



## Mindfulness and Movement

*“The practice of bringing awareness to the present moment with as little as judgement as possible—it is a both an ethic and attitude and an intentional act of bringing compassion to self and other”*



## Mindfulness-Based Heuristic Guide (Tobin, 2018) When I interact with others...

- I listen with the purpose of understanding what is said
- I show interest by connecting nonverbally with speakers
- I seek deeper understanding of what has been said before I offer alternatives
- I am aware of others' emotions
- I allow speakers to complete talking
- I am aware of my breathing as I speak and while listening
- I use belly breathing
- I breathe in through my nose and out through my mouth
- I am aware of the presence of who is listening
- I am aware of whose turn it is to talk next
- I use my breath integrate my emotions
- I use my breath to stay integrated(e.g., pulse, blood oxygenation, body temperature)
- I monitor the loudness and the tone of my voice
- I maintain interest by varying the intonation of my voice
- I monitor my gestures and body orientation
- I take appropriate action when social violence occurs

### Body Awareness

**Objectives:** Develop body awareness through describing jobs of body parts and evaluate how sensations of the body change with movement. Integrate right and left hemispheres of the brain by crossing the midline. Develop mindful attention for and gratitude towards the body.

**Check-in-Guiding questions:** What are some important jobs that your body parts have? Ex: how do your hands help you do things? What about your legs? Today we are going to try to get to know our bodies a little better...they do so much for us. How does your body feel today? Let's touch the parts as I mention them and maybe you can ask each part how it's feeling. Mention body parts (feet and ankles, legs and knees, belly and back, arms and shoulders, hands and fingers, face and ears, eyes, nose). Teacher demo touching and asking questions: Let's see if our body tells us...How are you feeling feet? Legs...etc. Select questions as you move around the body: does the part feel: warm or cool, big or small, bumpy or smooth, hard or soft, comfortable or achy, weak or strong? Have a few students share what they felt.

**Mindfulness/ Movement Practice:** Gentle Tapping. OK, did you hear some of the messages that your body had to tell you? Let's see what it might feel like if we do some gentle tapping on our bodies. We're going to start on one side of our body and then stop. Are you ready? Instruct students to gently start, using left hand to tap right side first--continue by demo and mentioning parts as we go. \*Remember our bodies are special and we want to treat them kindly so be gentle. Cue 30-60 seconds of gentle tapping up and down the body on the right side. When cuing face, have students use fingertips, and gently tap around eyes. \* Stop and become very still. Invite students to close their eyes and see if they notice a difference between right and left side body.

Do you notice a difference between the side of body that was tapped vs untapped? Without touching it now, can you tell if it's warmer or cooler, bigger or smaller, etc using questions above. OK, time to tap the other side. Remember, your body parts do amazing things for you everyday so we want to tap gently (teacher demo). Stop (and become very still) after 30-60 seconds and notice (see above for questions). Allow sharing. Last time, we're going to tap our whole body right and left, front and back, side to side. Cue 30-60 seconds of gentle tapping up and down the whole body. Stop, let your eyes close, and become very still. Listen to your body. Does it have any messages for you? Do you notice how it feels now that we're still? Allow students to share.

**\*A rain stick or rattle can be used a cuing element to signal start and end of tapping.**

**Reflective Practice:** Students can draw the body part where they noticed the greatest effect of tapping, and/or choose a color to represent how tapping the body changed the way it felt.

## **Body/Sound Awareness**

**Check-in-Guiding questions:** What are some things you heard today.. Engage students by asking about their morning...did you hear an alarm clock, parents voices, bus, playground, music... What were these sounds like? How did the sounds feel in your ears..big or small, scratchy, humming, loud or quiet, shaky or smooth, close to you or far away? Today, we are going to practice using our ears, maybe a little differently than you've used them before. But first, I'm going to ask you to listen carefully to my special bell (vibratone or other). Can you hear really well when you're speaking? Not really. So I'm going to ask you to make sure you don't say anything or make any sounds that might interfere with my special bell. I'm going to ring the bell and I want you to listen to it so carefully. When you can't hear it anymore, raise your hand. Are you ready? Ring the bell. Wait for all to raise hands. Let's try it again but this time I am going to ask you to close your eyes to see if you can hear it even better. (Always offer the option of looking downward for any student who may be afraid of closing eyes.) I'm going to ring the bell and I would like you to open your eyes when you can't hear it anymore. Remember to try to keep your own sounds inside until everyone opens their eyes. Ring a second time and allow students to share what they noticed about eyes closed vs. open.

**Mindfulness/ Movement Practice:** Have you ever tried to listen for noises that are very far away? How far away do you think your ears can hear? Now that you've practiced listening to the bell, your ears are ready for a challenge. I'm not going to ring any bell this time, but I am going to ask you to open your ears as wide as you can, and I'd like for you to close your eyes (or gaze towards floor). Now, I want you to listen for noises that are outside of the school building. I am going to be really quiet for a few seconds so you can listen. Give about 30 seconds. Then say, ok, good, keeping your eyes closed I want you to bring your hearing in a little closer. Can you hear any sounds that are inside the building, but outside the classroom? (30 seconds). Ok now, still

keeping your eyes closed, listen for sounds that are only inside the classroom (30 seconds). Now you are going to bring your hearing in even closer and listen for sounds that are only inside your body. (30 seconds). Teacher questions: Who heard sounds outside the building? What did you hear? How did it sound in your ears (far away, close, loud, quiet) (allow for discussion, use questions above); What sounds did you hear inside the building but outside the classroom? Was it easier or harder to hear than outside the building sounds? (discussion-use above questions); How about noises in the classroom? What could you hear? (discussion, use questioning above); Could you hear any sounds inside your body? Was it easier or harder to hear, could you tune out the louder sounds of the classroom? Discuss. \*Depending on group, for K-1, it may be necessary to do only one listening activity, rather than all four, before discussion.

**Reflective Practice:** Ask students to touch their ears, guiding them to gently and slowly allow their fingers to glide over the outside of their ears, touching their lobes. Asking if they can feel the folds and bumps, feel behind their ears, maybe giving ears a gentle rub, listening for the way their fingers make their ears hear and feel. Let's send a kind message of thanks to our ears for all they can do! Students can draw an ear and the images of sounds they heard far away vs closer.

\* As a left/right brain integration activity, students can be guided to touch their right ear with left hand and left ear with right hand.

## Body/Visual Awareness

**Check-in-Guiding questions:** Let's check in today with some of the things we have seen today. Engage the students to describe the sights they may have seen so far. Were they inside or outside, big or small, colorful, bright, dull? Have you ever looked really closely and carefully at something? Did you notice how looking carefully at something might create a feeling or sensation in your body? Let's take a look at my glitter jar. Shake the glitter jar and invite students to watch the glitter settle for 30-60 seconds. Ask if they noticed any sensations in their body as the glitter settled. Today we are going to practice looking carefully at something that is part of your body-your hand!

**Mindfulness/ Movement Practice:** Invite students to raise one hand and take a close look at it. Look at lines, colors and shapes as if you have never seen this hand before. Allow students to look for a few seconds to a minute and then share what they noticed. This can be shape, color, lines, texture, temperature, size, etc. Now hold it up in front of you but close your eyes. Ask: since your eyes are closed, how do you know that your hand is still there? What sensations (temperature, texture, weight, etc) do you notice in your hand? See if you can illicit students' responses by suggesting one or two: Hot, cold, soft, light, heavy, itchy, moist, dry. Ok, now we are going to wiggle our fingers and see how that changes our sensations. Wiggle/shake for 30-60 seconds. Stop and notice. Share. Now we are going to blow on our hand gently. Just three breaths, like you're blowing out some candles. What did you notice?

Next, rub hands vigorously together for a few seconds and notice how they feel when you get them to be very still. Share. Lastly, clap your hands, and notice the sensations. Share. How did these sensations feel in your hands? Which sensation was your favorite? Least favorite?

This can be extended by giving the students objects from nature, like a rock, leaf or shell or an object they interact with frequently, like a crayon, pencil or scissors, and asking them to hold and touch with the hands and fingers, noticing the textures, temperatures, sizes, etc.

**Reflective Practice:** Students can trace their hands and color parts that felt sensations with colors that match the feeling. They may represent the sensations with colors or shapes on the hand.

## Body/Breath Awareness

**Check-in-Guiding questions:** Today we are going to explore some different ways of breathing. First tell me what you know about breathing. Ask students: do you have to think about breathing? Most times we don't, but today we're going to think about breathing. We are going to practice some fun, unusual breathing methods and notice how they feel in our bodies. First just breathe how you normally breathe for a few seconds. What does it mean to inhale and exhale? Explain when we inhale air comes in and when we exhale air goes out.

Let's practice three breaths with my words: Demo and say inhale: breath goes in, exhale: breath goes out. Stop and notice how you feel. Allow for students to share.

***Please note:** Enough space is needed for students to swing arms without hitting each other (can be done seated in chairs or on floor).*

**Mindfulness/ Movement Practice:** Have you ever heard of Spiderman Breath? Demonstrate and then invite students to breathe in with hands close to body at heart center and on exhale, shoot arms out like Spiderman. Let's take three Spiderman breaths together. Lead in breaths pulling arms in and exhales shooting out the web. Stop and notice how that breath made you feel (30 seconds).

Now, we're going to try dolphin breath. Question: do you know how dolphins swim? Demo and explain first: For dolphin breath, we are going to curve our arms up as we breathe in and over and down like a dolphin jumping out of water, on the exhale. Ready to try three dolphin breaths? Lead- breathing in arms go up and breathing out arms dive down, like a dolphin jumping out the water. Make your breath graceful like a real dolphin. Stop and notice how that made your body feel (30 seconds).

Now we're going to try crocodile breath. Demo and explain first: on the in breath arms open up, and on the exhale arms clap down, like a crocodile's jaw. Are you ready for three crocodile breaths? Lead- breathing in arms go up and breathing out arms clap down. . Stop and notice how breathing like a crocodile felt in your body (30 seconds). Repeat with any of following:

Butterfly Breath-Like butterfly wings, on the inhale arms come out to the sides, on the exhale, arms come together in front of the body. Seated variation-resting elbows on desk interlace fingers. On inhale, fingers rise, and on exhale fingers fall.

Balloon Breath-on in breath arms come up overhead, chin looks up, on exhale, give yourself a hug: left hand to right shoulder and right hand to left shoulder and bow head down rounding back.

Shoulder Shrug Breath-Inhale as you scrunch and tighten your shoulders up to ears, and exhale as you drop your shoulders and totally relax.

At end of each and/or whole practice, invite students to make their bodies still as statue and see if they notice anything moving even though they are still as a statue. What movements can you notice in your body when you are trying to be totally still? How does your body feel now?

**Reflective Practice:** Students can draw their favorite animal breathing, and/or draw themselves breathing using their favorite animal breath.

### **Mindful Moves**

Students will move around the classroom following commands that require attention and focus. Initially similar to the game “Simon Says”, this activity builds in complexity and helps train the mind to pause, evaluate and then act, promoting mindful awareness.

- Using 3-5 commands, dependent upon age and capability, students move around classroom
- Command choices: WALK, STOP, WIGGLE, SIT, CLAP, HOP, SNAP, WHISTLE
- Goals-promote prefrontal cortex brain development; develop spatial awareness; increase focus & concentration
- Improves listening and differentiation skills
- Helps restore balance and order
- **Turn to your partner and discuss one way you could use Mindful Moves in class for yourself or students**

### **Whole Body Breath Work**

Students will practice different types of breathing designed to bring energy up or down depending on desired outcome. Conscious energy breathing promotes balanced feelings and improves the ability to think clearer, with more focus and less distractions. Increased oxygen content in the blood stream leads to healthier organs, muscles and tissues.

- hoberman ball-used to model belly expanding as you open it, and as you close, belly sinks and shrinks
- butterfly breath (small and large)- arms rise/fall like butterfly wings or fingers interlaced and rise/fall
- balloon-arms rise overhead on inhale, hug opposite shoulders on exhale
- spider-man-inhale as elbows bend and closed hands come toward shoulders, exhale hands shoot out imaginary spider web
- dolphin-inhale hands/arms (dolphin) rise out of imaginary ocean, exhale arms/hands point downward as dolphin dives back in
- bunny- quickly in and out of nose only for energy
- cooling-rolled tongue inhale, exhale through nose for calming
- rainbow-from standing, squat and carefully scoop up all the colors of the rainbow, exhale spread them out over head
- progressive muscle relaxation- inhaling, tense and squeeze body parts mentioned, exhale let body melt towards the floor.
- Alternate nostril breath (?)

### **Empowering Hands**

Practicing mindful movement trains, the brain to become more sensitive to the sequencing of mental and physical events in your body. Slow motion movement helps slow the mind while other movements promote balancing the right and left hemispheres of the brain and connecting body and mind.

- Expanding Energy- rubbing hands together and interacting with energy field created
- Adapted Kirtan Krya- Students make moving connections with fingers (thumb to index, middle, ring and pinky) as they recite a phrase to empower their mind based on need ( I-AM-SO-STRONG, I-AM-SO-SMART, I-AM-AT-PEACE, I-AM-VERY-CALM, I-AM-JUST-RIGHT, I-AM-PURE- JOY, I-CAN-DO-THIS
- Slow motion action-practice writing letters, words or drawing in the air in slow motion then do it on paper, make a large horizontal figure eight crosses the midline
- Hands as heart- all fingers come together like in a teepee in front of the heart and students tune into their heartbeat and try to match with hand action

### **Sensational Listening**

Mindful listening helps deepen self-awareness, improves focus, helps build communication skills and concentration, and promotes enhanced body/mind connection.

- Vibratone is used to focus
- listening far away to close (in body)
- Different sound instruments (vibratone, chime, rain stick, singing bowl, clapping hands) played and explored as effects on feelings in the body

### **Emotional Awareness**

Learning to tune into how emotions are felt in the body helps students build resilience and promotes decision-making skills. By taking control of their emotions students learn self-regulation and build self-esteem, while increasing their capacity for understanding and connection with others.

- Beach ball has emojis and all feelings are discussed.
- A class game is played with students acting out feelings and class guessing
- Whole class experiences feeling and each student tries to uncover where it is felt in the body
- Strategies for coping with difficult emotions of anger, fear, frustration, anxiety are discussed

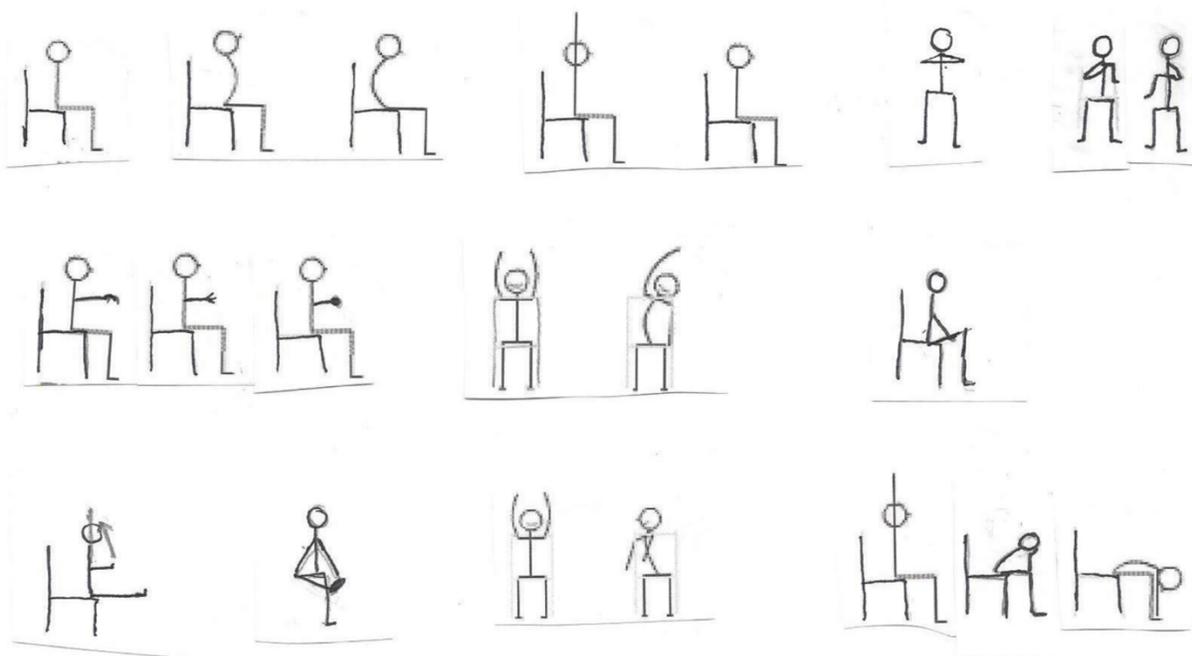
### **Chair Yoga**

Students will participate in moving the body while seated in chairs. Chair yoga can be done as a 15-20-minute sequence or in smaller increments of time, as needed throughout the day.

- Chair Yoga Sequence (handout)
- Benefits of movement/body awareness-enhances listening skills, helps children connect their mind to their bodies, increases flexibility and strength when practiced regularly
- Coordinating breath to movement helps children begin to tap into the power of breathing and its effect on body and mind-soothe “protective” brain and strengthen “thoughtful” brain which increases focus, support emotional self-regulation

- Goals-develop self-awareness, increase focus, concentration
- Holistic approach to health; healthy body=healthy mind for mental and emotional wellness

## CHAIR YOGA SEQUENCE



1. **Tall Seat (Mountain):** Lengthen spine; relax shoulders away from ears; close eyes, inhale-exhale slowly 3x.  
**\*ALL OTHER POSES START IN TALL SEAT.**
2. **Flex/ Extend Spine(Cat/Cow):** Inhale push chest out, heart shines forward; exhale tuck chin to chest, pull belly button towards spine and round back, like a Halloween cat.
3. **Arms Stretch Overhead:** Inhale arms come forward and extend long overhead; exhale, bring fingertips to shoulders.
4. **Shoulder Circles:** Bring fingers to hold shoulders, elbows out to the side make circles forward & backward; elbows come together on inhale and pull apart on exhale.
5. **Neck Stretches:** Bring right hand to hold left shoulder. Inhale, and exhale bringing chin to look over right shoulder; switch sides
6. **Hand & Wrist Stretches:** Extend arms in front parallel to one another. Make claws with fingers, and extend spreading fingers out. Then make fists and make circles with wrists each clockwise & counterclockwise
7. **Lateral stretches (Half-Moon):** Inhale, extend arms overhead, exhale, right arms drops and left arm reaches overhead to right; Inhale back up, exhale, left arm drop and right arm reaches overhead to the left, 3x each side
8. **Leg Lifts (Boat):** Interlace fingers behind the right knee, inhale, lift leg up; exhale leg extends out; then repeat left (if no space to kick out leg, keep knee bent).
9. **Leg/Arm Balance (Sunbird):** Extend right leg out (or keep a bend in knee if no space), lift left arm up to shoulder height, then extend overhead; hold for 3 breaths. Release and switch sides. Challenge students to hold longer.
10. **Hip & Ankle Stretch (Butterfly):** Cross right ankle over left knee. Holding left foot in left hand, make circles with the ankles 3x in each direction. Switch sides.
11. **Seated Twists:** Inhale, extend both arms overhead; as you exhale left arm grabs back of chair and right arm grabs under chair left side. Inhale, see if you can sit up taller, and exhale twist a little further. Inhale to lift and exhale to twist.
12. **Seated Forward Fold:** Inhale, extend both arms overhead; as you exhale come forward, resting elbows on knees and chin in hands. Inhale up and exhale folding deeper, resting torso on thighs. Forehead can rest on knees or over knees.