

Mindful observation

Close observation of a collected plant, flower or leaf

Aim: Pupils improve their observations and concentration skills and enrich their experience of being in the present.

Resources:

- A source of flowers or leaves – garden, park, school grounds.

Activity:

- Take a walk to the park or in the school grounds and look for a dog rose - or any other flower if dog roses are not in flower.
- While searching, they should be aware of what they see and hear nearby, and discuss it about it with a partner.
- Once the dog rose or flower has been located, pupils should stop and examine it closely for at least one minute, without saying anything and trying to focus just on the plant – the flower and its component parts, how it sits on a stem, the shape of the shrub, its location adjacent to other plants.
- Next, each pair should pick ONE bloom from the plant and enclose it gently within their hand, holding it with closed eyes for another minute to think about what the flower feels like in their hand, and how *they* feel having picked a flower.
- Finally, deeply inhale the flower's scent, breathing in through the nose and out through the mouth, feeling the lungs inflate and deflate. Lie down and silently practice deep breathing for a few minutes, thinking of the flower and its place in the web of life.



Key vocabulary:

Concentration, focus, petals.

Success criteria:

- ✓ I can say how the smell or feel of a petal makes me feel.
- ✓ I can focus on an object, in silence and without moving, for a few minutes.

Mindful writing and drawing

Silent observation leading to drawings or writing

Aim: Pupils improve their memory and writing or drawing skills, and enrich their experience of being in the present.

Resources:

- A source of flowers or leaves – garden, park, school grounds.
- Source of music – e.g. streaming service; CD
- Drawing / mark making materials to suit the art style chosen.

Activity:

- After the mindful observations of a dog rose or other flower, pupils take a piece of paper, pen and coloured pencils and write and draw something about it – for example an illustrated haiku or a botanic drawing with labels.
- Whilst working, play relaxing music and encourage pupils to focus entirely on their task for around 15 minutes.
- Once finished, present the works to the whole class or create a gallery of natural mindfulness.



Key vocabulary:

Concentration, focus, art vocabulary.

Success criteria:

- ✓ I can recall how I felt when focusing on my chosen plant.
- ✓ I can share my ideas clearly.