

Meditation bracelet — Mindfulness meditation

EXPLANATION:

When we teach mindfulness to kids, we equip them with tools to build self-esteem, self-regulate, manage emotions and approach challenges. In this activity students get the opportunity to string beads to make a meditative bracelet. The bracelets can be a tool used to support mindfulness meditation.



YEAR LEVELS: Years 4–6

STUDENT GROUPING: Group discussion and individual creations

ACTIVITY LENGTH: 30–40 mins

LINK TO CURRICULUM:

Learning Continuum of Personal and Social Capability

Social awareness

This element involves students recognising others' feelings and knowing how and when to assist others.

Students learn to show respect for and understand others' perspectives, emotional states and needs. They learn to participate in positive, safe and respectful relationships, defining and accepting individual and group roles and responsibilities. Students gain an understanding of the role of advocacy in contemporary society and build their capacity to critique societal constructs and forms of discrimination, such as racism and sexism. In developing and acting with personal and social capability, students:

- appreciate diverse perspectives
- contribute to civil society
- understand relationships.

SCOPE OF TASK:

1. Explore with the students the meaning of mindfulness meditation. Ask students questions to elicit their experience and understanding:
 - What is mindfulness meditation?

- How have you been mindful?
- How have you practised mindfulness meditation in the past?
- Are there any tools that can assist you in your mindful practice? (e.g. music, breathing sticks, blowing bubbles)

2. Inform the students that they are going to make a tool to support practising mindfulness. In this activity they are making a meditation bracelet. Ask students how a meditation bracelet could be used to support mindfulness?

3. Instructions on how to make a meditation bracelet:

1. Ask students to look at the beads, feel them and even smell them before they choose the ones they want for their bracelet
2. Teacher to cut ribbon or elastic to correct size for student allowing extra for tying
3. Ask each student to consider the bead before threading it – how does the shape sit along side the other bead, do the colours contrast or complement each other etc
4. Once the ribbon or elastic is full tie off the bracelet



4. Discuss with students how to use the meditation bracelet:

- Touching each bead as they inhale and exhale
- With each bead can you identify something that you are grateful for
- Closing eyes and touching bead feeling its texture and size slowly and purposefully
- Listening to calming music concentrating on the beads and their particular features

5. Provide students time to practise mindfulness with their bracelets this could include quiet silent time or calm music being played

6. After the students have had a few days to use and engage with the bracelets ask them to reflect on the use of bracelet in their mindfulness practice. Some questions could include:

- What was the process of choosing the beads?
- Can you feel a difference in temperature, size, and texture?
- Was it meditative to string the beads?
- Were any different senses used when choosing the beads or meditating with the bracelet?

Reminder: The bracelets can be used as a calm down tool or when a gentle reminder is needed to check breathing when strong emotions are felt.

RESOURCES:

- Ribbon or hat elastic
- Scissors
- Beads of different shapes, sizes and colours