

Mindfulness (Year 2)

Unit Overview

Summary

Pupils will practice a variety of mindfulness techniques. They will explore their own breathing, using mind jars as focus objects, taking a mindful walk outdoors, gratitude practice, mindful eating and visualisation. The lessons aim to introduce techniques to enable pupils to shift their own attention to different aspects of their environment and reflect upon feelings in their own bodies and minds.

Prior learning

Pupils had 6 sessions of mindfulness last year. These focused on breathing, sounds, focus objects, breathing buddies and visualisation. Pupils 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.
- Pupils should sit in a chair so they can place their feet flat on the floor. Some pupils 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 pupils 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.
- Lesson 2 requires the use of mind jars. Instructions for making these are given in the lesson plan. You will need to collect materials to make these in advance and decide whether the pupils will make them or whether you will provide made jars. Snow globes could also be used if preferred.
- The aim of this unit is to introduce the idea of mindfulness as a means to focus attention and increase self-awareness.
- Some pupils will find it hard to focus for a full session initially, praise those pupils for the time that they manage and see whether their ability to focus and pay attention increases over time. Reassure pupils 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 pupils might find some easier or more attention grabbing than others.
- Pick a time when pupils 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 2)

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, nose, mouth, visualise.

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?

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

3 Remind children that mindfulness is a way to understand how your mind reacts to things that happen and practice ways to settle your mind down. It includes exercises to help you develop your concentration, be aware of yourself and calm yourself.

TEACHER NOTES

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

TEACHER NOTES

You might need to give some prompts:

- Emotional control.
- Learning your own mind
- Ability to change your focus.
- Attention.
- Relaxation.
- Getting you ready to learn.

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 Now, imagine you are holding a mug of warm hot chocolate in your hands. Imagine the feel of the warm mug in your hands. The steam gently rising up and disappearing into the air. The mug is full right to the top.

6 You bring the hot chocolate up towards your mouth carefully and slowly. Use your nose to breathe in the smell deeply.

7 You want to cool the hot chocolate a little so take a deep breath in to smell the chocolate then blow out through your mouth to cool the chocolate.

8 Don't blow too hard or you will make the chocolate spill out. A deep breath in through your nose, smell the chocolate, then gently blowing through your mouth to cool it down.

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.

VARIATION

Children can move their hands if they wish - if it helps the visualisation.

TEACHER NOTES

Repeat this for a few breaths.

- 9 Now take a quiet sip. Can you imagine the taste in your mouth?
- 10 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.

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 hot chocolate?
- 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 - Mind Jars (Year 2)

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.
- You will need at least one mind jar* for the pupils to focus on, this will need to be placed so all pupils get a good view of it. In a large class it would be better to have one jar per table with children sitting around the table.
- *Use the document How to make a Class Mind Jar (**See resource 1**) for details of resources needed and what to do.
- Children could make mind jars in preparation for the session. Individual mind jars could even be made using small jars such as baby food jars with the labels removed. Make one yourself with the size of jars that you have so that you can judge the quantity of glue needed. Ideally the glitter will take about four 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. Snow globes could also be used but the images within them can be a distraction.
- 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 (3 minutes)

- | | |
|---|---|
| 1 | Show the class a settled mind jar and explain that they are going to be using mind jars to focus on today in mindfulness. |
| 2 | Can they see the glitter lying at the bottom of the jar? |
| 3 | Shake the jar and watch it for a moment. Ask children to describe what happens. |
| 4 | What would happen if you left it still for a few minutes? |
| 5 | Let's settle into a good position for Mindfulness now. |

Main (10 minutes)

- 1 Find a comfortable sitting position in a chair with your feet flat on the floor.
- 2 Rest your hands gently on your legs.
- 3 Focus your awareness on the feeling of your feet touching the floor, the strong Earth is supporting you.
- 4 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.
- 5 Relax your shoulders. If they feel curved inwards, try to roll them back and relax the muscles.
- 6 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.
- 7 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*
- 8 Explain that you are going to place a mind jar in a place that each child can see. They should focus their attention on the jar.
Shake up and place the jars on the tables.
- 9 First, look at the jar as a whole, think about the impression that the swirling glitter gives. Do this for a few moments.
- 10 Now, try to focus on an individual flake of glitter - can you track its journey with your eyes? If you lose it, pick another.
- 11 Think about what direction is the glitter moving in, is there a pattern to it or is it moving randomly in all directions with no control?
- 12 Try to use the idea that the glitter represents your feelings. Think about what feelings the shaken up jar represents?
- 13 How about the settled jar?
- 14 Shake the jar up and try to gaze at it as you concentrate on your breathing. Let your eyes drift in and out of the glitter, focusing and blurring. Breathing quietly to yourself until the glitter is all settled.

TEACHER NOTES

Position the children so they will be able to see the mind jar.

TEACHER NOTES

You might need to shake them again during the session if they settle too quickly.

TEACHER NOTES

Upset, angry, agitated, anxious.

TEACHER NOTES

Calm, quiet, relaxed.

15

I am going to play a chime in a moment, this will be the sign to bring your mind and focus back to the room.
Play the chime.

Conclusion (2 minutes)

- 1 Could children relate to the glitter being their feelings?
- 2 What makes them feel like the shaken glitter?

- 3 Which feeling is better for their wellbeing; shaken or settled?
- 4 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 mid 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 3 - Mindful Walk Outdoors (Year 2)

Lesson Overview

Learning Objectives:

To practice mindfulness outdoors.

Success Criteria:

Pupils are developing the ability to control their attention from the overview to the detail and from the external to the internal.

Key Vocabulary:

attention, noticing, details, focus.

Equipment & Resources:

See Teaching Tips section for advice.

- The activity for this session will depend upon your school facilities and upon the weather. Ideally the session will take place outdoors and children will be able to take a short walk. This could be through the school grounds or outside the school if this is possible. If you have fields and trees then take a route through them. An alternative is given for an indoor session.
- The indoor session takes place barefoot, ensure that there is space for this and no potential safety issues.

Introduction (3 minutes)

1	Prepare for your walk and explain to the children that they are going to be taking a mindful walk. If you are staying indoors, children 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 Outdoor Plan (if you are indoors go to step 15)**
- Ask children to be quiet when walking and to keep a space around themselves free - not to walk closely in groups or pairs.
 - Precise timings are not given, decide for yourself when to move through the stages of the walk depending upon the route and the time available.
 - Re-order the foci if your route suits it.
 - Begin the walk and ask children to focus on the feeling of their feet when walking, how does the ground feel beneath their feet; hard, soft, crunchy*

- 2**
- Stop walking, and listen.
 - Bring your gaze down to the ground or close your eyes.
 - What can you hear around you?

- 3**
- Take your attention to the loudest sounds around; cars, other people, machinery etc

- 4**
- Now shift your attention to quieter sounds; can you hear birds or distant planes?

- 5**
- Now shift your attention again, can you hear yourself breathing? Listen to your breathing for a few moments. Can you manage to block out the other sounds and turn your attention fully to your breathing.

- 6**
- Now let's continue the walk. This time try to focus your attention on any smells around you. Breathe deeply through your nose, what can you smell?

- 7** Now, look around.
Can you notice things that you wouldn't normally take notice of?*

- 8** Look up to the sky, watch the sky for a few moments. What do you notice?
Colour, movement, birds, planes, images in the clouds.

- 9** Explain that they are going to be walking back to the school now, try to walk silently, paying attention to things that they wouldn't normally notice whether that is visual, sounds or smells. On return to the classroom they should stay silent and find a place to stand or sit.

VARIATION

*This will vary depending upon the ground cover, try to take the children over grass if possible and even twigs and fallen leaves.

TEACHER NOTES

Use your environment to suggest features, this could include street furniture or signs, water pipe covers, noticing the individual plants and shrubs around, noticing the different types of trees.

Encourage children to take notice of things that they would ordinarily miss walking this route in a non-mindful way.

- 10 Finish the walk back to the classroom.
- 11 When you return to the classroom, ask children to close their eyes if they can and focus once again on their breath.
- 12 Notice whether the walk has changed their breathing rate?
- 13 Can they focus on their breathing taking breaths that inflate their chest and tummy, holding for a moment and then breathing out once again, quietly through their mouth.
- 14 Continue like this until you feel that your breath is calm. I will ring the chime to signal it is time to return your attention to the room.
- 15 **Indoor Plan (skip to the lesson conclusion if you spent the session outdoors; the indoor session could be followed at a future opportunity)**
Ask children to walk slowly around the area focusing on the way the ground feels beneath their feet. Gravity pushing them down and the Earth supporting them.
Do this for a minute.
- 16 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.
- 17 Can children spread their toes when they touch the floor and stretch out every toe.
Continue to walk mindfully for a while.
- 18 When you walk, think now about how your spine is stretching or curving. Pull in your tummy muscles if you can and feel these muscles helping to hold your spine up straight.
- 19 Continue to walk with your tummy muscles supporting your spine. Now roll your shoulders back so the top of your spine is straight and tall and your chest is opened up, how does it feel? Stop and take some breaths like this, your spine supported by your tummy muscles and straightened by your shoulders. Take some deep breaths, full of energy.
- 20 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.

TEACHER NOTES

As well as walking mindfully, you are trying to increase children's heart rates in this part of the walk so it does not have to be slow and meditative walking.

- 21 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.

- 22 When they stop, ask the children to bring their focus to the breathing and notice if it has changed due to the faster activity?

- 23 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.

- 24 Give children time to calm their breathing before proceeding.

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">1 Were children able to control their attention to bring their focus onto the various external and internal objects/sounds/smells?2 Did their mind wander at times and were they able to regain their focus?3 Does it feel good to be able to be in control of your attention and focus?	
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Lesson 4 - Gratitude (Year 2)

Lesson Overview

Learning Objectives:

To focus on sending thoughts and gratitude as part of mindfulness.

Success Criteria:

Pupils can make attempts to empathise with others' feelings and take on another person's perspective.

Key Vocabulary:

positive thoughts, caring, gratitude.

Equipment & Resources:

See Teaching Tips section for advice.

Introduction (3 minutes)

- 1 Find a comfortable sitting position in a chair with your feet flat on the floor*.
- 2 Shut your eyes if you are comfortable to do so.
- 3 Rest your hands gently on your legs.
- 4 Focus your awareness on the feeling of your feet touching the floor, the strong Earth is supporting you.
- 5 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.
- 6 Relax your shoulders. If they feel curved inwards, try to roll them back and relax the muscles.
- 7 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.

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.

TEACHER NOTES

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.

They can close their eyes at any time if they feel comfortable to do so.

Main (10 minutes)

- 1 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, in through the nose and out through the mouth.
- 2 If your mind wanders and you start to think of other things, try to bring your mind back to just focusing on your breathing.
- 3 We are currently filling our bodies with nourishing air that helps our well being. We can also fill our minds with good and uplifting thoughts. Focusing on good things will make you feel good.
- 4 Think of something that has made you happy recently. It could be something that happened or something that someone said to you.
- 5 Can you remember the feeling that it gave you?
- 6 Did you feel grateful for the thing that happened, can you remember the feeling of gratitude? If it was something nice that a person did for you, how did it make you feel towards them? Take some breaths while you try to imagine the feeling.
- 7 Think of three things in your life that you are grateful for. I will give you a few moments to quietly think of these things.
- 8 Now try to think of a time that someone said something nice to you about yourself, maybe about something that you did such as helping them or perhaps they told you that you were good at something. Maybe you did some good work and your effort was recognised.
- 9 Imagine them whispering it into your ear now. Imagine your heart warming up with happiness and pride.
- 10 Now think of someone that you know who you think could do with some help and support. Maybe they are struggling in school and having a hard time, perhaps they are someone who is not feeling well.

VARIATION

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

TEACHER NOTES

You might want to give some of your own examples to help children e.g. "I'm grateful for this lovely sunny weather", "I'm grateful for the love and hug that my own child gave me this morning when they told me to have a nice day".

- 11 Think of something nice that you could say to them that might help them. Imagine your good thoughts travelling up into the sky and appearing as a whisper in the persons's ear. Take a few breaths while you imagine your good thoughts going to your person.
- 12 Imagine their heart warming up as your thoughts reach them.
- 13 Try to grasp the good feeling again. Imagine some that you love whispering something nice to you and you returning their nice wishes to them. Take a few calm breath to enjoy this feeling.
- 14 When you hear the chime, it is the sign to open your eyes and bring your attention back to the classroom.
- 15 Ring the chime.

TEACHER NOTES

Give some example good thoughts e.g. "I want you to have a lovely day.", "I want you to have lots of friends", "You are special to me", "You are a lovely person".

Conclusion (2 minutes)

1 Think of the person who needed help, how would the help that you gave them make them feel. Is it possible to be having a hard time but also to feel thankful for something?

2 How did it make you feel to think of the things that you are grateful for?

3 Do you think that the person in need of help would find this harder? Do you think they could find something to be grateful for? Even when you are not feeling great, it can help your mind to spend some time thinking of things to be grateful for. If you are really struggling with this then that is a sign to seek some help for someone. Who could you speak to?

TEACHER NOTES

The thought pattern you are trying to encourage is that when children are faced with challenges, disappointment and negative feelings, they do still feel these feelings but can also balance them with the positive.

The idea isn't to banish bad feelings but to bring them into proportion and manage them. It is possible to feel two feelings at once.

PUPIL TALK

Children could give their examples if they wish.

Lesson 5 - Mindful Eating (Year 2)

Lesson Overview

Learning Objectives:

To practice mindful eating.

Success Criteria:

Pupils have experienced integrating mindfulness with an everyday activity.

Key Vocabulary:

mindful, notice, sensations, flavour, saliva, texture, taste, mindless.

Equipment & Resources:

- See Teaching Tips section for advice.
- A food item for each child. clementines are suggested but if children are allergic to these or do not like them, choose a suitable alternative e.g. raisins, grapes, cherry tomatoes or apple. The exercise is done with a whole clementine but you could give each child a few segments of a peeled clementine instead and miss out the peeling steps.
- Children should wash hands before beginning the session.

Introduction (2 minutes)

- | | |
|---|--|
| 1 Explain that we are using food to practice their mindfulness today. When you are given the food, do not eat it or touch it yet. | |
| 2 Sit the children at a table and give each child a clementine (or alternative). | |

Main (12 minutes)

- 1 Look at the fruit. How would you describe it?
Imagine you are eating it for the first time. Look at its colour and texture.
- 2 Now focus on the details of the fruit, can you see the patterns on the skin? Are there any marks or dents?
Notice the colour, is it all one shade or other there other shades. Does it have a shine on it?
- 3 Think about how your body is feeling now. Are you feeling hungry, what words could you use to describe how your body feels?
- 4 Now, hold the clementine in your hand.
Hold it up to the light and see the light reflect from its surface.
- 5 Roll it gently, between your palms. Is it warm or cold? Hard or soft? Smooth or rough?
- 6 Smell it. How does it smell?
- 7 Now, I want you to try peeling the clementine in as few bits of peel as you can.
Can you create a long chain of peel?
While you are doing this, think about whether the small changes.
How does the peel feel?
- 8 Rolled the peeled clementine in your hand, how does it feel?
Look closely at it, count the segments in your head. Notice the way the pith surrounds each segment.
Hold it up to the light again.
- 9 Slowly break off one segment. How does it feel to do this. Do the segments separate easily, how do the revealed sides feel to your fingers?
- 10 Hold up one segment to the light, does the light come through?
Look at the segment in detail, how does each side differ?
- 11 Try peeling the pith off the outside of the segment if it comes away easily.
Notice how it feels to do this.
- 12 Put the segment in your mouth but don't chew it.
Explore it with your tongue being careful not to squash it or bite it.
Can you taste it without chewing it? Is there more saliva in your mouth than usual?
- 13 Close your eyes and very slowly using your tongue, put more pressure the segment to release the juice and flavour. How does it taste?

TEACHER NOTES

At any point you could take suggestions from children about what they have noticed.

VARIATION

If you are using segments, talk about whether it is translucent; can you see light through it?

TEACHER NOTES

This will depend upon whether it is an easy peel clementine - the idea is to slow the peeling down.

- 14 Now, chew it slowly for as long as you can without swallowing it all and notice the taste and texture as the parts holding the juice burst in your mouth.
- 15 Take another segment and this time bite a tiny piece off at a time to eat the segment slowly.
- 16 Eat the rest of the clementine, slowly and mindfully in which ever way you wish. Keep noticing the taste and texture in your mouth. Try chewing with different parts of your moth; front teeth, back teeth on each side.
- 17 When you have completely finished, sit quietly and focus on breathing in and out slowly until everyone has finished.

Conclusion (2 minutes)

- 1 Did children enjoy this experience? Did they slowly chew it or was it too hard because they just wanted to swallow it?
- 2 Slowing down helps your mind to be in line with your body when it comes to how full you are.
Have you ever taken a big plate of food because you thought you were really hungry and then only been able to eat half of it?
- 3 Our brain takes around 20 minutes to realise we are full after our tummies are actually full; that is why you sometimes feel too full after a big meal or full up when you think you haven't eaten a lot.
If you slow down, you can give your brain a chance to receive the messages from your body so you eat the best amount for you.
- 4 Mindful eating also helps you to appreciate all the flavours of your food instead of gobbling it all down in a hurry.
You can try this with all sorts of food; have you ever eaten a chocolate wafer bar as slowly as possible by nibbling all the chocolate off first, then eating one layer of wafer at a time? Or sucked a sweet until it was just a sliver? This is a mindful way of eating and can be much more satisfying.
- 5 Something else that prevents mindful eating is doing something else while you eat especially watching a screen; you can mindlessly eat a huge tub of popcorn or a whole pizza when you really didn't need or appreciate all of it? That's all down to eating mindlessly.

Lesson 6 - Visualisation (Year 2)

Lesson Overview

Learning Objectives:

To try visualisation using their own imaginary place.

Success Criteria:

Pupils can explain how they could make mindful moments part of every day life and how this could improve the way they feel.

Key Vocabulary:

Visualisation exercise.

Equipment & Resources:

See Teaching Tips section for advice.

You could use a lavender spray as part of the visualisation exercise; it should be a silent spray rather than an aerosol. You can make a lavender spray by mixing some water with a little lavender essential oil in a spray bottle.

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.
 - A mindful walk.
 - Mind jars
 - Gratitude and kind wishes
 - Mindful eating
- 3 Find a comfortable sitting position in a chair with your feet flat on the floor.
- 4 Shut your eyes if you are comfortable to do so.
- 5 Rest your hands gently on your legs.
- 6 Focus your awareness on the feeling of your feet touching the floor, the strong Earth is supporting you.
- 7 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.
- 8 Relax your shoulders. If they feel curved inwards, try to roll them back and relax the muscles.
- 9 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.

VARIATION

Some children might like to have bare feet for the visualisation to come.

VARIATION

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. For visualisation, this is very useful so do try with your eyes closed if you can.

10

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

VARIATION

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

Main (10 minutes)

- 1 Picture yourself standing in a happy place; this could be anywhere and will be personal to you. It should be a place in which you feel calm, secure and comfortable.
- 2 There is a rug on the ground next to you, you go and sit on the rug or lie down on the rug if you prefer.
- 3 It is very comfortable, you feel very relaxed.
Take some deep breaths here, feel your lungs fill with fresh clean air.
- 4 As you breathe in, you feel the rug rising up, as you breath out, it lowers again.
- 5 Feel yourself slowly rising with the rug and floating along, you are going on a journey.
- 6 You float up to the sky, you feel very comfortable and safe. You realise that you can control where you fly to.
- 7 Where are you flying, look below, what can you see?
- 8 Look around you. You feel warm and calm and safe.
- 9 From high in the sky, you look down and see your happy place. You slowly and gently fly down to where you started.
- 10 Look around you and notice the things that make you happy here.
- 11 Breathe quietly until I ring the chime to bring your attention back to the classroom.
- 12 Ring the chime.

TEACHER NOTES

Give some suggestions:

- a field
- a garden
- a beach
- a forest
- your home
- on the moon
- somewhere you have been on holiday
- somewhere you have happy memories of.

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? Where did they go?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 a Class Mind Jar

You will need:

- A clean, clear glass jar with lid. Remove all labels.
- Warm water.
- Clear glue or glitter glue.
- 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.
- Glitter.
- Food Colouring (optional).
- Glycerine (optional) - this can be used in place of the glue to thicken the water.

To make:

- Fill the jar with warm water and add either the glitter glue or the clear glue.
- Stir the mixture to dissolve the glue. The glue thickens the water.
- Add additional glitter and food colouring as desired.
- Seal the lid on using the glue gun.



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