



A mindful approach to pupil engagement



Gloucestershire  
Healthy  
Living and Learning

# Foreword

*The children and young people of our county, have told us through the Gloucestershire online pupil survey that they are finding the emotional pressures of 21st century living difficult to manage. In response to what they have told us we have produced a suite of teaching resources to help classroom practitioners improve the mental health of their pupils.*

*This resource aims to help children calm their minds, to focus on the present, and to stop intrusive thoughts, including angry feelings ,from sabotaging their learning. Mindful learning offers a very potent route to both happiness and attainment. If you would like any additional advice or help please contact us via the website [www.ghll.org.uk](http://www.ghll.org.uk)*

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This resource has been written to support children's learning through a range of simple 'focusing' techniques.

The activities are based on the principles of mindfulness, of teaching children to be more present with their attention and to develop increasing control over managing the many disruptions that fill our minds and hinder our ability to give our attention fully to the task in hand.

It can be used by any classroom practitioner and does not require any experience of mindfulness practise. Use of the materials can be adapted to suit individual needs but to fully maximise their impact, they are best used when the group leader is also taking part in the activities rather than just talking them through – they are designed to be fully inclusive!

A suggested survey is included with the resource to allow you to measure impact. This could be used as an intervention for the Gloucestershire Healthy Living & Learning (GHLL) Award.

If you feel that you need any advice on using these resources, please do get in contact with the GHLL Team - [info@ghll.org.uk](mailto:info@ghll.org.uk).

## Adaptations for older children and young people

Most of the activities in this resource are based on the 8 week mindfulness programmes for adults; they have just been adapted to suit a younger audience but their relevance and effectiveness will impact users of any age.

As the facilitator, you are best placed to gauge which activities may prove more challenging for your class and you can then adapt or leave out sections. However, do keep an open mind as your class may well surprise you with how easily they engage with the various activities.

Take the activities at your own pace; some cohorts may benefit from really embedding Stop and Take a Breath, Good Posture and Inviting the Bell, before being ready to explore the other sensory meditations. The numbers that you are working with may also shape which activities you try, for example, the Relaxation Walk would work best with a smaller group unless they are all very 'tuned in' to the principles.

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# Mindfulness

If you are unfamiliar with mindfulness, these quotations may provide a useful context;

"Mindfulness and education are beautifully interwoven. Mindfulness is about being fully present with and to your inner experience as well as your outer environment, including other people. When teachers are fully present, they teach better. When students are fully present, the quality of their learning is better. It's a "win –win" equation that can transform teaching, learning and the educational landscape.

Focused awareness, as cultivated through mindfulness, helps students by improving attention, promoting academic achievement, reducing problem behaviours and increasing enthusiasm for learning."

*Deborah Schoeberlein – Mindful Teaching and Teaching Mindfulness*

## The Benefits of Practising Mindfulness with children

Teachers may often ask their students to "pay attention" but they may not teach them how to do so. The practice of mindfulness teaches students how to pay attention, and this way of paying attention enhances both academic and social-emotional learning.

Mindfulness is a very effective response to stress and enhances the neurological process called "executive functioning" or the ability to organise tasks, manage time, set priorities and make decisions. Children – including those diagnosed with stress-related disorders – can benefit from learning to focus their attention, becoming less reactive and more compassionate with themselves and others.

## Mindful children:-

- are better able to focus and concentrate
- experience increased calm
- experience decreased stress and anxiety
- experience improved impulse control
- have increased self-awareness
- find skilful ways to respond to difficult emotions
- are empathetic and understanding of others
- have natural conflict resolution skills.

*Thich Nhat Hanh – Planting Seeds Practicing Mindfulness with Children*

# Focused For Learning

Please circle the response that you feel best suits the way you feel.

1. I find it easy to concentrate on my work in lessons

|        |       |           |        |       |
|--------|-------|-----------|--------|-------|
| Always | Often | Sometimes | Rarely | Never |
|--------|-------|-----------|--------|-------|

2. I find it easy to listen to people when they talk to me

|        |       |           |        |       |
|--------|-------|-----------|--------|-------|
| Always | Often | Sometimes | Rarely | Never |
|--------|-------|-----------|--------|-------|

3. I know when I am struggling with my emotions

|        |       |           |        |       |
|--------|-------|-----------|--------|-------|
| Always | Often | Sometimes | Rarely | Never |
|--------|-------|-----------|--------|-------|

4. I enjoy being alone with my thoughts

|        |       |           |        |       |
|--------|-------|-----------|--------|-------|
| Always | Often | Sometimes | Rarely | Never |
|--------|-------|-----------|--------|-------|

5. I feel calm and relaxed when I go to bed at night

|        |       |           |        |       |
|--------|-------|-----------|--------|-------|
| Always | Often | Sometimes | Rarely | Never |
|--------|-------|-----------|--------|-------|

6. When I feel angry or stressed, I can calm myself down easily

|        |       |           |        |       |
|--------|-------|-----------|--------|-------|
| Always | Often | Sometimes | Rarely | Never |
|--------|-------|-----------|--------|-------|

Thank you for completing this survey.

# Session 1: Getting Ready to Focus

The aim of session one is to help the children to begin to focus their minds, and to support attention and concentration. In essence, the session is designed to enable the children to be ready to learn.

## **The activities for this session include:**

- Creating an Optimistic Classroom
- Good Posture, Good Thinking
- The Clear Mind Game or Snow Globes
- Take a Breath.

## **Resources**

Snow Globe - bought or made (plastic bottle, glitter & water)

## **Suggested books to share**

*When Sophie Gets Angry – Really, Really Angry* by Molly Bang (1999). New York: Scholastic.

*You've Got Dragons* by Kathryn Cave (2003). Atlanta: Peachtree Publishers.

*On Monday When It Rained* by Cherryl Kachenmeister (1989). Boston: Little, Brown and Company.

## **Creating an Optimistic Classroom**

Establish the ethos for the children to engage in the activities in a focused way. You may prefer to create your own guidelines or ask the children for their own suggestions but here are some suggestions:

Respect others

Be kind

Take turns in speaking

Ask questions when you are curious or confused.

Celebrate everyone's achievements.

Adapted from The Hawn Foundation ('The Mind Up Curriculum', Scholastic: New York, 2012).

## **Good Posture, Good Thinking**

Encourage children to sit comfortably in their chairs with a bit of space around them; a circle would be ideal but simply away from the desk a little and facing the front is fine in a traditional classroom setting.

Explain that when we sit with a good posture, we have our bottoms tucked into the back of the chair with both of our feet planted on the floor, shoulder width apart. Imagine a golden thread drawing you up and lifting your head and body. Encourage the children to let their shoulders drop a little, maybe with a little wriggle. Hands should be free of distraction, resting palm up in the lap, palm down on the legs or maybe with fingers lightly interlocked.

This is our good posture position. This helps the blood to pump easily around our bodies and to our brain, allowing us to think clearly and to focus on what we need to.

### Snow/Glitter Globes

Using a large clear plastic bottle filled with water, invite one or two of the children to sprinkle some glitter into the bottle. Screw on the lid and shake up the bottle vigorously while explaining to the children how the snow globe is like our minds, full and busy with all different thoughts swirling about. Sometimes these thoughts are fun and exciting, sometimes they are upsetting and can make us feel sad or angry. Place the bottle down on a flat surface. When we take the time to stop and take a breath, our minds have a chance to calm down and become clearer, like the glitter in this bottle. Watch carefully as the water settles, maybe you can track just one tiny piece of glitter as it travels around the bottle before settling. If you lose track of your glitter, just follow a different piece or soften your gaze to watch all of the pieces gently drift around and settle slowly in the bottle. Notice your breathing as you watch, breathe deeply and steadily, letting go of all the busy thoughts in your head.

Finish by guiding the children with a deep slow breath in through the nose and a long, slow breath out through the mouth. Take some time to just sit quietly. Invite the children to speak with a neighbour about how they are feeling and what they noticed during the meditation.

### Take a Breath

Sit down in a comfortable position. Close your eyes or look down at your hands.

Pay attention to your breathing. Gently breathe in through your nose, and then slowly breathe out.

Keep your shoulders relaxed. As you breathe, notice the air coming into your body and going out again.

If your mind tries to think about other things, bring your attention back to your breath.

Feel your stomach rising and falling (children can place their hands on their stomach). Keep your tummy soft and relaxed.

Open your eyes slowly and take another slow, deep breath with your eyes open.

Discuss: How did you feel as you breathed in and out? What did you notice about your breathing? Did your mind try to think about other things? How did you keep your mind on your breathing?



## Session 2: Inviting the Bell

The aim of this session is introducing the importance of listening with greater concentration and awareness to support learning. When you are listening well, you get the information you need without being distracted.

The activity can be adapted for hearing-impaired children by shifting the focus to the feel of the vibration rather than the sound.

### **The activities for this session include:**

- Stop and Take a Breath
- Listen carefully
- Inviting the Bell.

### **Resources**

Bell, chime, gong or similar.

### **Suggested books to share**

*The Cat Who Wore a Pot on her Head* by Jan Slepian and Ann Seidler (1980) New York: Scholastic.

*The Listening Walk* Paul Showers (1993). New York: Harper Collins.

### **Stop and Take a Breath**

Ask the children to reflect on a time when they have felt a strong emotion; excitement, anxiety, anger. Can they think of how their body felt at the time? How might we feel before a test? A special occasion?

Explain how it is normal for our heart rate to quicken when we feel a strong emotion and that we may notice our breathing becoming quicker or harder. This can make us feel funny sometimes. We might not like it. Sometimes we can help ourselves when we stop to take some deep breaths.

Sit down in a comfortable position. Close your eyes or look down at your hands.

Pay attention to your breathing. Gently breathe in through your nose, and then slowly breathe out.

Keep your shoulders relaxed. As you breathe, notice the air coming into your body and going out again.

If your mind tries to think about other things, bring your attention back to your breath.

Feel your stomach rising and falling (children can place their hands on their stomach). Keep your tummy soft and relaxed.

Open your eyes slowly and take another slow, deep breath with your eyes open.

Discuss: What did you notice about your breathing today? Did your mind try to think about other things? How did you keep your mind on your breathing?

You can share how learning to notice your breathing has helped you in difficult moments and how breathing with awareness like this can help the children to calm down when they get upset or nervous and also can help them focus better at school, like when they take a test.

Any time we are aware of our breathing, whatever we experience in the moment improves - if we are happy, we become happier and if we are suffering, breathing helps us suffer less, to calm down and see things more clearly.

### Listen Carefully

Ask the children to sit comfortably and close their eyes and then listen very carefully for all the sounds they can hear around them in the classroom, the corridor, and elsewhere inside and outside the school. After a short time 30 to 60 seconds, tell the children to open their eyes and share the sounds they heard. First, have them turn and talk to a partner to compare the sounds they heard. Then record on chart paper the sounds they heard. This can also be done as a shared writing practice.

Repeat the activity. Encourage children to listen for sounds they didn't hear the first time and have them share results.

Limit the listening time for younger children to 15 to 20 seconds or less. Their listening stamina will build as they engage in listening activities and games more frequently in school.

Discuss: How did sitting and listening make you feel? Were you surprised by all the different sounds you heard around you? Those sounds are always there. We don't hear them when we are busy working in the classroom. We are not directing our brain to listen for sounds.

Taken from page 66 of *Child's Mind* by Christopher Willard (2010) Parallax Press, California.

### Inviting the Bell

Hold up the bell or chime and ask the children if they know what it is. Where have they seen it? When might they have heard it? What might it be used for? Ponder with the children, 'I wonder how long it will sound for? Let's listen. Agree a gesture to indicate when they can no longer hear the sound such as a thumbs up or a raised head. Maybe display a clock so the children can monitor the timing. 'Invite' the bell/s to sound gently rather than striking it/them.

We call this 'inviting the bell'. We start with our three cleansing breaths to help relax our bodies and clear our minds—we are now ready to listen.

When we hear the bell, we stop what we are doing and just breathe. We have a chance to rest, to take a break, to enjoy ourselves. We are aware of our in and out breath.

There may be other sounds that make the children feel peaceful and happy, can they think of some? Maybe a bird singing, or the sound of laughter, or a baby cooing, or a bubbling brook, or the gentle sound of rain on the roof.

Ask the children what they noticed. How did it feel to listen? Did they notice anything else?

Explain that we are going to listen again, but this time we will do so with our eyes closed. Sound the bell.

What do the children notice this time? How do they feel? What else were they aware of?

Explain how we are listening carefully to something, we are often more aware of our breath. Invite the children to take a deep breath, in through the nose, out through the mouth. Encourage them to release the breath slowly. You may wish to gesture the breath with your hands, drawing the hands up in a sweeping gesture in front of your chest and towards your head on the in breath, then pushing away downwards or outwards as you breathe out. Repeat three times.

You can use this as a way to introduce the bell to your class. Let the children know that every time they hear the bell sound, they should stop what they are doing and take three deep breaths, focusing their attention on the sound of the bell until it fades, then return to their tasks. You might want to incorporate the bell at transitions or other points of the day. You can include children in your class by rotating who gets to invite the bell.

## Children's Reflections

*We liked the mindful breathing because it calmed us down in difficult and rough times.*

*Good things about this experience which I have enjoyed was doing the mindful eating as I finally had a chance to savour food and I've carried that on at home.*

*I liked the mindful watching (Snow Globes) because it is relaxing when you are down in the dumps.*

*At home I found the mindful breathing good when I'm getting annoyed with my brothers.*

*I liked breathing and focusing on my body.*

*When I take deep breaths it calms me down.*

*It reminds me of a bubble going up and away and then all of your stress going up into the air and popping ... with the glitter it just flows away up to the top and it would really relax quite a lot of children.*

## Calm

*After the sun goes down  
And the lights are out  
Its quiet time  
Don't scream and shout  
Just breathe in and breathe out.  
Calm yourself down  
Close your eyes and calm yourself down.*

*By Leigha*

## Session 3: Awareness at Hand

The aim of session three is to help the children to begin to bring greater awareness to their body, to develop a stronger sense of what it feels like to be 'in their skin'.

### The activities for this session include:

- Inviting the Bell
- Stop and Take a Breath.
- Awareness at Hand
- Hand to Hand

### Resources

Bell, chime, gong or similar.

### Suggested books/poems to share

*The Busy Body Book* by Lizzy Rockwell (2004). New York: Scholastic

About the book - A healthy body and mind are key to focusing attention. You'll find many ways to dip into this amazing book to share the ways the brain, respiration and other body systems work. This book also emphasises the importance of keeping active, eating well, and getting rest to ensure good health.

### Awareness at Hand

Begin by asking the children how they are feeling today. Children share their responses with a talk partner. Did anyone comment on part of their body feeling a particular way? e.g. sore foot, tummy ache.

Explain that we don't often take much notice of how our bodies feel unless there is something very obvious. Challenge the children to think of a time when they were aware of their bodies doing something, feeling a particular way e.g. tingly fingers while playing outside, warm or hot skin while washing hands. Allow time for the children to share their thoughts.

Today, we are going to pay special attention to our hands.

### Let's start with a few deep breaths to help us focus.

Sitting comfortably, bring your hand in front of you. Look carefully at your hand. Notice your fingers - how do they feel? Give them a wiggle. Notice their temperature - do they feel warm maybe? A little bit cold? Run your finger over your hand. Trace each finger - which part feels most sensitive? Is there a tickly bit? How does the skin feel around your knuckles? Is it different when you bend them? Look at the colour of your hands? How does the shade of your skin vary from the back of your hand to your palm? Does your skin shine at all? Look very closely at your skin - what do you notice? What patterns do you notice? What shapes can you collect? Look at your nails - trace gently around your nails - what do you notice? How does it feel?

See if you can change the temperature of your hands - rub them together to warm them up or blow them gently to cool them.

Clap them together as hard as you can - how do they feel? What do you notice?

Gently place a hand on your lap and trace around it with your other hand. Repeat using your other hand.

Take a few deep breaths.

I wonder if you could take the same attention to other parts of your body? Maybe you could scan the whole of your body from head to toe!

### **Hand to Hand**

As an extension to Awareness at Hand, you may wish to develop the practise by working with a partner. This activity is based on the mirroring techniques often used in PE gymnastics sessions.

A pair of children sit or stand facing one another, one child plays ‘the reflection’ to the other child.

Begin with a few deep breaths—try mirroring this too if the children are in the habit of gesturing the breaths with their hands.

Child one simply moves one part of their body in a steady and controlled way, trying to focus upon how it feels. Child two ‘mirrors’ that action. Encourage the children to breathe in on the move outwards and in again as they return to their start position. After 5 different moves, allow the children time to share their thoughts on how the movements felt.

The children swap roles and repeat.

### **Expression**

Any mindful activity lends itself to forming the stimulus for creative expression. Invite the children to write their own poems or statements of how they feel. Artwork can be very effective in expressing the experiences of mindful practise and can be a helpful way of explaining something that may be challenging to put into words.

The children can then reflect on each other’s expressions as stimulus for other sessions.



## Session 4: Savour the Flavour

The aim of this lesson is to help children become more aware of their interaction with the world through the experience of eating. A simple exercise of really savouring a morsel of food allows them to notice the differing sensations that this focused attention brings to their eating experience.

### The activities for this session include:

- Inviting the Bell
- Stop and Take a Breath
- Savour the Flavour

### Resources

Bell, chime, gong or similar.

### Suggested books/poems to share

*Gregory, the Terrible Eater* by Mitchell Sharmat (1980). New York: Scholastic

*Gobble It Up! A Fun Song About Eating* by J Arnosky (2008). New York: Scholastic

*The Very Hungry Caterpillar* by Eric Carle (1994). New York: Philomel Books.

### Savour the Flavour

Giving your full attention to eating something is a very simple and powerful meditation for children. Mindfulness guru Jon Kabat Zinn says, “When we taste with attention, even the simplest foods provide a universe of sensory experience, awakening us to them.”

Any food stuff could be used but raisins are a good option as they are small, inexpensive and mess free!

### Raisin Meditation

Sit comfortably in a chair.

Place a raisin in your hand.

Examine the raisin as if you had never seen it before.

As you look at the raisin, think carefully about what you see: the shape, texture, colour, size. Is it hard or soft?

Bring the raisin to your nose and smell it.

How does the raisin feel? How small it is in your hand. Think about the weight of it, what could you liken it to? Swap it from one hand to the other to gain a greater sense of the weight.

Hold the raisin by your ear and give it a gentle squeeze, notice the tiny noise it makes.

Now we are going to touch the raisin with our lips. Gently touch the raisin with your lower lip. Notice how it feels compared to when you used your fingers, how much smoother it feels.

Place the raisin in your mouth. Become aware of what your tongue is doing. Notice how your tongue can detect all of the little wrinkles, how different it feels on your tongue compared to your lip.

Just once, bite ever so lightly into the raisin. Notice how it feels, how it gently squashes between your teeth.

Roll it around in your mouth to feel the difference in shape before biting down on it again.

Slowly continue chewing the raisin, thinking carefully about the taste and how juicy it seems. Think about how it compares to other raisins that you have eaten before.

As you complete chewing, swallow the raisin.

Sit quietly, breathing, aware of what you are sensing.

- This activity would be a lovely starter for some creative writing or would be a useful addition to a Healthy Eating Week—encouraging the children to take their time with eating well and really enjoying every mouthful. Challenge the children to eat something with their full attention at home and feedback their experiences.

## Session 5: A Sense of Balance

The aim of this session is to bring attention to how we interact with our environment. To notice the sensations that we experience as we move around and how we can pay greater attention to the things that we do.

### **The activities for this session include:**

- Inviting the Bell
- Stop and Take a Breath
- A Sense of Balance
- Relaxation Walk

### **Resources**

Bell, chime, gong or similar.

Relaxation Walk Script

### **Suggested books/poems to share**

*Owl Moon* by Jane Yolen (1987). New York: Scholastic

*The Man Who Walked Between Towers* by Mordicai Gerstein (2003). Brookfield, CT: Roaring Brook Press

*Karate Hour* by Carol Nevis (2004.) New York: Marshall Cavendish.

### **A Sense of Balance**

This exercise brings the attention to the child's own body as they interact with their environment. The exercise can be done easily with a group of children together in a large space such as the school hall. It is important that there is room to move freely without obstruction and distraction (as far as is possible) so that they may remain focused on their own experience.

Ideally, children should be barefoot so that they can feel well connected to the ground. You can either use the 'Relaxation Walk' script or guide them in your own way. Take the time to emphasise how we connect with the ground by gently exploring our balance as we stand; both Walk This Way and Relaxation Walk include attention to balance.

### **Relaxation Walk**

This 'script' can be adapted to suit your needs and doesn't need to be followed word for word. The activity is simply to help the children to slow down their movements and think very carefully about what they notice using all of their senses, but predominantly, their sense of touch.

Let's begin by sitting on the floor with our legs in front of us. Wiggle your toes. Now draw up your knees and wiggle your toes some more. Let's try that while standing up. Wiggle, wiggle. Now rest for a moment. What do you notice? How do your toes feel right now? Maybe warm or tingly? Pay careful attention to your feet. Keeping your feet firmly planted on the floor, try shifting your balance a little. Slowly rock from side to side, front to back. Roll up to your tip toes and back to your heels. Think about how each little part of your feet feel as they make contact with the floor.

Today we are going to walk ever so slowly and ever so quietly. Maybe like a sloth or a very old tortoise. Let's begin.

Depending on the space available to you and the attention levels of the children, you may prefer to walk together as a row so you can help set the pace or you may want to walk in a big circle.

Notice the floor beneath your feet. How does it feel? Is it cold or warm, soft or hard? You are breathing softly and steadily feeling very calm and relaxed. Think about the movement of your footsteps, what part of your foot leaves the floor first? Think about how your leg muscles feel as you lift your foot to take a step. Notice the shift in your balance as one foot is lifted above the floor. Think about how it feels to reconnect with the floor. Which part of your foot connects first? If you notice that your attention has started to wander, that's okay, just guide it back to your breathing and the feelings of walking slowly and carefully. Let's keep walking a while longer, ever so slowly so we can really notice each different feeling and movement of our bodies as we take each step.

Let's stand still for a moment and take a deep breath.

What wonderful walking! Thank you for paying such careful attention to your bodies.

Take as much time as you feel the children can manage with this, just a few minutes may be enough but others may need a little longer to find a sense of control and balance. Share how it felt and what the children noticed. Consider other activities that could be done with very close attention. Explain how we can do anything with great attention if we simply allow ourselves time to take notice.



## Session 6: My Busy Body

The aim of this session is to begin to develop the skills to listen to the body; to notice the differences between exertion and relaxation and to begin to learn simple self-regulation skills by controlling their breathing and heart rate. This in turn will help the children to begin to manage their emotional and physical responses to differing situations .

### **The activities for this session include:**

- Inviting the Bell
- Stop and Take a Breath
- My Busy Body

### **Resources**

Bell, chime, gong or similar.

### **Suggested books/poems to share**

*Stories on the Move: Integrating Literature and Movement with Children from Infant to 14* by Arlene Cohen (2007). Libraries Unlimited Inc.

*Earth Dance* by Joanne Ryder (1996). New York: Henry Holt.

### **My Busy Body**

Ask the children ‘What is a heart? What does it do? Who can show me where it is? Who can show me how big their heart is?’ Establish that the heart is a muscle, a pump that is about the size of your fist.

‘What happens when you run fast? Does your heart beat faster or slower?’ Demonstrate how to find your pulse and tell the children that they are going to measure their own pulse at rest.

Children practice finding their pulse, either alone or with a partner.

Children may wish to record their heart rate at rest to compare to their heart rate after exertion. Time the children for between 15 and 30 seconds while they count their heartbeats.



# Mindful relaxing and Mindful Moving

Discuss: When do you feel your heart working hard? When does it slow down?

Establish that our hearts beat at a quicker pace when we are very active or when we are feeling anxious. ‘How can we slow our heart rate down?’

Guide the children through the “Stop and Take a Breath” practice from previous weeks.

Explain to the children that they will be moving from a relaxed state with a calm heart rate to an excited state with a rapid heart rate. Think back to the mindful walking from the previous session. Explain that we will build on this by moving mindfully but in a more energetic way. ‘Monkey Leaps’ are a fun way to move with greater energy yet retain a strong sense of awareness. Ask the children to imagine they are monkeys—loose, long arms and a softening through the shoulders to allow the fluid movements. Leaping up with high knees, leading with the dominant leg and really feeling a strong reconnection with the ground. The children may well suggest other animals to impersonate. Encourage them to really think carefully about the sensations of their impressions.

Establish a word, sound or gesture to indicate that you want them to stop their activity.

Tell the children that they will move energetically for about a minute (longer if you prefer). Tell the children that when they stop, you will ask them to find their pulse and start counting on your say so. Time them as they count their heart rate again.

Remind the children to pay close attention as they move.

What is happening to your body? What is happening to your breath?

At the end of the activity discuss: Did your heart beat faster after you did the exercise?

Sometimes, when we are upset or angry or excited, our heart rate can go up. How can we use mindful breathing to calm down?

## A list of useful resources

*The Mindful Child* by Susan Kaiser Greenland

*Child's Mind* by Christopher Willard

*Planting Seeds* by Thich Nhat Hanh and the Plumb Village Community

*A Handful of Quiet* by Thich Nhat Hanh

*10 Mindful Minutes* by Goldie Hawn

*Calm Kids* by Lorraine E Murray

*Mindful Teaching and Teaching Mindfulness* by Deborah Schoeberlein

*Frogs Breathtaking Speech* by Michael Chissick and Sarah Peacock

*Ladybirds Remarkable Relaxation* by Michael Chissick and Sarah Peacock

*MindUp Curriculum* by Scholastic Grades Pre-K-2 and Grades 3-5 (A wealth of resources in these two books)

*Headspace App* suitable for adults and young people <https://www.headspace.com/>

# Acknowledgements

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**Some of the resources and activities have been influenced or adapted from the following sources;**

The Hawn Foundation 'The Mind Up Curriculum', Scholastic: New York, (2012)

Susan Kaiser Greenland 'The Mindful Child', New York: Free Press (2010)

Christopher Willard 'Child's Mind' Parallax Press, California (2010)







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