
Mindfulness (Year 3)

Unit Overview

Summary

Pupils will develop 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 explore their own breathing, environmental sounds, sending good wishes and gratitude, using a focus object, finger tracing and visualisation. The lessons aim to introduce new techniques and deepen practice in familiar 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

If pupils 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, mindful eating 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.
- For most sessions, 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.
- 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 3)

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)

<div>1</div> <div>Ask children if they remember taking part in some mindfulness session last year?</div>	<div>TEACHER NOTES</div> <div>If they do, you could ask whether any of the children continued some of the techniques that they practised?</div>
<div>2</div> <div>Before beginning, can children suggest how mindfulness is a useful thing to learn to do?</div>	<div>TEACHER NOTES</div> <div>You might need to give some prompts:<ul style="list-style-type: none">• Emotional control.• Learning your own mind• Ability to change your focus.• Attention.• Relaxation.• Getting you ready to learn.</div>
<div>3</div> <div>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.</div>	

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 your will make the chocolate spill put. 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

Feel the chocolate in your mouth, feel the warmth of it.
Swirl it in your mouth with your tongue. Taste the flavour.
- 11

Imagine swallowing the hot chocolate, can you feel the warmth travel down your throat.
- 12

Imagine the warmth spreading through your body with the taste still on your tongue.
- 13

Now breathe in the aroma again through your nose. Take a deep breath in.
- 14

Breathe out slowly and take another sip of the chocolate.
- 15

Like before, feel it travel into your body.
- 16

Place the mug down and imagine that the hot chocolate gradually fades and vanishes away.
- 17

Place you hands gently on your tummy.
- 18

Return the focus to your breathing again, feel your hands move as you fill your lungs with air and then feel them shrink as you exhale.
- 19

Try to make your breathing deep into your lungs as I count to 3, then hold the breath for a moment and release slowly and with control as I count back down to 1.
- 20

1,2,3.....2,1,0
- 21

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

Count slowly, pause for only a moment at 3, then count back down slowly.
Repeat this a few times and then instruct children to count to themselves in their heads.

Conclusion (3 minutes)

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

Lesson 2 - Sounds (Year 3)

Lesson Overview

Learning Objectives:

To practise a mindful exploration of the sounds around outdoors.

Success Criteria:

Pupils are beginning to be able to move their mind focus and attention to environmental aspects and then back to themselves.

Key Vocabulary:

Mindfulness, breathe, lungs, calm.

Equipment & Resources:

- See Teaching Tips section for advice.
- If it is not possible to go outdoors, this session can be carried out in the classroom. Do not use the bubble solution indoors due to it being a slip hazard in large quantities and because bubbles that stay in the room are likely to over-excite the children rather than promote calm.
- Bubble solution and blow stick for each child (optional, see step 7, which has a variation on this).
- If you are outdoors and the surface is uncomfortable to sit on, children could take cushions to use or make use of any available outdoor seating so long as they can still hear you. Make whichever adaptations suit your class and your setting. Children could stand but might get more restless standing still than sitting.

Introduction (3 minutes)

1 Depending upon your chosen location, the arrangements will be different. Pick the location, then follow the steps as instructed.

2 If you are indoors continue here. If you are outdoors go to step 4.

- 3
- 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.

4 If you are outdoors continue here. If you are indoors go to the main section.

5 Ask the class to arrange themselves in a circle, standing up.

6 Everyone should take a step back so that they all are at a distance from one another in their own space.

7 Everyone should turn around so that they are not facing each other, this is their own quiet space.

8 Instruct children to sit with their legs crossed if the surface is comfortable; see the Resources section for more guidance about positioning the class.

TEACHER NOTES

The introduction for indoor sessions is kept deliberately very similar so that children can learn how to get into the physical position to begin mindfulness. Give as much or as little guidance as you feel your class needs.

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.

- 9
- 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 lap.
 - 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.

- 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.

TEACHER NOTES

If children are standing, they could stand in yoga mountain pose:

Stand up tall and strong with hands by your sides and feet about hip-width apart. Spine should be long with a straight back. Breathe in and lift your shoulders up towards your ears, breathe out and rotate your shoulders backwards and down to lengthen your neck. The Mountain pose is the starting point of all standing poses in yoga.

VARIATION

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

Main (10 minutes)

- 1

Now bring your focus to any sounds that are around us. Continue listening for a few moments. Firstly, focus on loud sounds around us.
Continue your breathing while you let these sounds come into your mind, then try to bring your focus back to your breathing.
- 2

Now, try to listen for some quiet sounds.
- 3

Can you focus on the sounds of nature?
- 4

Explain that you are going to play the chime sound. Listen to the sound, see if you can focus on it until you can't hear the chime any longer.
Ring the chime.
- 5

Everyone should keep their eyes closed if possible and raise one hand.
Keep your hand up until you can no longer hear the chime, then put it back in your lap. Remember this is personal to you, it is not a test, you don't need to compare yourself with others.
Play the chime again.
- 6

Now, can you bring your focus back to the sounds around you for a few moments.
- 7

Now bring your attention just to your breathing again.
- 8

I have placed a bubble pot on the floor in front of you. Can you open the pot and try blowing some bubbles.
- 9

Each time you blow, pick a bubble to watch. Watch the journey of the bubble as far as you can see it.

TEACHER NOTES

Use examples from your own environment; children in another class, cars on a busy road etc.

TEACHER NOTES

Use examples from your own environment; for example, can you hear a clock tick, a tap drip, the hum of a computer, birds in the trees, a distant plane?

TEACHER NOTES

This will depend upon your setting.

TEACHER NOTES

Place the bubbles on the floor in reach of each child while they are quietly breathing.

VARIATION

If you do not have bubble mix to use, you can do the exercises below but as a visualisation, asking children to imagine that they are blowing bubbles, to picture the size and the journey of the bubbles as they blow them.

- 10

Now try to make the biggest bubble you can, try to blow slowly and steadily to make it as big as possible.
- 11

Take in a deep, slow breath, and breathe out steadily to fill the bubble.
- 12

I am going to play a chime in a moment, this will be the sign to put away your bubbles and bring your attention back to the class.
Play the chime.

Conclusion (2 minutes)

<div>1</div> <p>Talk about the sounds that children heard, the loud sounds and the quiet ones.</p> <div>2</div> <p>Ask children to reflect briefly upon how they feel now. What <i>aren't</i> you thinking about when you are being mindful?</p>	<div>TEACHER NOTES</div> <p>Responses will depend upon your class' experiences but could include arguments in the playground, worries about things - this is an opportunity to express how Mindfulness can be used to hep you to calm your worries and settle you emotions.</p>
---	---

Lesson 3 - Wishes and Gratitude (Year 3)

Lesson Overview

Learning Objectives:

To focus on sending thoughts and gratitude and positive wishes 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, grateful, thankful.

Equipment & Resources:

- See Teaching Tips section for advice.
- Today's session takes on a different form with a brief mindfulness gratitude practice and then an exercise for children to complete over the week.
- Gratitude Record sheet (**See resource 1**) or Gratitude Record leaves examples (**See resource 2**) and Record leaves Outlines (**See resource 3**) - You could use the record sheet and print one for each child or use the leaves instead to make a class gratitude tree. Each child should have a copy of one of these.

Introduction (3 minutes)

<div>1</div> <p>Tell the class to get themselves ready to do some mindfulness practice.</p>	<div>TEACHER NOTES</div> <p>See whether children can get into the position and the 'mindset' themselves. Guidance is in the next step if you need it.</p>
<div>2</div> <ul style="list-style-type: none">• 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.	
<div>3</div> <p>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.</p> <p>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.</p> <p>Think about how your body feels when your lungs fill, do they pull your spine up straighter? Does the breath relax your muscles?</p> <p>Breathe silently for a few moments.</p>	
<div>4</div> <p>If your mind wanders and you start to think of other things, try to bring your mind back to just focusing on your breathing.</p>	

Main (10 minutes)

<div>1</div> <p>We are currently filling our bodies with nourishing air that helps our well being. We learn about filling our bodies with healthy nourishing food to make us well and healthy and we can also fill our minds with good and uplifting thoughts to make us feel good. Focusing on good things will make you feel good.</p> <div>2</div> <p>Think of something that has made you happy recently. A favourite place, a favourite person, something that happened or something that someone said to you.</p> <div>3</div> <p>Think about it for a few breaths, can you recreate the feeling that it gave you?</p> <div>4</div> <p>Now think of something in your life that you are grateful for; it could relate to the thing that made you happy, it could be a pet, a family member, someone at school. It could be a small thing like a new water bottle or lunchbox.</p> <div>5</div> <p>Now take a breath in and when you breathe out, send imaginary wishes of gratitude (thanks) to the person or thing that has improved your life on your breath.</p> <div>6</div> <p>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.</p> <div>7</div> <p>Imagine them whispering it into your ear now. Imagine your heart warming up with happiness and pride.</p> <div>8</div> <p>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.</p> <div>9</div> <p>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 each time that you breathe out.</p> <div>10</div> <p>When you hear the chime, it is the sign to open your eyes and bring your attention back to the classroom.</p> <div>11</div> <p>Ring the chime.</p>	<div>TEACHER NOTES</div> <p>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".</p> <div>TEACHER NOTES</div> <p>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".</p>
--	--

Conclusion (2 minutes)

<div>1</div> <div>Explain that you are asking children to write down grateful thoughts this week. Show them the selected Gratitude resource and talk through the exercise.</div>	<div>TEACHER NOTES</div> <div>Gratitude has been found to increase happiness, and positive emotions. This protects a person from stress and anxiety. Gratitude has been shown to help a person develop social support relationships and connections with others.</div> <div>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.</div> <div>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.</div>
<div>2</div> <div>At a later date, review the sheets and ask children for some examples. Encourage children to reflect upon how spending time to think about what they are grateful for made them feel.</div>	<div>PUPIL TALK</div> <div>Children could give their examples if they wish.</div>

Lesson 4 - Mindful observation (Year 3)

Lesson Overview

Learning Objectives:

To practice close attention with the aid of focus objects.

Success Criteria:

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

Key Vocabulary:

attention, noticing,

Equipment & Resources:

See Teaching Tips section for advice.

- Children should select an object from within your immediate environment before the session. Preferably a natural object or another simple object without writing or pictures on it. For example, a pebble, a leaf, a flower, a marble, a pine cone, wooden ball, a pencil.

Introduction (3 minutes)

<div>1</div> <p>Explain that we are going to settle into a good position for Mindfulness. They will be placing their objects on a table to look at later so they should sit near a table.</p>	
<div>2</div> <ul style="list-style-type: none">• Find a comfortable sitting position in a chair with your feet flat on the floor*.• Shut your eyes or gaze gently towards the ground.• 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.• Lift your shoulders up towards your ears and then rotate them back and down to remove any tension from your shoulders.• Focus on your mouth and your tongue. Your tongue should be lying relaxed in your mouth, not pushing anywhere.	
<div>3</div> <p>Breathe quietly in through your nose and out through your mouth. Keep your lips soft so you are just letting the air out, not blowing it.</p> <p>Feel your lungs fill and empty. Sit quietly just concentrating on your breathing for a while.</p> <p>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 emptying.</p> <p>Think about how your body feels when your lungs fill, do they pull your spine up straighter? Does the breath relax your muscles?</p> <p>Breathe silently for a few moments.</p>	<div>VARIATION</div> <p>If children have a blocked nose, they should breathe in whichever way is most comfortable. Breathing should be quiet.</p>

Main (10 minutes)

<div>1</div> <div>Now, open your eyes and look at your object. Look at this object as if you are seeing it for the first time. Don't think about its purpose but just its visual appearance.</div>	
<div>2</div> <div>Notice the overall shape of your object.</div>	
<div>3</div> <div>Look at the curves.</div>	
<div>4</div> <div>Look at the edges.</div>	
<div>5</div> <div>Notice the way that the light falls on it. Does it create a shadow on the table? Try to see the object simply as a shape.</div>	
<div>6</div> <div>It is a collection of lines and curves and light and dark.</div>	
<div>7</div> <div>Now let your eyes focus on the details of the surface of the stone. What do you notice?</div>	
<div>8</div> <div>Focus on the colours. Is there more than one colour? Focus your attention on the boundary between one colour and another. Notice how one changes to another.</div>	
<div>9</div> <div>Notice the texture. Are there any marks on it?</div>	
<div>10</div> <div>Reach out and feel your object, feel the details of the texture.</div>	
<div>11</div> <div>Is it smooth or rough?</div>	
<div>12</div> <div>Hold it in your hand and notice the weight of it.</div>	
<div>13</div> <div>Is it cold or warm?</div>	
<div>14</div> <div>Sometimes, your lips or cheeks can be more sensitive to the feel of an object, touch your object to your lips or cheeks if you wish to feel the object better.</div>	<div>TEACHER NOTES</div> <div>Do not put it in your mouth or lick it.</div>
<div>15</div> <div>Place your object back on the table and look at it.</div>	
<div>16</div> <div>Take some deep breaths, focusing on the object.</div>	
<div>17</div> <div>Now, close your eyes and picture the object in your mind. Can you keep the image there in the dark?</div>	
<div>18</div> <div>If you lose the image, try to find it again in your mind.</div>	
<div>19</div> <div>Once the image goes, open your eyes and return your attention to the class.</div>	

Conclusion (2 minutes)

1	Were children able to control their attention to bring their focus onto the focus objects?	
2	Did they feel calm when doing this activity? Did their mind wander to other things or could they maintain concentration?	
3	Does it feel good to be able to be in control of your attention and focus?	

Lesson 5 - Finger tracing (Year 3)

Lesson Overview

Learning Objectives:

To use their own bodies as a focus for mindfulness.

Success Criteria:

Pupils have explored a techniques that they could use at any time to calm their thoughts and promote attention.

Key Vocabulary:

mindful, calm, notice, attention, inhale, exhale.

Equipment & Resources:

- See Teaching Tips section for advice.
- Children should be seated at tables for this session.

Introduction (3 minutes)

<div>1</div> <div>Ask children to prepare themselves for some mindfulness.</div>	<div>TEACHER NOTES</div> <div>See whether children can get into the position and the 'mindset' themselves. Guidance is in the next step if you need it.</div>
<div>2</div> <div><div><ul style="list-style-type: none">• 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. You tongue should be lying relaxed in your mouth, not pushing anywhere. You 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.</div></div>	
<div>3</div> <div><div>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.</div><div>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 exhaling.</div><div>Think about how your body feels when your lungs fill, do they pull your spine up straighter? Does the breath relax your muscles?</div><div>Breathe silently for a few moments.</div></div>	
<div>4</div> <div>If your mind wanders and you start to think of other things, try to bring your mind back to just focusing on your breathing.</div>	

Main (10 minutes)

<div>1</div> <div>Open your eyes and look at your hand.</div>	
<div>2</div> <div>Fan your fingers out like a star and lay it on the table in front of you.</div>	
<div>3</div> <div>You will be using the pointing finger from your other hand to trace slowly along the outside of the hand that is fanned out.</div>	
<div>4</div> <div>Start from the outside of your little finger or the outside of your thumb (whichever feels more comfortable).</div>	
<div>5</div> <div>Inhale through your nose as you trace the outside of the first finger. Then exhale through the mouth as you trace along the inside of this finger.</div>	
<div>6</div> <div>Inhale as you trace the outside of the next finger and exhale as you trace the inside. Continue like this until you have traced your whole hand and then go back again, keeping your breathing in line with your tracing.</div>	
<div>7</div> <div>Keep the moments and the breathing slow but comfortable.</div>	
<div>8</div> <div>Notice the feeling in your hand that is still as your finger traces it.</div>	<div>TEACHER NOTES</div> <div>The movement, if applied slowly should have a calming and relaxing effect.</div>
<div>9</div> <div>Try starting with a fist held in front of you instead of a star. Uncurl each finger as it is traced until your whole hand is open. Try this with the opposite hand to see how it feels.</div>	<div>LEADERSHIP</div> <div>This is a quick mindful practice that you can do any time to relieve worry and calm yourself. You can even do it with your hand under the table so no one else sees if you prefer.</div>
<div>10</div> <div>Let's try another hand exercise. Hold your hands so that the tips of each finger touch the same finger on the other hand with your palms held apart.</div>	
<div>11</div> <div>Open the thumbs and try to circle them around one another without touching, both thumbs should move in a cycling motion.</div>	
<div>12</div> <div>Place the thumbs back together and move onto the pointer fingers with the same motion, then continue until you have done all of the fingers.</div>	<div>VARIATION</div> <div>Keep the thumbs apart and gradually open up your hands as you do each finger.</div>
<div>13</div> <div>Now come back from your little finger to your thumb. This time rotating in the opposite direction.</div>	
<div>14</div> <div>Go back to the tracing activity to relax and calm.</div>	

Conclusion (2 minutes)

1	Did children enjoy this experience? How did it feel to do this?	
2	Do they think that this is something they could try another time? When do they think it would help?	

Lesson 6 - Guided visualisation (Year 3)

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 exercise.

Equipment & Resources:

See Teaching Tips section for advice.

Children might enjoy this session lying down, ideally outdoors on grass.

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.

• Noticing sounds outdoors

• Gratitude and kind wishes

• Using a focus object

• Using your hands
- 3

If you have chosen to do the activity lying down, then direct children as to where to lie down.

If children are to be seated, then direct them to get into a position for mindfulness as in previous weeks and move to the main section.
- 4

Notice your body lying down. Everything should be relaxed. If you have followed the yoga lesson you will recognise this as Savasana pose. Their body relaxed, feet floppy.

VARIATION

- If seated:
- 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.

5	Rest your arms by your sides.	
6	Scan your body from your feet to your head, making sure that the muscles are relaxed.	
7	Stretch your shoulders away from your ears to relax your shoulders.	
8	Check that your face muscles are relaxed and your jaw is not clenched.	

Main (10 minutes)

<div>1</div> <p>Breathe quietly through your nose, feel your lungs fill and 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</p>	
<div>2</div> <p>Feel yourself lying in a hammock. The material of the hammock is cradling you securely. The fabric surrounds you and you can't see out of the hammock at the moment.</p>	<div>TEACHER NOTES</div> <p>You might want to share an appropriate photo of a person in camping hammock before the session in case some children have trouble visualising this.</p>
<div>3</div> <p>You are swaying gently in the breeze and the strong fabric is supporting every part of your body. You relax into the hammock and breathe gently as you rock to and fro.</p>	
<div>4</div> <p>You can feel the sun warming you.</p>	
<div>5</div> <p>Watch the sky, notice the colours and any clouds, what direction are the clouds moving in?</p>	
<div>6</div> <p>Listen for any sounds around you, you are in a quiet place. You can't hear loud people around you but you might hear other sounds that give you a clue where you hammock might be. Can you hear birds? Maybe you hear the trees or the sea? Think about a relaxing place that you would want to be.</p>	<div>TEACHER NOTES</div> <p>You might want to make some suggestions: Are you in a garden, on a beach, at the top of a mountain, in a forest?</p>
<div>7</div> <p>On the next breath you are going to reach out an arm gently to open the hammock a little so that you can see what is outside the hammock.</p>	
<div>8</div> <p>You reach out your arm and notice where you are.</p>	
<div>9</div> <p>Look around you and take in the view. You are still lying, relaxed in the hammock. Take some breaths and just watch what is around you while you gently sway.</p>	
<div>10</div> <p>You decide to take a closer look at the things around you. You get out of the hammock and stand for a few breaths, just looking around.</p>	
<div>11</div> <p>Walk towards whatever you want to look at. Notice any sounds around you. Notice any smells.</p>	<div>TEACHER NOTES</div> <p>You could use the lavender spray at this point if you wish.</p>
<div>12</div> <p>You see a garden a few steps away full of beautiful flowers. Walk to the garden, notice the flowers, all the colours. Notice the butterflies and bees flying from flower to flower.</p>	
<div>13</div> <p>In the centre of the garden is a circle of grass surrounded by empty flowerbeds.</p>	

- 14

You reach into your pocket and feel some seeds. These seeds are labelled good wishes and calm.
- 15

Think of a colour for good wishes and scatter the good wishes into the flowerbed all the time thinking of the colour that you chose.
- 16

Think of a colour for calm and scatter the happy thoughts as well.
- 17

You lie down on the grass circle and notice the good wishes and calm growing around you. Breathe calmly and deeply through your nose, smell the flowers and see them grow up around you in the beautiful garden.
- 18

Imagine a distant chime calling you back as you slowly bring your attention back to the class.
- 19

Breathe quietly until you hear the chime again.

TEACHER NOTES

Ring the chime.

Conclusion (2 minutes)

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.	

Name _____

Gratitude record sheet

Use this sheet to record things that you are grateful for this week.

Choose a time each day to think about them. This could be when you get home from school or just before bed or any time when you have a moment to think to yourself.

Try to think of **three** things each day. They do not have to be big things, here are some examples:



A good thing that happened. Something I accomplished.	Something good that I noticed another person do. Something that made me proud.	A nice thing that was said. Something that made me smile. Something I enjoyed doing.
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		

Please bring your record back to school.

Name _____

Gratitude record sheet

Use this sheet to record things that you are grateful for this week.

Choose a time each day to think about them. This could be when you get home from school or just before bed or any time when you have a moment to think to yourself.

Try to think of three things each day. They do not have to be big things, here are some examples:



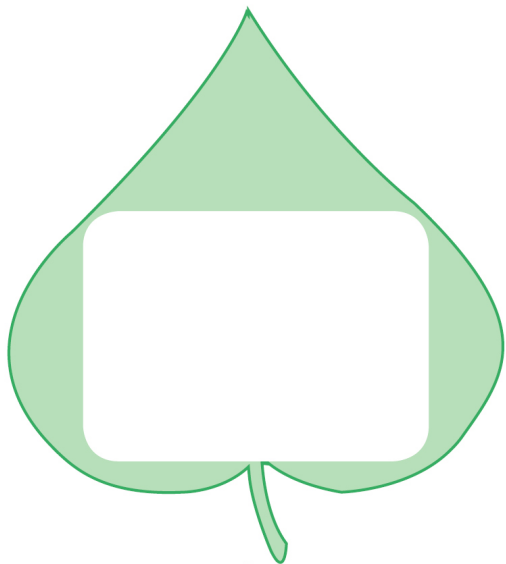
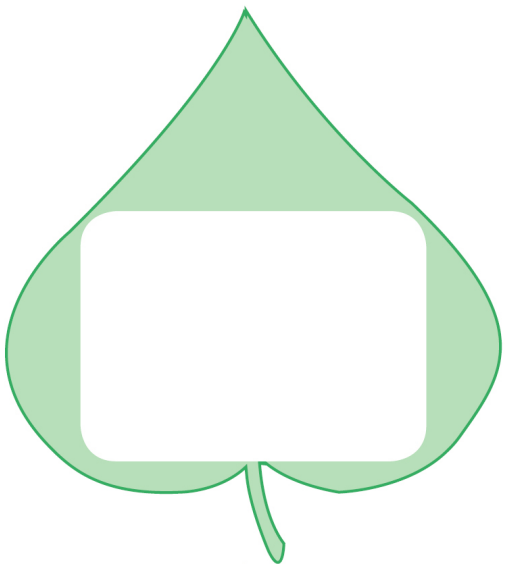
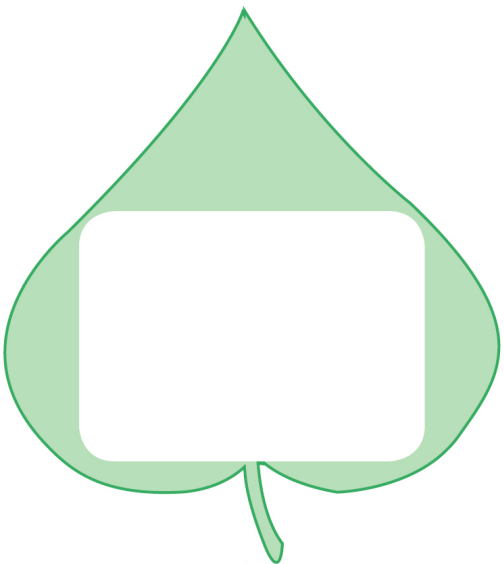
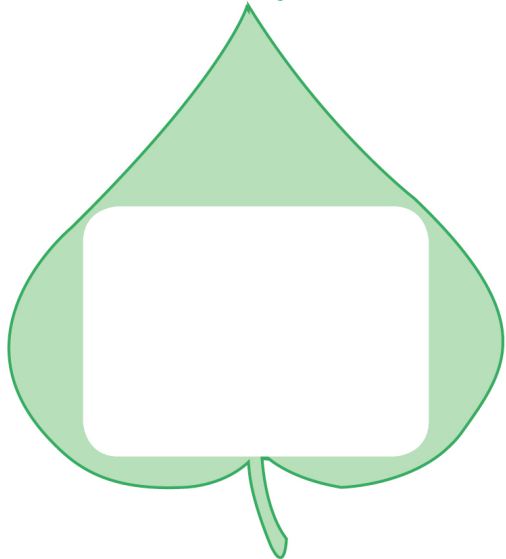
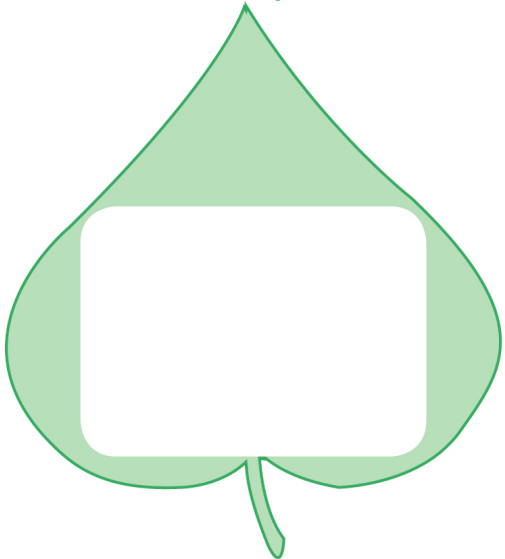
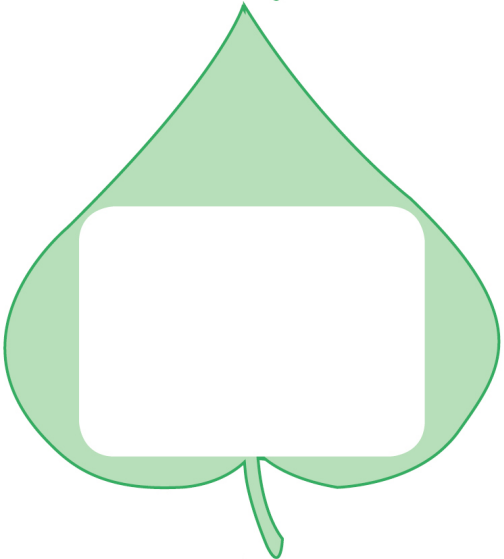
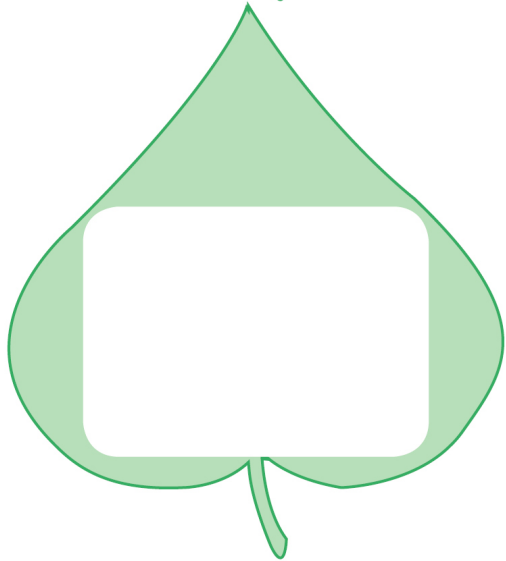
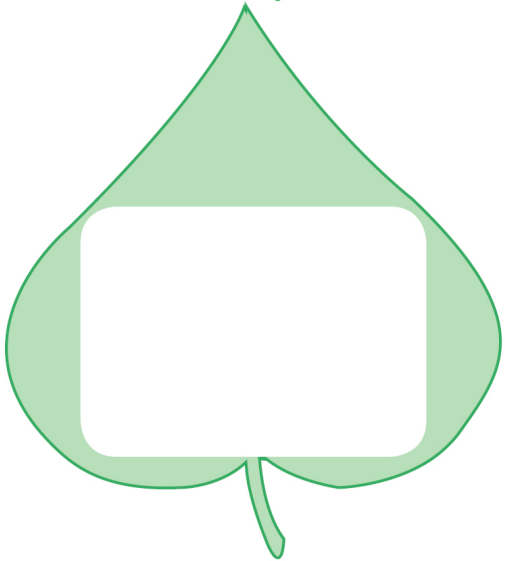
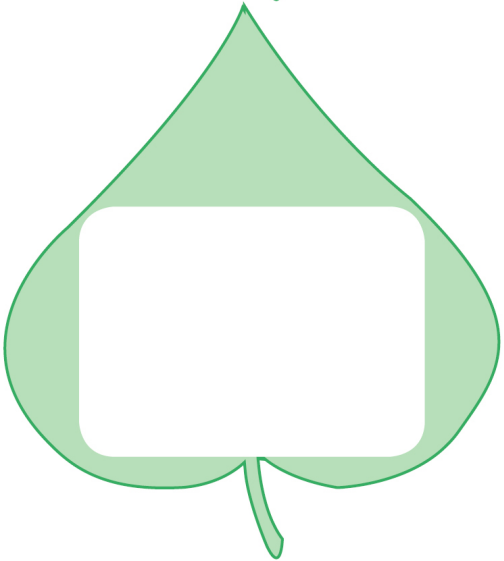
Name _____

Gratitude record sheet

A good thing that happened.
Something I accomplished.

Something good that I noticed
another person do.
Something that made me proud.

A nice thing that was said.
Something that made me smile.
Something I enjoyed doing.

Please bring your record back to school.