THEM. IDENTIFYING ITEMS IN THE ENVIRONMENT WITH A FOCUS ON HOW THEY MAKE US FEEL. THIS ALLOWS FOR ATTENTION ON THE BODY'S SENSES.

METHODOLOGY

- BEGIN BY ASKING THE STUDENTS TO COME ON A SENSORY WALK WITH YOU. DURING THIS TIME THE STUDENTS ARE ENCOURAGED TO BE PRESENT WITH THEMSELVES. IF THEY NEED TO COMMUNICATE WITH OTHERS, THEY CAN DO SO BY WHISPERING. HOWEVER, ENCOURAGEMENT TO STAY FOCUSED ON HOW THEY ARE FEELING AND RESPONDING TO THIS WALK SHOULD BE PRIORITISED.
- AS THE STUDENTS WALK AROUND OUTSIDE, ENCOURAGE THEM TO FIND SOMETHING RED, BLUE, ORANGE, YELLOW. KEEP GOING THROUGH ALL THE COLOURS UNTIL YOU HAVE SEEN EACH COLOUR OF THE RAINBOW. THE STUDENTS MIGHT NOTICE THE VIBRANT YELLOW OF A BUMBLE BEE, OR THE STARK REFLECTION OF RED BERRIES IN A PUDDLE. THE STUDENTS CAN BRING A SKETCH BOOK AND RECORD WHAT THEY SEE, AND HOW IT MAKES THEM FEEL.

REFLECTION QUESTIONS (CHILDREN OR FACILITATOR)

AFTER THE WALK YOU MAY WISH TO ENGAGE IN SOME GROUP DISCUSSION. ASK WHAT THE DIFFERENT MEMEBERS OF THE GROUP SAW, AND HOW DIFFERENT STUDENST FOCUSED ON DIFFERENT ITEMS.

REFERENCES:

DANIEL J. SIEGEL, 2011

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THE MINDFUL SCHOOL

Student Lessons - Level 2



CONCEPT:	SENSORY IDENTIFICATION
EXERCISE NAME:	SENSORY SENSATIONS
AUTHOR AND YEAR:	ADAPTED FROM CHRISTOPHER WILLARD & DANIEL RECHTSCHAFFEN, 2022

EXPLANATION:

BY USING THEIR FIVE SENSES, STUDENTS CAN BECOME MORE MINDFUL OF HOW THEY ARE FEELING BY CONNECTING WITH THEIR SURROUNDINGS.

METHODOLOGY

- BEGINNING WITH OUR SENSE OF SMELL, STUDENTS ARE INVITED TO BECOME AWARE OF THE COLD AIR THEY ARE BREATHING IN, AND THE WARM AIR THEY ARE BREATHING OUT. ONCE THE STUDENTS HAVE BECOME AWARE OF THIS, THEY ARE ENCOURAGED TO VISUALISE THE ROOM THAT THEY ARE IN.
- GUIDE THE STUDENTS ON A TOUR OF THE ROOM. WITH THEIR EYES CLOSED, AND WHILE SITTING VERY STILL IN THEIR SEAT, IMAGINE THEMSELVES WALKING AROUND THE ROOM. ASK THE STUDENTS TO FIND SOMETHING RED IN THE ROOM. CAN THEY PICK IT UP? HOW DOES IT FEEL? IS IT HEAVY? NOW FIND SOMETHING BLUE IN THE ROOM. CAN THEY PICK IT UP OR IS IT TOO HEAVY? HOW DOES IT SMELL. IF IT IS SAFE TO DO SO, HOW DOES IT TASTE? REPEAT THIS AS MANY TIMES AS YOU LIKE.
- TO BRING THE STUDENTS BACK INTO THE ROOM, ASK THEM TO FOCUS ON THE SOUNDS IN THE ROOM. THE SOUND OF THE TEACHER'S VOICE, THE TICKING OF THE CLOCK, THE SHUFFLING OF PEOPLE'S FEET. WHEN THEY ARE READY, THEY CAN OPEN THEIR EYES AGAIN.

REFLECTION QUESTIONS (CHILDREN OR FACILITATOR)

COULD YOU SMELL ANY SCENTS IN THE AIR? DID YOU NOTICE YOUR BREATHS GETTING DEEPER THE LONGER THE ACTIVITY LASTED? HOW DID YOU KNOW YOU FELT RELAXED?

THE MINDFUL SCHOOL

Student Lessons - Level 2



CONCEPT:

LISTENING MEDITATION

EXERCISE NAME:

SOUNDS THAT CALL TO ME

AUTHOR AND YEAR:

ADAPTED FROM WHITNEY STEWART, 2018

EXPLANATION:

THROUGH THIS EXERCISE, THE STUDENTS WILL BE GUIDED THROUGH A MEDITATION SESSION WHERE THEY CAN CLEAR THEIR MINDS AND IDENTIFY 12 SOUNDS IN THEIR SURROUNDINGS. THEY MAY BECOME AWARE OF HOW THEY ARE FEELING BOTH PHYSICALLY AND EMOTIONALLY.

METHODOLOGY

- USING A GENTLE ALARM CLOCK ASK THE STUDENTS TO CLOSE THEIR EYES. ASK THEM TO VISUALISE THE ROOM THAT THEY ARE IN, THE PEOPLE THAT ARE AROUND THEM AND THE CLOTHING THEY ARE WEARING TODAY.
- ONCE THEY HAVE SETTLED INTO THIS, FOCUS ON THEIR BREATHING. SLOW DEEP BREATHS IN, SLOW DEEP BREATHS OUT. AFTER A FEW MINUTES OF MINDFULNESS BREATHING, ASK THE STUDENTS TO IDENTIFY THE MOST DOMINANT SOUND IN THEIR ENVIRONMENT. IT MAY BE THE SOUND OF THE TEACHER'S VOICE, OR THE SOUND OF OTHER CHILDREN IN THE CORRIDOR.
- AFTER ANOTHER MINUTE ASK THE STUDENTS TO IDENTIFY A SECOND (DIFFERENT) SOUND IN THEIR ENVIRONMENT. CONTINUE THIS UNTIL THE STUDENTS HAVE IDENTIFIED 12 DIFFERENT SOUNDS.
- TO CONCLUDE, ASK THE STUDENTS TO VISUALISE THEMSELVES BACK IN THE ROOM, THE ITEMS AROUND THEM, THE PEOPLE, AND HOW THEY LOOK TODAY. WHEN THEY ARE READY THEY CAN OPEN THEIR EYES AGAIN.

REFLECTION QUESTIONS (CHILDREN OR FACILITATOR)

HOW DID YOU FIND THIS ACTIVITY? DID YOU LIKE IT? WHY/WHY NOT? WHAT SOUND COULD YOU HEAR FIRST? WHAT SOUND COULD YOU HEAR LAST? CAN THE STUDENTS DRAW AN IMAGE OF THE 1ST (LOUDEST) NOISE THEY HEARD, TO THE 12TH (SOFTEST) SOUND. THIS MAY GO FROM THE TEACHER'S VOICE TO THE SOUND OF THEIR HEART/PULSE.

REFERENCES:

WHITNEY STEWART, 2018

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