



## **MINDFUL MONDAY - MINDFUL OF SOUND NEAR AND FAR**

### **Review Last Week**

Welcome students to Mindful ME time. Encourage them to find their Mindful Body posture so that they are ready to listen and learn. This week, use a bell or soft music to help students focus on getting ready for Mindful ME time.

"Last week we learned Lion's breath. Who can demonstrate Lion's breath for us?"

"Great job. Now let's do it together. OHMazing®! This time, as you breathe out, let's try and see if we can ROAR even with our tongues out!"

"Now I need a volunteer to show us Down Dog.

**[choose a volunteer and help them teach as needed]**

Great teaching! Down Dog was a part of something else. Does anyone remember what that was? [Take a few answers] That's right! An Earth Salutation.

Let's do our Down Dog together. While we're in Down Dog, let's take 3 deep breaths before we come back up. Can anyone do Lion's Breath IN Down Dog? Let me hear it!"

### **Mindful of Sound: Near and Far!**

Play Mindful of Sound Video Below (5:11) or read instructions here:

### **Introduce Mindfulness**

"We are about to learn a tool to help us be more mindful, specifically mindful of sound.

First, raise your hand if you think about a lot during the day. We think about all kinds of things, right? School, friends, family, what's for lunch...you might even be thinking about those things right now!

Instead of listening to me, or what your friend is saying, or focusing on school work, you could be thinking about something else! That is us not being mindful or not being present. That happens sometimes right?

It's perfectly normal, but it makes it hard for us to focus on what's going on right now.

Describe a time you were distracted and missed important information or had trouble focusing. Ask volunteers to describe times they got distracted.

"This tool will help us to be mindful, or stay present. We are going to practice being mindful of sound. It can help our mind come back to the present moment."

## To Start

Start in a comfortable position:

- Cross-legged
- At a desk
- Legs stretched out
- Option: Stand or lie down (if appropriate and space allows)

Take 3 Breaths Together

- Breathe in
- Breath out with a sigh
- Option: Scrunch shoulders up to ears with inhale

Have students close eyes if it is comfortable or pick a spot on the ground to take their gaze to.

Once students are settled:

“Start by listening to sounds that are far away. Maybe you are hearing people talking in another room, the wind outside, a bird, or maybe even a car or motorcycle driving by.”

“Whatever you notice, name the sounds that you are hearing. Car. People talking. The trick is to not create a story or start wondering about what you are hearing.”

“If your mind starts thinking about other things, things other than what you are hearing-- the past, the future, anything in between-- it is OK, that is what the mind does. Gently bring your attention back to sound. Notice another sound that is far away.”

“Now let’s focus on sound that is close by. It could be my voice. A clock ticking, your own breath. Notice these sounds.”

“If your mind wanders. It is ok. It is perfectly normal. Make the choice to bring your focus back on the sounds that are close by.” [Pause for a few breaths to allow students to focus on these sounds.]

“If your eyes are closed, gently open them. Notice the space around you. Now maybe look around the classroom (if virtual: your room). Notice how you feel after being mindful of sounds near and far. Do you feel relaxed? Alert? Grounded? This is a tool you can practice any time to take care of your body and your mind!”

Ask students to share what they heard during the meditation and how they feel after doing the mindfulness meditation.