

Year 6 Mindfulness

National Curriculum objectives

Learning that mental health, just like physical health, is part of daily life; the importance of taking care of mental health.
Learning strategies and behaviours that support mental health.

Key Learning

- To recap what mindfulness means and reacquaint themselves with some mindful techniques and reflect how these could help them through the transitions they will be experiencing
- To find out about what parts of the brain are involved in our emotions and what practicing mindfulness does to the brain
- To practice mindfulness using a mind jar as a focus object
- To practice mindful eating
- To use their own bodies as a focus for mindfulness
- To reflect upon their experience of mindfulness using a visualisation and think of everyday mindful activities to try

Equipment

- [The Human Brain](#) to display on the whiteboard.
- [The parts of the Human Brain](#) to display on the whiteboard.
- [Inside the Brain – Cross-Section](#) to display on the whiteboard.
- [The Hand Model of the Human Brain](#) to display on the whiteboard.
- [Brain Responses sheet](#) - if you are extending this session then each child will need a copy.
- [Neuroplasticity cartoon strip](#) to display on the board if you are extending the session.
- Mind jars from previous sessions
- [How to make a Mind Jar](#) handout
- A food item for each pupils such as a piece of fruit
- Lavender spray (optional)

Key Vocabulary

Attention:
Brain:
Calm:
Calm:
Emotions:
Exhale:
Flavour:
Focus:
Hemisphere:
Inhale:
Lobes:
Mind jar:
Mindful:
Mindfulness:
Mindless:
Neurobiology:
Neuroplasticity:
Notice:
Notice:
Noticing:
Saliva:
Sensations:
Taste:
Texture:

Key Questions

Question here

Question here

Question here

Question here

Safety

- Carry out sessions in a quiet area so that pupils can focus on their thoughts with minimal distraction.
- If possible, dim the lighting though it should not be completely dark.