



Mindful Jenga

Encourage children to be mindful when taking their turn. Movements should be purposeful and careful attention paid to breathing.



Listening Relay Game

This is a listening game to help children to tune into sounds. The children sit in a circle with their eyes closed and an object is passed around e.g. a bell, maracas, or a crumpled piece of paper. The children have to point to where the item is. The type of item passed around can be made harder or 2 objects could be passed around.

Positive Affirmations

Using magazines, newspapers or their own art work children find positive affirmations about themselves or positive feelings and stick these onto large pebbles/stones which can be varnished so that they can be held and looked at without wearing away.



Gratitude

Acknowledging what we are grateful for can have a positive impact on our psychological wellbeing. Encourage children to write down one thing they are grateful for every day. This has to be specific and unique to them.



One Minute Mindfulness Activities

- Yawn and stretch for 10 seconds
- Write a new positive affirmation or quote on the board every day
- Count to 10 whilst slowly breathing in and out
- Quick body scan – Imagine a scanning machine moving from toes to head
- Jump up and down for 30 seconds and then stand still for 30 seconds, noticing the bodily sensations, thoughts and feels that arise.
- Mindful observation – focus solely on one object for 1 minute
- STOP



- S – Stop what you are doing
- T – Take 3 breaths
- O – Observe
- P – Proceed mindfully

Mindfulness Resources Key Stage 2

This booklet has been developed to introduce activities and ideas and to help embed mindfulness practice across school. There is a focus on the four main strands of mindfulness which are: curiosity, compassion, acceptance and openness helping to create an awareness of the present moment. Many of the ideas may not be new as mindfulness can be easily incorporated into everyday classroom activities and routines. Encourage the class to notice how they feel and what they are thinking when walking around the classroom, tidying up, washing their hands and drawing.

Breathing Activities

Pendulum

Encourage the class to slowly sway to the left, return to centre and to the right in a rhythmic movement.

Heart and Belly Breathing

Children should put one hand on their chest and one hand on their tummy. They should breathe normally and notice how the hands move.



Cloud Spotting

Ask children to focus on one cloud and breathe. With each breath watch and see how the cloud changes shape.

Focus

Children should close their eyes and place one finger on their forehead. They should be encouraged to discuss what they notice.



Counting Sounds

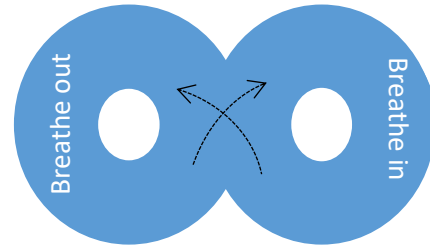
Ask children to become aware of all sounds they can hear both in the room and outside. How many can they hear?

This project has been commissioned and funded by North Derbyshire, Hardwick and Southern Central Commissioning Groups (CCGs). It is being managed and led by Derbyshire Educational Psychology Service.



Lazy-8 Breathing

Ask children to trace the Lazy 8 with their finger breathing in and out slowly.



Change Directions

Try circling the right arm clockwise and the left arm anti-clockwise.

Double Doodle

This is a drawing made using both hands. Children can do a Double Doodle in the air, on paper, or on someone else's back. Encourage children to create a drawing that is symmetrical, with their hands mirroring each other side by side.



Collective Brain

Children work in teams to reproduce a copy of a picture or diagram. Each member of the team should take it in turns to look at a picture and then go back to their team in silence to draw what they remember. The picture should evolve into something like the original picture.

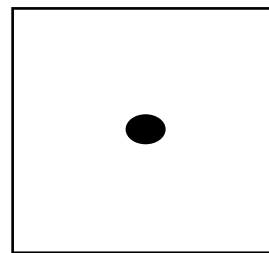
Shared Picture

Children work in groups to draw a shared picture. Every child is given a coloured pen or pencil and everyone should take an active role in creating a picture.



Black Spot

The class sit in a circle and an envelope is passed around with enough pieces of paper for one each. One of the pieces of paper has a black spot in the middle. The aim of the game is to work out who has the black spot, however the person who does have the black spot should pretend that they do not have it.



Skipping Rope Tangle

Children pair up to hold one end of a skipping rope each. They then stand opposite each other in a circle with all ropes crossing to form a star shape. Children then swap places in the circle if they answer yes to a question such as 'Green is my favourite colour' whilst holding their end of the rope. All individuals move around one to the left so that they do not know who their new rope partner is. Attempt to untangle ropes without speaking.



Stand Up, Sit Down

The class take it in turns to stand up and sit down without talking or using prior discussion / agreement. If two children stand up at the same time then they have to start again. A variation of this activity is for the group to count rather than stand up.

The Wave

Children are to sit in a circle. One child stands up raising their hands up above their head, then lowers their arms and sits down. The next child continues the wave until all children have had a turn.



Call and Repeat

Choose a leader and ask them to clap a simple sequence. The group should repeat the pattern and a new leader is chosen.



Remembering Objects

Place several small objects on a table. Allow the class 10 seconds to look at them and then cover the table with a cloth. Ask the children to write down how many they remember. A short breathing exercise may also be introduced to encourage the class to focus. An alternative is where objects are removed and the class have to guess what is missing.



Observational Drawing/Painting

Use mindfulness when drawing real objects. Children could also draw their classroom or an area of their school firstly from memory. They then compare their drawing to the actual room noticing the small details. This would be a good opportunity to discuss how accurate they were and any thoughts or feelings that arose. They are then given an opportunity to amend their picture.



Clear Mind Game

Fill a clear glass with water. Point out to the class that it is possible to see through the glass. Then stir in baking soda and ask the group if they can still see through the glass. What will happen if we wait for the baking soda to settle? How long will it take?

