

Mindful Me

Health and Wellbeing Workshop

LEARNING RESOURCE
(FOR 4 YRS+)

QAPAC's
**OUT OF
THE BOX**
FESTIVAL FOR CHILDREN
EIGHT YEARS & UNDER

Join facilitator Lucinda Shaw for a workshop specially designed for children to learn about mindfulness for enjoyment, mental wellbeing and self-regulation. Through playful, age-appropriate exercises, participants will engage all of the senses through soft movement, soothing breath, and sensory attentiveness. Children will learn to connect with their bodies, tune into their emotions, and express themselves freely in a fun and supportive environment.

This session encourages emotional regulation, connection to others, and self-confidence, giving young people fundamental tools to support a deeper understanding and awareness of their inner world.

Lucinda Shaw brings a rich background as a visual artist, actor, musician, counsellor, and educator to create a space where all children feel included and empowered. Lucinda's experiential approach nurtures curiosity, self-awareness, and joy - making mindfulness both meaningful and memorable.

Come play, connect, pause, and breathe!

CURRICULUM LINKS



General Capabilities

Personal and Social Capability / Critical and Creative Thinking.

Early Years Learning Framework

Outcome 1: Children have a strong sense of identity

Outcome 3: Children have a strong sense of wellbeing

Australian Curriculum V9.0

This workshop will provide teaching, learning, and assessment opportunities to cover the Achievement Standard aspects in the below examples from Prep to Year 2.

In The Arts Prep students:

- describe experiences, observations, ideas and/or feelings about arts works they encounter
- use play, imagination, arts knowledge, processes and/or skills to create and share arts works in different forms.

In The Arts Year 2 students:

- identify where they experience the arts
- demonstrate arts practices and skills across arts subjects
- create arts works in a range of forms
- share their work in informal settings.

In Health and Physical Education Prep students:

- describe similarities and differences between themselves and others, and different emotions people experience
- apply fundamental movement skills to manipulate objects and space in a range of movement situations.

In Health and Physical Education Year 2 students:

- explain how personal qualities contribute to identities. They describe how emotional responses affect their own and others' feelings

THE ARTS

Visual Arts: F-2

Use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas (AC9AVAFD01).

Health and Physical Education: F-2

Experiment with different ways of moving their body safely and manipulating objects and space (AC9HPFM02).

SUGGESTED PREPARATION OR EXTENSION ACTIVITIES

Lets Breathe!

PURPOSE: To explore and familiarize students with breathing and mindfulness.

- Practise breathing exercises and discuss breathing in with upward movements and out with downward movements. Explain the breathing process and cycle through the body.
- •Discuss what mindfulness is. Brainstorm why it is important and some benefits of mindfulness.
- •Practice mindfulness. Stare at one spot, clear your head. Practice focusing on this one spot, decluttering the mind.
- •Listen to a guided meditation or guide participants through a visualisation activity. For example: Put your hands in front of you and imagine a ball of energy between your palms. Focus on your ball of energy. What does it look like? What colour is it? Does it spin? Does it glow? Guide participants out of the meditation. Reflect on the process, consider what it was like to be in the moment. Discuss the experience and how you feel after the experience.
- Use visualisation to assist with breath control and understanding. For example: Lie on your back. Legs stretched out. Arms by your sides. Close your eyes. Imagine there is a cake with one candle burning brightly in front of you. Breathe in one big breath through your nose. Breathe out through your mouth. Imagine gently blowing the candle out (Guide participants through the breathing by counting to three). Repeat the activity. This time, the cake has eight candles on it.

Guide participants through the breathing exercise by asking them to breath in and out for four slow counts.

CONSIDER:

Are you more centred or balanced in this position?

How does this action change how your body is aligned?

Walk around the space being aware of what parts of the foot are touching the ground. Change the way you are moving in the space (for example: creeping, sliding etc) and discuss what kind of print you would leave if there was paint on your feet.

- Lay on your back, with legs uncrossed and arms relaxed. Close your eyes and think about how your body is touching the floor such as:
 - o How much of the small of your back is touching the floor?
 - o Where is there tension in your body?
 - o What would your body print look like?

Guide participants through the process of tensing individual muscle groups and keeping them tensed, starting from the toes and slowly working up the body to the neck and face. Once the whole body is tense, hold this position for up to ten seconds and then release everything. Reflect on how your body feels now and whether your body print on the floor has changed.

- Explore basic Yoga positions including:
 - o Child's pose
 - o Warrior 1
 - o Warrior 2
 - o Tree Pose
 - o Lotus
 - o Cobra
 - o Downward dog
 - o Salute to the sun.

MOVEMENT TO HELP

PURPOSE: Some movement ideas to get started.

Stand with legs hip width apart and knees unlocked. Become aware of how your feet are touching the ground and what kind of imprint your foot is leaving on the ground. Lift your toes off the ground, balancing and become aware of where the weight shifts to.

POST WORKSHOP –

WHAT WORKS FOR ME?

- Discuss the workshop with the students and ask what was their favorite moment?
- When did they feel most relaxed?
- If they could teach one idea from the workshop to a friend, what would it be?
- Ask students when do they think they could use these techniques? (They don't need to state this but rather just think through)

OTHER RESOURCES – WEBSITES

The Butterflies Who Were Afraid -

<http://www.thebutterflieswhowereafraid.com/>

Cosmic Kids Yoga -

<https://www.youtube.com/user/CosmicKidsYoga>

The Happiness Trap: Mindfulness -

<http://thehappinesstrap.com/mindfulness>