



# Mindful Movement Implementation Guide

Grades  
PreK-2

Including mindful practices in physical education settings has the potential to increase skill performance, decrease behavioral issues, and increase kinesthetic awareness in learners. Mindful Movement is a vehicle for providing social and emotional learning in PE classes. This guide is intended to help educators teach Pure Edge's Mindful Movement program in grades Pre-K to 2. Understanding that no two classrooms are the same,

the guide also includes suggestions for adapting the program for the educator's specific circumstances. Physical education teachers have contributed their strategies and tips for successfully incorporating Mindful Movement into their real-life classrooms, whether they have five minutes or an entire class to dedicate to Mindful Movement. Additional resources are available at [www.pureedgeinc.org](http://www.pureedgeinc.org).

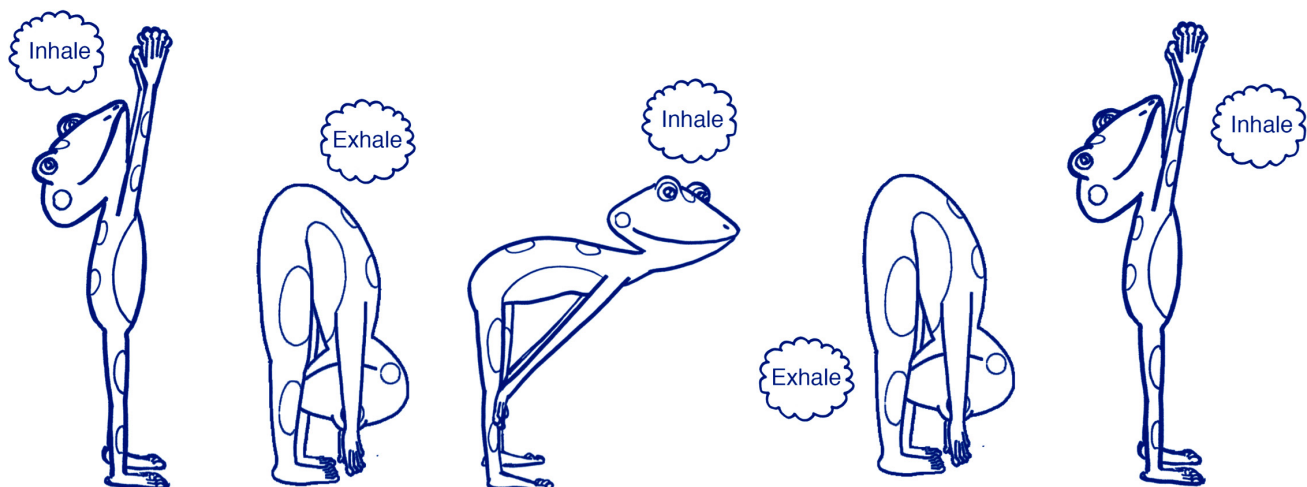
## Planning

A Mindful Movement sequence as depicted in the manual will take 15-20 minutes to teach.

Omitting the asterisked poses shortens the sequence to about 7-10 minutes and allows for it to be done primarily standing. Shortened sequences are also easy to deliver in a classroom setting where space may be lacking.

If time is short, simply do a breathing exercise and/or balancing posture as learners line up to leave class.

- Favorite breathing exercises are Starfish Breathing and Breathing Ball from the Brain Breaks Training Manual.
- Poses like Tree Pose and Mountain Pose also work well in line.



## When to Incorporate Mindful Movement

### At the start of class

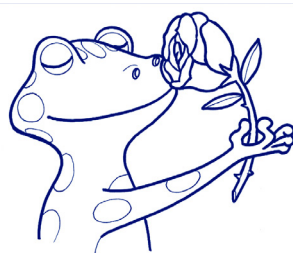
- Use Mindful Movement sequence as a warm-up before other activities.
- Start off with breathing exercises to gain focus before giving class instructions.

### At the end of class

- Help learners cool down and bring back focus before they return to their classrooms.

### At the beginning and end of class

- Use movement at the beginning of class as a warm-up and guided rest at the end as a cool down.



Smell the Rose



Blow Out the Candle

## How to Teach Mindful Movement

### Focus on the breath.

- Learning to connect breath and movement is a foundational part of Mindful Movement.
- To transition into mindful breathing after exercises with elevated heart rates, start with “Smell the Rose, Blow Out the Candle” (inhaling through nose and exhaling through the mouth). As the heart rate comes down, switch to nasal breathing before entering guided rest.

### Have fun and make it playful.

- Ex: In Butterfly Pose, ask learners, “What color are your butterfly’s wings?”
- Have learners mimic animals in postures (e.g., moo like a cow in Cow Pose).
- Incorporate Mindful Movement into existing kids’ games like Simon Says and Freeze Tag.
- Tell a story in conjunction with the movements to keep young learners engaged.
- During rest, allow time for students to visualize (e.g., “What does the sky/landscape look like in your mind?”).

### Instead of rights and lefts, use landmarks in the room or space to indicate alignment.

- Ex: “Point your toes toward the fence.”

## Strategies for Success

**Make Mindful Movement and breathing part of class routines.**

**Build up to it.**

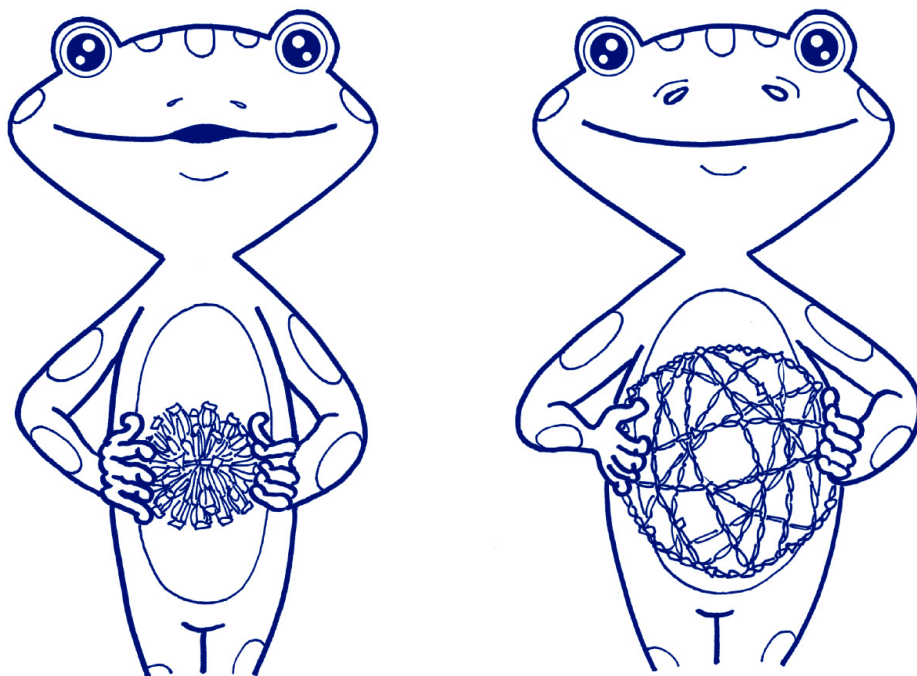
- Start with teaching a couple minutes of breathing and then add a few postures.
- As learners become more familiar over time, expand to include the full sequences.

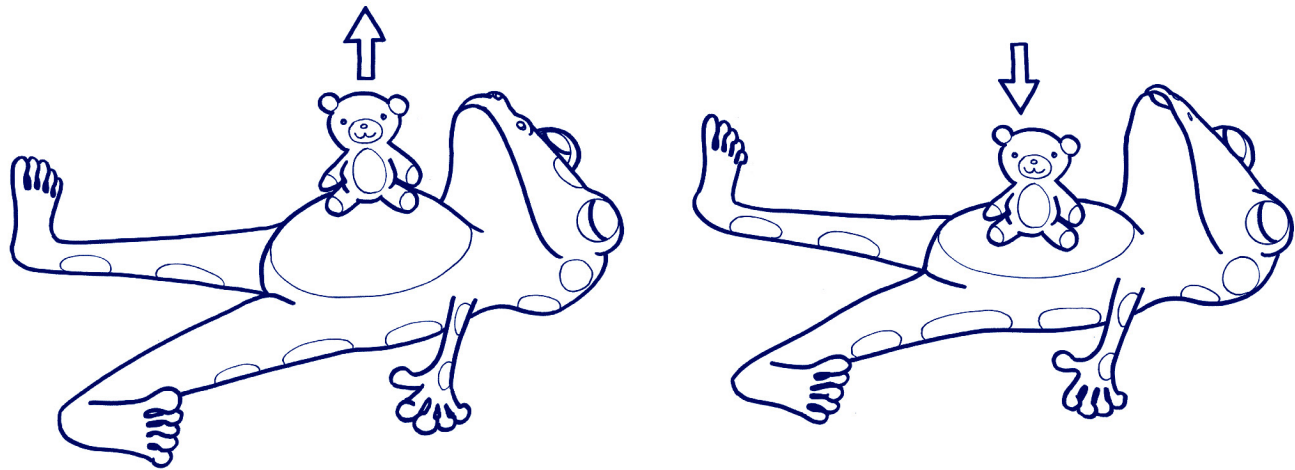
**Provide opportunities for leadership.**

- Offer the learner a chance to lead a Breathing Ball exercise.
- Designate a “Mindful Movement Captain” week-to-week or include it as one of the classroom jobs/roles.

**Create an environment where learners feel safe, especially during rest.**

- Ex: Start with, “Go to your favorite place in your mind. You are safe, the temperature is perfect, and you can completely relax.”
- Ex: “You can keep your eyes open or closed during rest. Know that I will keep my eyes open and I will make sure you are safe.”





## Tips and Tricks

### Use a breathing ball (Hoberman Sphere).

- This is a favorite tool to regulate breathing.

### Try the Sound Game.

- Using bells or other instruments, designate one sound for Mountain Pose, one for Rock/Child's Pose and one for Seated Mountain.
- Make a game of remembering which sound goes with which pose.
- Once they have learned the sounds and poses, regain attention during class by using sounds to bring learners into the poses.

### Try the Heartbeat Technique.

- Ask learners to use one hand to check their pulse ("feel their heartbeat"). Then, they can use the other hand to show how fast the heartbeat is (make a raised fist and squeeze in time with the heartbeat). This a lead-up to when older students learn to take their radial or carotid pulses. Emphasize that it is important to be mindful when counting.

### Use breathing buddies for guided rest.

- Have each learner place a small stuffed animal (one could even use a small beanbag) on their belly during rest. They can see and feel the animal move up and down as the belly rises and falls with the breath.



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