



Mindful Movement and Stillness

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Language Arts
Grades K-2



Summary

Students will partake in mindful movements as well as learn to be still.

Learning Objectives

This lesson will help students make a connection between their emotions, thoughts, and body sensations and help them learn that moving mindfully and being still can help them regulate their emotions. For this lesson, students will be able to move mindfully as well as understand the difference between mindful walking and stillness.

Materials Needed

- Timer, chime or cymbals
- Optional: Video of animals walking or being still

Introduction

Ask students to think about what the word “mindful” means. Then tell students that mindful means to live in the moment or to pay attention to what is happening right now. Next, ask students what they think “mindful movement” means. Discuss if mindful means to pay attention to what is happening right now, and movement means to move your body or walk, then what does it mean when we put the two words together? Next, talk about the word “stillness.” Ask students if they have ever heard of that word before. Explain that it means being still or not moving your body. Then talk about how today they will learn how to move mindfully as well as be still.

Procedure

1. To begin the lesson, talk about how being mindful — paying attention to something and not thinking about anything else — is a great way to relax. Talk about how your brain is always working, and sometimes it can feel overwhelming, so practicing mindfulness can help you feel good.
2. Discuss how you can learn a lot about mindful movement and stillness from animals. Then, ask students to name a few animals that they have seen walking or being particularly still (optional: you can show students a video of animals walking or being still).
3. Next, tell students they are going to practice mindful movement and stillness just like the animals do. Demonstrate walking like a cat and being still like a cat.

Continued on page 2



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Continued from page 1

4. Now it's the students' turn to try. Tell students to spread out and start walking like a cat, then when they hear a chime or cymbal that means it's time to practice stillness. Tell students you will use a timer to see how long they can be still.
5. Next, ask students to think of an animal they would like to mindfully move like and on your go they will demonstrate how it walks; then when they hear the chime, they will again practice stillness. Do this a few times and every time set the timer for a little bit longer.

Extension Activity

Challenge students to a stillness challenge. Tell them each morning you are going to set a timer to see how long they can go being still each day. They will track their progress on a chart and see how far they have gotten each week.

Evaluation

Students will pair up with a partner and discuss the following points:

- What did it feel like to walk differently than you normally do?
- Think of a time that you might want to walk mindfully and share it with your partner.
- Think of a time that you might want to use stillness and share it with your partner.

As students are discussing the talking points, walk around the classroom to listen. Then ask students to share what they discussed with their partners.