



## Day 3: Mindful Movements – “Awareness in Action”

**Grade Level:** K-8

**Duration:** 45–60 minutes

**Theme / Focus:** Exploring mindfulness through gentle movement and body awareness — demonstrating that mindfulness isn’t just about stillness, but about *paying attention* to what we’re doing, feeling, and sensing in the moment.

### **Goal / Learning Intentions:**

By the end of this activity, students will:

- Understand that mindfulness means awareness without judgment — even while moving.
- Practice connecting breath, movement, and attention.
- Recognize how movement can calm the body and focus the mind.
- Identify everyday ways to be mindful during activity (walking, sports, chores, etc.).

### **Materials Needed:**

- Open classroom or gym space
- Soft background music (optional)
- Chart paper or whiteboard
- Markers/chalk
- Optional: yoga mats or towels for comfort

### **Procedure**

#### **1. Introduction / Engagement (10 minutes)**

- Begin with a short class conversation:
  - “What do you think mindfulness means?”
  - “Can we be mindful when we’re moving — like during sports or dancing?”
- Write key ideas on the board: *focus, calm, attention, breathing, awareness, no judgment.*
- Explain that mindfulness is not about being perfectly calm — it’s about *noticing what’s happening inside and around us* with acceptance..

“Today we’re going to move mindfully — to notice our breathing, our muscles, our balance, and how we feel as we move.”

#### **2. Main Activity – Mindful Movement Practice (25–30 minutes)**

##### **Step 1: Breathing and Body Awareness (5 min)**

- Invite students to stand tall, feet shoulder-width apart.
- Guide them to take 3–4 deep breaths:
  - “Breathe in through your nose... feel your chest rise.”
  - “Breathe out through your mouth... feel your shoulders drop.”
- Ask students to notice how their body feels (tense, relaxed, warm) without judging it.

##### **Step 2: Slow Flow Movements (10–15 min)**

Guide students through slow, mindful movements. Speak calmly, pausing between instructions:

1. **Mountain to Reach:** Stand tall (Mountain Pose). Slowly raise arms overhead, noticing the stretch. Take a deep breath in. Lower arms slowly while exhaling.
2. **Roll the Shoulders:** Roll shoulders forward and backward, noticing any tightness.
3. **Twist and Notice:** Gently twist the torso side to side, keeping feet grounded.
4. **Tree Balance:** Stand on one foot, hands on hips or together at chest. Notice how your body adjusts to stay balanced. Switch sides.
5. **Slow Walk:** Slowly walk across the room, paying attention to each step — how your feet press into the floor, how your balance shifts, how your breath changes.

*(Remind students that there's no "right" or "wrong" way to move — only awareness.)*

### **Step 3: Reflection Movement (5–10 min)**

- Ask students to choose one movement that feels calming or grounding.
- Have them repeat that movement slowly 3–5 times, focusing on breathing.
- Optional: Soft background music can help create a calm atmosphere.

### **3. Discussion & Reflection (10–15 minutes)**

Facilitate a calm discussion about what students experienced.

#### **Elementary-Level Prompts**

1. How did your body feel when you started moving mindfully?
2. What was your favourite movement?
3. Did you notice any changes in your breathing or energy?
4. How can moving slowly help calm our minds?
5. Can you think of other times when you move mindfully (e.g., sports, art, dancing)?

#### **Middle School Extension Prompts**

1. How is mindful movement different from regular exercise?
2. What did you notice about your focus or stress level during the activity?
3. How can movement help when you're feeling anxious or distracted?
4. In what ways could mindfulness help you perform better in daily life — like school, sports, or relationships?
5. What's one small mindful action you could try this week?

#### **Optional Extensions / Cross-Curricular Links:**

- **Physical Education:** Use mindful warm-ups before sports or gym class.
- **Art / Language Arts:** Have students draw or write about how their body felt before and after.
- **Health / Science:** Connect to topics of stress response and self-regulation.

#### **Notes:**

- Encourage inclusivity — students can adapt movements for comfort or mobility.
- Model mindfulness by doing the movements with the class.
- Avoid evaluation of performance; focus on self-awareness.

- Reinforce that mindfulness can happen in *any activity* — walking, stretching, playing, or even brushing teeth.