

Mindfulness (Year 4)

Unit Overview

Summary

Children will practice a variety of mindfulness techniques and make links between mindfulness and their emotions with strategies that they can use in everyday life to calm themselves. They will re-visit techniques introduced in previous units such as barefoot walking, mind jars and visualisation and be introduced to some new techniques such as colour meditation. The lessons aim to deepen mindfulness practice to enable children to shift their own attention to different aspects of their environment and reflect upon and feel empowered to control and change, feelings in their own bodies and minds.

Prior learning

If children have been following the Striver plan since the beginning, they will have had 6 sessions of mindfulness in each of the previous years. These focused on breathing, sounds, focus objects, breathing buddies, mindfulness jars, gratitude and positive wishes, mindful eating and visualisation. Children may have continued some aspects of mindfulness from these sessions. If pupils have completed the Yoga units, they will recognise some features of mindfulness within yoga practice. The first session recaps some of the techniques introduced last year.

Teaching Tips

- Timings in the lesson are based on short sessions of 15 minutes.
- You might wish to incorporate these sessions into the school day. For example, a short session after break time to calm and be ready for lessons.
- For most sessions, children should sit in a chair so they can place their feet flat on the floor. Some children might be more comfortable in a more relaxed pose such as reclining on a bean bag but a connection between their body and the Earth is important.
- If possible, dim the lighting though it should not be completely dark.
- Carry out the session in a quiet area so that children can focus on their thoughts with minimal distraction.
- Lessons incorporate the use of a chime sound. This could be from a triangle or xylophone chime with a soft, reverberating sound.
- The aim of this unit is to practice mindfulness exercises introduced in previous years and introduce new mindfulness practices to give children tools to help them focus attention, increase self-awareness and know how to handle anxiety causing situations..
- Some children will find it hard to focus for a full session initially, praise those children for the time that they manage and see whether their ability to focus and pay attention increases over time. Reassure children that it is normal to lose concentration at some points and learning to re-focus their concentration again is a valuable skill. The sessions incorporate variety and children might find some easier or more attention grabbing than others.
- Pick a time when children have been active and are ready to settle down.
- The lessons are written as a script with some suggested actions or activities.

Lesson 1 - Introduction (Year 4)

Lesson Overview

Learning Objectives:

To recap what Mindfulness means and reacquaint themselves with some mindful techniques.

Success Criteria:

- Pupils can maintain still, quietness for a short period of time.
- Pupils explore moving their mind focus and attention to environmental aspects and then back to themselves.

Key Vocabulary:

Mindfulness, breathe, visualise, mind's eye.

Equipment & Resources:

- See Teaching Tips section for advice.

Introduction (5 minutes)

1 Ask children if they remember taking part in some mindfulness session last year?

TEACHER NOTES

If they do, you could ask whether any of the children continued some of the techniques that they practised?

2 Before beginning. Can children suggest how mindfulness is a useful thing to learn to do?

TEACHER NOTES

You might need to give some prompts:

- Emotional control.
- Ability to change your focus.
- Attention and concentration.
- Relaxation and finding calm.
- Getting you ready to learn.
- Understanding how your mind reacts to things that happen.
- Practice ways to settle your mind down.
- Develop self-awareness.

3 Ask children what they understand by the phrase 'in your mind's eye'? They have done several mindfulness session where they have imagined different scenarios. In all of these they were using their mind's eye to picture things in their imagination but they have not used the phrase before.

TEACHER NOTES

You could relate this to when they read books and make their own images of the characters like a film in their head.

Main (7 minutes)

1 Can they remember what position they sat in when doing mindfulness sitting?
Can they get ready for mindfulness now?

- 2
- Find a comfortable sitting position in a chair with your feet flat on the floor*.
 - Shut your eyes if you are comfortable to do so.
 - Some children will feel more focused if they shut their eyes, others will not feel comfortable doing this. If they do not feel comfortable with eyes shut, they should gaze gently towards the ground, not at other people.
 - Rest your hands gently on your legs.
 - Focus your awareness on the feeling of your feet touching the floor, the strong Earth is supporting you.
 - Try to straighten your back but don't strain upright. Imagine a string coming out of the top of your head with a floating balloon attached to it. The balloon is stretching you gently upright.
 - Relax your shoulders. If they feel curved inwards, try to roll them back and relax the muscles.
 - Focus on your mouth and your tongue. Your tongue should be lying relaxed in your mouth, not pushing anywhere. Your mouth should not feel tight and tense, think about how you have your mouth when you are going to sleep; relaxed and not clenched tightly shut.

3 Breathe quietly through your nose, feel your lungs fill and empty. Sit quietly just concentrating on your breathing for a while.
Clean air coming in to your lungs, feel your lungs expanding like balloons and then silently let the air out again and feel your lungs contracting.
Think about how your body feels when your lungs fill, do they pull your spine up straighter? Does the breath relax your muscles?
Breathe silently for a few moments.

4 If your mind wanders and you start to think of other things, try to bring your mind back to just focusing on your breathing.

5 I want you to imagine a big square shape.
You trace the edge of the shape with your finger, begin in the bottom left corner.
Go up slowly to the corner.
Across.
Down.
and left, back to the start position.

6 You are going to trace the square again, this time just with your mind's eye.
Begin in the bottom left and take a breath in while you trace the side up.
Hold the breath in while you trace the top of the square.
Breathe out while you trace the side down.
Hold your breath while you trace the bottom back to the start.

7 Repeat this process a couple of times.

TEACHER NOTES

See the next step for the guidance that children were given last year.

VARIATION

*As noted in the teacher's notes, make adaptations for children who cannot sit still in an upright position but encourage contact between the feet and the ground if possible.

VARIATION

If children have a blocked nose, they should breathe in whichever way is most comfortable. Breathing should be quiet.

- 8 Now, try to lengthen your breath so that you count to 4 in your head while you trace each side.
This is called square breathing.
If you feel uncomfortable at any time, just return to normal breathing.
- 9 As you get better at this, your counting will become slower.
As your lung capacity increases over time, you could count higher than 4.
- 10 Take your breathing back to normal and think about when you think a breath starts, when does it stop?
- 11 We are going to try one more breathing technique, this is called breathing through your spine.
Imagine your spine in your back. It is made up of 33 small bones called Vertebrae that go from your bottom up to your brain.
- 12 Visualise your spine in your body. I want you to imagine that when you breathe in you are breathing all the way up from the bottom of your spine to the top.
As your lungs fill with the clean air, imagine the oxygen 'going to each part in turn, soothing any aches and straightening the bones, stretching your body up to the sky.
- 13 As the breath reaches the top of your head, tilt your head up towards the sun.
- 14 As you exhale, tilt your head forward to its natural position again and feel the vertebrae settling down into a new, calm, unstressed position.
- 15 Repeat this process a few times, each time untangling and straightening the spine. Imagine it getting stronger with your clean breaths.
- 16 I am going to play a chime in a moment, listen to the sound until you can no longer hear it then gently open your eyes and bring your attention back to the room.

TEACHER NOTES

Use your voice to guide the children in breathing up and down their spines for a few repetitions.

Conclusion (3 minutes)

- 1 Ask children to reflect briefly upon how they feel now. Firstly, how does their body feel? Then how does their mind feel?
- 2 Did they find it difficult to concentrate on their breathing? Did their mind wander to other things?
- 3 Did it help to visualise the square when breathing?
- 4 Do they feel more calm or ready to concentrate on school work now than they usually do at this time?

TEACHER NOTES

Reassure them that this is a normal part of mindfulness. The skill when you begin is to be able to bring your attention back to your breathing when your mind gets distracted.

TEACHER NOTES

You are likely to get a variety of positive and negative responses. The hope is that by encouraging children to reflect, they are also supporting peers in recognising and sharing their opinions and similarities. Giving those children who could not get into the experience, through self-consciousness or preoccupations, guidance and confidence in giving it a go another time.

Lesson 2 - Colours (Year 4)

Lesson Overview

Learning Objectives:

To explore how colours can make you feel and reflect on which colours children find relaxing.

Success Criteria:

- Children are expanding their repertoire of mindfulness exercises and their understanding of techniques and objects that they can make use of to calm themselves.
- Children are improving their ability to reflect upon their own feelings and emotions.

Key Vocabulary:

Mindfulness, breathe, emotions, feelings, visualise

Equipment & Resources:

- See Teaching Tips section for advice.
- Translucent coloured cellophane sheets in a variety of colours for children to look through.

Introduction (3 minutes)

1 Explain to the children that they are going to be doing some mindfulness exercises now. Can they get themselves into the best position for this?

- 2
- Find a comfortable sitting position in a chair with your feet flat on the floor*.
 - Shut your eyes if you are comfortable to do so.
 - Some children will feel more focused if they shut their eyes, others will not feel comfortable doing this. If they do not feel comfortable with eyes shut, they should gaze gently towards the ground, not at other people.
 - Rest your hands gently on your legs.
 - Focus your awareness on the feeling of your feet touching the floor, the strong Earth is supporting you.
 - Try to straighten your back but don't strain upright. Imagine a string coming out of the top of your head with a floating balloon attached to it. The balloon is stretching you gently upright.
 - Relax your shoulders. Bring them up towards your ears and then rotate them backwards to uncurl the muscles.
 - Focus on your mouth and your tongue. Your tongue should be lying relaxed in your mouth, not pushing anywhere. Your mouth should not feel tight and tense, think about how you have your mouth when you are going to sleep; relaxed and not clenched tightly shut.

3 Breathe quietly in through your nose and out through your mouth, feel your lungs fill and empty. Sit quietly just concentrating on your breathing for a while.
Clean air coming in to your lungs, feel your lungs expanding like balloons and then silently let the air out again and feel your lungs contracting.
Think about how your body feels when your lungs fill, do they pull your spine up straighter? Does the breath relax your muscles?
Breathe silently for a few moments.

4 Breathe in whichever way feels more comfortable to you now.

TEACHER NOTES

If children have followed the programme in previous years, they will be familiar with how to get into a good position. The instructions used in previous lessons are repeated in step 2.

VARIATION

*As noted in the teacher's notes, make adaptations for children who cannot sit still in an upright position but encourage contact between the feet and the ground if possible.

VARIATION

If children have a blocked nose, they should breathe in whichever way is most comfortable. Breathing should be quiet.

Main (6 minutes)

- 1 I would like you to try and think of a relaxing colour. It can be any colour, as long as it is one that makes you think of relaxation.
- 2 Now, imagine breathing in the relaxing colour and visualise it filling your lungs.
- 3 Breathe it out and send the relaxation to everything around you, imagine it settling on the people and objects in the room and expanding to fill the space. Continue to fill yourself and the room with the relaxing colour for several breaths.
- 4 Now, try to think of a colour that represents *stress, sadness or anger.
- 5 Now, imagine breathing in this colour and visualise it filling your lungs. Reflect upon how this makes you feel? Do you feel different than you did with the calm colour?
- 6 Visualise the effect of breathing it out to everything around you, imagine it settling on the people and objects in the room and expanding to fill the space. How does this feel?
- 7 Now try to visualise breathing in the calming colour again. As you breathe out, the angry* colour is coming out of your body.
- 8 Each calming breath you take, dilutes the angry colour inside you more, you are breathing out all of the anger*
After a few breaths, the calming colour has replaced all of the other colour within your body. Now when you breathe out, you are breathing out the calm colour again.
- 9 Visualise the calming colour settling on the people and things in the room that were affected by the angry colour, it is diluting the anger and making it fade away.
- 10 Continue breathing out calm until the whole space is filled with the calm colour again.
- 11 I am going to play a chime in a moment, this will be the sign to bring your attention back to the class.
Play the chime.

TEACHER NOTES

*Whichever of those emotions is most relevant or suitable for your class group to explore.

TEACHER NOTES

*Use the emotion that you selected in the previous steps.

TEACHER NOTES

While children are doing this, place the coloured cellophane sheets on the table within their reach.

Conclusion (6 minutes)

- 1 Draw children's attention to the coloured cellophane sheets in front of them. Can you see the calm colour in this selection, can you see the angry colour.
- 2 Explain that the children can have some time now to try looking through the different coloured sheets at the space around them and at other people. When they do this, ask them to think about whether the different colours make them feel differently or make them think of certain emotions or feelings? It could be that a colour reminds them of something that has a feeling attached to it such as summer holidays for example.
- 3 Can they choose a colour that makes them feel calm, is it the same colour that they visualised?
- 4 Can they choose an angry colour.
- 5 Discuss children's ideas as a group.

TEACHER NOTES

The sheets could be used in an art session to make an 'emotions/feelings' window in the classroom by mounting them on black card outlines and sticking to the classroom windows. Children could make individual windows with the colours that make them think of the different emotions.

Lesson 3 - Barefoot Walking (Year 4)

Lesson Overview

Learning Objectives:

To explore barefoot walking.

Success Criteria:

Pupils are developing the ability to control their focus from the external to the internal.

Pupils are developing their ability to control and calm their breathing using mindfulness techniques.

Key Vocabulary:

mindful walking, calm, inhale, exhale.

Equipment & Resources:

See Teaching Tips section for advice.

- Children will be walking around barefoot for this session, ensure that there is space for this and no potential safety issues.
- Ideally this session will be carried out outdoors on grass but can also be done inside.
- Children who have been following the scheme would have had a similar session previously (age 5-6 lesson)

Introduction (3 minutes)

1	Today children are going to do mindfulness walking around barefoot so they should remove their shoes and socks.	
2	Ask children to find a space to start in and stand up in their space.	
3	Spread their toes on the ground and feel their strong body balancing and the Earth supporting them.	

Main (10 minutes)

- 1 Ask children to walk slowly around the area focusing on the way the ground feels beneath their feet.
Do this for a minute.
- 2 Now concentrate on the way their feet move when they walk. Focus on the way the heel touches the floor and the rest of the foot rolls onto the floor.
Walk like this for a minute.
- 3 Can children spread their toes when they touch the floor and stretch out every toe.
Continue to walk mindfully for a while.
- 4 Now, standing on the spot, children should alternate bringing their body-weight onto their heels with toes raised and then onto their toes with toes spread, then raise heels to tip-toe and reverse and repeat.
Concentrate on how this feels.
- 5 Resume walking slowly around the area and bring the focus to their breathing.
What type of breathing are they doing?
Can they deepen their breathing by taking a breath in through their nose that expands their lungs to full capacity and the breathing this slowly and quietly out through their mouth?
- 6 Explain that you are going to ask them to move more quickly in a moment.
When they hear the chime they should do this.
When they hear the chime for the second time, they should stop and stand still.
- 7 When they stop, ask the children to bring their focus to the breathing and notice if it has changed due to the faster activity?
- 8 Can they try to bring their breathing back to the slow deep breathing and notice how this makes their body and mind feel. Having eyes closed may help with this.
- 9 Give children time to calm their breathing before proceeding.

VARIATION

Some children might prefer to stand still with eyes closed to do this.

VARIATION

Depending upon the space available, this might be running, jogging, fast walking or dancing. Instruct children as to the best method.

VARIATION

You can use music as an alternative to the chime if you wish. When the music stops, they should stop.

Conclusion (2 minutes)

<ol style="list-style-type: none"><li data-bbox="94 231 1365 326">1 Were children able to control their attention to bring their focus onto the ground, then their feet, then their breathing?<li data-bbox="94 379 1444 474">2 Were children able to calm their own breathing after speeding it up? How did they do this?<li data-bbox="94 528 1455 676">3 Does it feel good to be able to be in control of your attention and focus? Could you use the techniques that you used to calm your breathing in any other situations?	
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Lesson 4 - Mind jars (Year 4)

Lesson Overview

Learning Objectives:

To practise a mindfulness using a mind jar as a focus object.

Success Criteria:

Pupils are able to get into a mindful state using an object as a focus.

Key Vocabulary:

mind jar, focus.

Equipment & Resources:

- See Teaching Tips section for advice.
- Children who have been following the scheme would have had a similar session previously (age 6-7 lesson).
- This session is an extended session because it includes the children making their own individual mind jars. You could split this into two sessions; making the jars and then, using them as part of mindfulness.
- If it is not possible for children to make individual mind jars, then you could make large class mind jar(s) using the method in the age 6-7 lesson.
- Use the document How to make an Individual Mind Jar (**See resource 1**) for details of resources needed.
- Ask children to collect a jar each - baby food jars are small and will reduce the amount of glue and glitter that you need.
- Ideally the glitter will take a few minutes to settle after shaking. If you do not have sufficient glue then glitter in water will work on its own, it will just settle more quickly.
- Children should not be given the glass jars to hold if they are angry and likely to throw them rather than use them as a tool to calm.

Introduction (20 minutes)

- 1 Explain to the children that they are going to be making mind jars today to use as a focus in mindfulness. Do they remember using mind jar in a past session?
- 2 Hand out the jars.
- 3 Now think back to last week and our exploration of colour. I want you to select three colours of glitter to use in your mind jar:
 1. A colour to represent your thoughts.
 2. A colour to represent your feelings.
 3. A colour to represent your impulses - the way you behave without thinking.
- 4
 - Fill the jar with warm water and add the clear glue or glycerine (if using).
 - Stir the mixture to dissolve the glue. The glue thickens the water.
 - Add a spoon of each of your chosen colours of glitter and stir.
- 5
 - Add the lids and see how quickly the glitter settles after being shaken gently: **TAKE CARE in case it leaks**. Ideally it will take 3-4 minutes. If it settles too quickly, add more glue.
 - Add additional glitter if needed.
 - Seal the lid on using the glue gun or duct tape.

Main (10 minutes)

- 1 Ask children to sit with their mind jar on the table in front of them.
- 2 Get ready for mindfulness:
 - Find a comfortable sitting position in a chair with your feet flat on the floor.
 - Shut your eyes if you are comfortable to do so. Or gaze downwards.
 - Rest your hands gently on your legs.
 - Focus your awareness on the feeling of your feet touching the floor, the strong Earth is supporting you.
 - Try to straighten your back.
 - Relax your shoulders. Bring them up towards your ears and then rotate them backwards to uncurl the muscles.
 - Focus on your mouth and your tongue. Your tongue should be lying relaxed in your mouth, not pushing anywhere. Your mouth should not feel tight and tense, think about how you have your mouth when you are going to sleep; relaxed and not clenched tightly shut.
- 3 Now breathe in whichever way is most comfortable to you.
- 4 Open your eyes and look at your mind jar with the glitter settled.
- 5 Shake the jar and place it back on the table.
- 6 Look at the swirling glitter as a whole, think about the impression that the swirling glitter gives. Do this for a few moments.
- 7 Now, try to focus on an individual flake of glitter - can you track its journey with your eyes? If you lose it, pick another
- 8 Think about what direction the glitter is moving in, is there a pattern to it or is it moving randomly in all directions with no control?
- 9 Now think back to the glitter you put in. This represented your thoughts, your feelings and your impulses.
Imagine that the jar is like your mind during a day.
First let the glitter settle.
- 10 Your jar represents when you wake up in the morning - things are still and calm for a moment.

- 11 Soon, things start swirling: swirl your jar a little.
What things could make it swirl in the morning? Swirl your jar for each thing that you think of.

- 12 You get to school and things get more active; you are excited to see your friends - shake your jar.
Maybe there is something fun happening in school -shake your jar.
Think of your own exciting things or things that make you shake or swirl.

- 13 Maybe you also have some things on your mind all the time at the moment: events in the foreground (sick siblings, worries at home) and events in the background (scary stories on the news). All of these make your glitter swirl too.

- 14 So it's just the start of the day and already your thoughts and feelings are all over the place. Can you see clearly through your jar now? Is your mind clear?

- 15 What can you do about this to get into a good frame of mind for thinking?

- 16 Take some time to be still.
Place your jar down now and watch closely as the thoughts, feelings and impulses settle down.

- 17 Now there is some space in your mind: you can see more clearly through your jar.

PUPIL TALK

Take suggestions from the class. You might need to give examples:

- You are slow getting dressed for school.
- You are being told to do lots of things at once; dress, breakfast, teeth, swimming kit, musical instruments.
- There's nothing nice for breakfast.
- You can't find your homework.
- You are angry with a family member.
- Something doesn't seem fair.
- You don't feel well.
- You don't want to do something that is being asked of you.
- Your team is losing its games.

TEACHER NOTES

Good things make the glitter shake and swirl too:

- A good comment on your work
- Meeting new people

18 When your glitter is swirling all around, can you force it to settle straight away? No, you need to take some time to calm and then things will become clearer.

19 While we wait, does the glitter go away?
No, it stays at the bottom. Our thoughts and feelings and urges are still in our minds, but they are no longer in our way, clouding our vision.

20 You have some space in your mind to look at your feelings, your thoughts and the way you behave and make decisions about them without being involved in all the swirling and shaking.

Conclusion (3 minutes)

1 Would it be better to empty all the glitter out of the jar so it is always calm? No, we need our thoughts, feelings and impulses. They make us who we are. But sometimes we need to have some space in our minds to see clearly and think about our thoughts, feelings and impulses. This moment of calm makes us ready to take them with us through the day and focus on the things that we need to do.

2 What makes them feel like the shaken glitter?

3 What do they do to get from feeling like the shaken glitter to feeling like the settled glitter. What or who helps them? Can they do anything to help themselves?

TEACHER NOTES

Falling out with a friend.
 Fighting with a sibling.
 Losing a sports game.
 Your team losing.
 An argument with your parent.
 Something that you are worrying about.
 Homework.
 Being late, rushing.
 Getting told off.

TEACHER NOTES

You can make use of the mind jars in future mindfulness sessions but also in school time in general as a timer to calm or as a calming focus when children need time out.

Lesson 5 - Mindful colouring (Year 4)

Lesson Overview

Learning Objectives:

To try a mindful colouring exercise and reflect upon how it helps with being mindful.

Success Criteria:

- Children have explored colouring as a way to introduce mindfulness.

Key Vocabulary:

Mindfulness, feelings, emotions, concentration.

Equipment & Resources:

- See Teaching Tips section for advice.
- Coloured pencils or pens.
- Some music to listen to while colouring. You could select a classical piece that children can interpret or if you do not feel that your class will engage well with a piece of classical music, select a song with lyrics that are poetic and could require interpretation. Possible suggestions; What a Wonderful World by Louis Armstrong, Lucy in the Sky with Diamonds by the Beatles,

Required Downloads

[Mindfulness Colouring sheets](#) - clicking this link will download a pdf with several colouring sheets, print enough for your class to use.

Introduction (3 minutes)

- | | |
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| <ol style="list-style-type: none"> 1 Ask children whether they have seen mindfulness colouring books. Perhaps some of the children have them already. 2 Explain that they are going to be using them for mindfulness today along with some music. 3 This is a different approach to mindfulness in which you do a relaxing but not difficult activity that takes your attention and gives your mind a chance to calm and be distracted from any worries. 4 You don't have to use music but listening to the music and using it as a focus for your attention will help you to focus on what you are doing and not be tempted to chat. Chatting will spoil the effect of the mindfulness. | |
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Main (10 minutes)

- | | |
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| <ol style="list-style-type: none">1 Let children select a sheet to colour.2 Explain that you will start the music after they start colouring. They can try to switch their attention between the colouring and listening to the music. Can they visualise what the music is about?3 Let children begin and then play the music.4 Children will benefit from the teacher joining in with the exercise as well. From time to time, ask the children to do a self check of their attention. Are they managing to keep attention on the colouring and the music or is their mind wandering? If their mind is wandering, then try to bring it back to the music and the colouring. | |
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Conclusion (2 minutes)

<ol style="list-style-type: none">1 Did children enjoy using colouring for mindfulness?2 Did listening to music help?3 Did it feel different to the usual mindfulness sessions that we do? In what ways?4 Do they feel any different in themselves having spent the time colouring mindfully?	
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Lesson 6 - Guided visualisation (Year 4)

Lesson Overview

Learning Objectives:

To try guided visualisation.

Success Criteria:

Pupils have experienced how their own imagination can take them to a relaxing place and make them feel better.

Key Vocabulary:

Visualisation, inhale, exhale

Equipment & Resources:

- See Teaching Tips section for advice.
- A lavender spray could be used during the visualisation when children are smelling the forest.

Introduction (3 minutes)

- 1 Ask children to think back to the mindful activities that they have done over the past weeks.
- 2 Make a list of the aspects of mindfulness that they have explored. They can add things that they have tried outside the sessions as well.
 - Breathing and types of breathing.
 - How colours can affect emotions.
 - Visualising colours to calm.
 - Walking barefoot.
 - Using a mind jar as a focus object and relating this to their own mind.
 - Colouring
- 3 Direct children to get into a position for mindfulness as in previous weeks.

VARIATION

- Find a comfortable sitting position in a chair with your feet flat on the floor.
- Shut your eyes or gaze gently towards the ground, not at other people.
- Rest your hands gently on your legs.
- Focus your awareness on the feeling of your feet touching the floor, the strong Earth is supporting you.
- Try to straighten your back but don't strain upright.
- Relax your shoulders. If they feel curved inwards, try to roll them up and back to relax the muscles.
- Focus on your mouth and your tongue. Your tongue should be lying relaxed in your mouth, not pushing anywhere. Your mouth should not feel tight and tense, think about how you have your mouth when you are going to sleep; relaxed and not clenched tightly shut.

Main (10 minutes)

- 1 Inhale quietly through your nose, feel your lungs fill and exhale through your mouth quietly. Feel your lungs empty.
Clean air coming in to your lungs, feel your lungs expanding like balloons and then silently let the air out again and feel your lungs contracting.
Think about your body relaxing more as you exhale.
Breathe silently for a few moments
- 2 Today, we are going to do a visualisation.
Imagine yourself dressed in warm clothing. You have a warm coat on, warm boots, gloves, a scarf and a hat.
Feel your body move as you walk around. You are warm and comfortable
- 3 Look around you, you are in a forest.
Under your feet, the ground is covered in leaves and twigs. Imagine yourself walking between the trees of the forest. The twigs snap as you walk on them, the leaves crackle and crunch.
- 4 Stand still and hear your own breath. Inhale slowly through your nose to breathe in the scents of the forest. Breathe out quietly.
Repeat this a few times. What can you smell around you - can you smell the scents of nature?
- 5 Now listen to the sounds of the forest, can you hear any creatures such as birds around you?
There is rustling of a small animal, nearby.
You look, trying to locate it.
You see a squirrel a small distance away from you, watch the squirrel scamper across the forest floor and up a tree.
Watch it run up and around the tree high above you.
It runs along a branch far over your head all the way to the end of the branch and then leaps to the next tree.
Watch it continue on its journey away from you until you can't see or hear it any more.
- 6 You continue your walk. You can hear water flowing.
You walk towards the water.
You can hear the sound getting louder.
- 7 You reach the edge of the tree line and you can see a stream ahead of you.
- 8 You walk towards the stream, look down into the water. The water is clear, you can see pebbles at the bottom of the stream.
Can you spot shoals of small fish swimming in the water.
Look closely for a few moments, watch the water moving and see what is swimming in the stream.
- 9 Follow the stream in the direction that it is flowing. You feel like you are walking on pebbles now, like the pebbly beach by the stream. Think about how this feels.
- 10 You realise that the light is fading a bit you are getting cold but you do not worry, you know that your shelter is not far away.

- 11 You look around and spot a wooden bridge up ahead leading to the entrance to a cave.
Walk towards the bridge.
- 12 You reach the bridge and walk on to it. Look down into the water from the middle of the bridge for few moments.
Now stand up and look around you. Notice the forest to one side of you, hear the stream below you.
You stretch up your arms to the sky and spread them wide. You feel very relaxed and safe.
Look up to the sky. You can see that the sun is setting in the distance ahead of you.
Can you see the slight outline of the moon high above you?
- 13 Put your arms down and walk into the cave.
- 14 It is dark at the entrance but you can see light not far off. You walk towards the light and as you do, you feel warmth. You hadn't realised how cold you were. You remove your gloves and feel your cheeks. They are cold.
- 15 You turn back to look at where you have come from and see the light from outside the cave growing distant.
You continue walking further into the cave. Stop and think about how it smells; the smell is earthy with a hint of a campfire smell.
- 16 The fire smell gets much stronger and you enter a bigger space in the cave. It is really warm in here. There is a fire on one side and a cosy looking bed and you feel happy to be here.
- 17 You take off your hat, scarf and coat. You sit on the side of the bed.
You take off your boots and snuggle into the warm bed under lots of covers and pillows.
You feel warm, you feel like a bear hibernating in your cave under your covers. You know someone that you love will be along soon to join you.
- 18 You watch the fire and as the flames flicker you are very calm, you fall into a light doze.
- 19 Gently tell the class that you are going to ring a chime to bring their attention back to the room and open their eyes.
Ring the chime.

TEACHER NOTES

Let children rest for a short while visualising their cave.

Conclusion (2 minutes)

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| <ol style="list-style-type: none">1 Ask children how they are feeling. Did they enjoy the visualisation? Did they manage to get absorbed into it and keep other thoughts out of their mind?2 Reflect upon how powerful their minds are; they can take adventures like this whenever they wish just by taking a mindful journey. | |
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How to make an Individual Mind Jar

You will need:

- A clean, clear glass jar with lid. Remove all labels.
- Warm water.
- Clear glue or glitter glue in a variety of colours.
- A glue gun to seal the lids (teacher to do this part). If the lids are not sealed, then care must be taken not to open or loosen the lids.
- Alternatively, seal with duct tape.
- Glitter in a variety of colours.
- Glycerine (optional) - this can be used in place of the glue to thicken the water

To make:

- Pick three colours of glitter/glitter glue:
 1. A colour to represent your thoughts.
 2. A colour to represent your feelings.
 3. A colour to represent your impulses - the way you behave without thinking.
- Fill the jar with warm water and add the clear glue or glycerine (if using).
- Stir the mixture to dissolve the glue. The glue thickens the water.
- Add a spoon of each of your chosen colours of glitter and stir.
- Add the lids and see how quickly the glitter settles after being shaken gently: TAKE CARE in case it leaks. Ideally it will take 3-4 minutes. If it settles too quickly, add more glue.
- Add additional glitter if needed.
- Seal the lid on using the glue gun or duct tape.



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