



# MindUP Booster Lesson

## Lesson B: Mindful Listening

Grades 2 – 3

**Length of Lesson:** 20 – 30 minutes

**Objective of Lesson B:** Students cultivate focused and present-moment awareness by becoming aware of thoughts and working with distractions.

### Summary of Unit 2 – Lessons delivered by teacher

**Objective of Unit 2:** Through mindful observation of the senses, students sharpen their attention and use sensory experiences to enhance memory, problem solving, relationships, creativity and physical performance.

- Lesson 5 – Students practice the importance of paying close attention to detail using visual memory.
- Lesson 8 – Students compare excited and calm states of the body to make important connections between physical sensations and stress levels.

### Lesson Overview

1. Defining Mindful Listening: 3 – 5 min.
2. Breathing Anchor: 3 – 5 min.
3. Vanishing Tone: 3 min.
4. Guess that Sound: 7 – 10 min.
5. Wrap Up – 2 min.

### Lesson Materials and Preparation

#### Materials:

- Set of Mystery Containers – 2 (you have two sets in case you need a co-docent or teacher to help you walk around the room with the same container for all students to hear)
- List of items in Mystery Containers
- Chime – 1

**Preparation:** Determine sitting/standing location for each activity – on carpet or at desk.

#### For Parent Review: Facts from MindUP lesson 4

- **Mindful activities help** train the prefrontal cortex to pay attention, absorb details and think clearly.
- **Having a calm state of mind can** increase our ability to focus and complete tasks because our brain is ready to learn and allows us to have a calm and mindful response.
- **Mindful Listening helps us** choose which sounds to focus our attention on and be thoughtful in the way we hear and respond to the words of others.
- **Mindful Listening can assist** with following directions, building friendships and listening well.



## MindUP Booster Lesson

### DEFINING MINDFUL LISTENING (3 – 5 min.)

Hello everyone, my name is \_\_\_\_\_ and today is our second MindUP booster lesson for this year! Let's start the lesson by reviewing what it means to be mindful. **Does anyone have ideas of how we can be mindful or what mindfulness means?**

Yes, you all have a good memory - those are good answers and some great ideas on mindful behavior.

**Mindfulness is about exploring and knowing what is happening inside and around you. Mindfulness helps us by training our attention to what is happening right now.** These skills are helpful for us at school, with friends, and managing our feelings.

There are many ways to practice being mindful, last time we focused on awareness and breathing. Today we are going to practice being mindful of sound and work on our mindful listening muscles. **Does anyone have an idea when it is important to have good listening ears on?** Great answers! Yes, practicing mindful listening can help us follow directions, develop our memory, and help us focus when there are distractions.



## MindUP Booster Lesson

### BREATHING ANCHOR (3 – 5 min.)

**ACTIVITY OBJECTIVE:** Students practice intentional breathing to practice letting distracting thoughts go and being present in the moment.

**PREPARATION:** Determine if you want the students sitting on the carpet or at their desks.

Before we start mindful listening let's begin with a mindful breathing exercise where we choose a breathing anchor. **An anchor is something that you choose to focus on in the here and now to help us ignore distractions and turn on our mindful bodies.** I'm going to ask everyone to sit with their back straight, body relaxed, resting their hands gently on their knees, and close your eyes if you are comfortable.

The goal is for you to find a breathing anchor by noticing where you feel your breath most **easily – near your nose, in your chest, or inside your bellies.** When we pay attention to the feeling of breathing where we notice it most, it helps us to relax and focus on the present moment.

**Feel your eyelids close (or look down at the floor), feel your shoulders relaxed, feel your hands touching your knees, feel your legs touching the floor/chair.** Notice what it feels like to breathe in and out right now. **Let's take 2 breaths together. Place one finger under your nose and feel your breath going in and out (model placing your finger under your nose).** Can you feel your breath? Let's take **2 more breaths** like that.

Next, **place your hand on your chest**, above your heart (*model placing your hand above your heart*). Can you feel your hand moving when you breathe? Let's take **3 breaths together** here.

Now **place your hand on your belly** (*model placing your hand on your belly*) and feel the movement of your breathing there. Can you feel your belly rise and fall? Let's take **3 breaths together** here.

**Put your hands back on your knees and breathe naturally.** Notice where you felt the movement of your breath most easily. Is it just beneath your nose, at your chest, or at your belly?

**Now I'm going to ask you to make a choice and focus on your breathing where you feel it most.** Wherever that is, that's the place I'll be talking about when I use the word "anchor." We're going to use this anchor for the rest of the activity, so if you need to check again to see where it's easiest to feel your breathing right now, go ahead. (*Pause and wait for everyone to choose an anchor before you continue*).

Great. **Let's close our eyes again and try this for 3 more breaths together.** Notice what it feels like to breathe in and out right now. **See if you can keep your body relaxed and focus your attention on your anchor at the same time.** This is how we rest in the feeling of the movement of our breath. You can return to breathing with your anchor anytime during the day to take a break, calm down and turn on your mindful bodies.

**Who can share with me where they found their breathing anchor?**



## MindUP Booster Lesson

### **VANISHING TONE (3 min.)**

**ACTIVITY OBJECTIVE:** Students prepare themselves for an auditory awareness activity.

**PREPARATION:**

- Chime
- Determine if you want the students sitting on the carpet or at their desks.

Now that we have calmed down our bodies with a breathing exercise it is time to warm up with a mindful listening activity.

There are a lot of things that we can learn to be mindful of. Today we are going to practice being mindful of sound. Let's warm up by practicing with this chime. Test out your listening ears and try to pay attention from when I ring the chime until the sound is gone. Raise your hand when the sound is gone.

#### **Ring Chime**

You are great at this! Let's do it once more with our eyes closed. Let your eyes close or look gently at the floor/desk. Listen to the entire sound and raise your hand when you can't hear it anymore. Sometimes the sound will be shorter or longer.

**Ring Chime** (*Determine if you want a short or long tone*)

Excellent! Let's do it once more.

**Ring Chime** (*Determine if you want a short or long tone*)

Who can share with me how they feel now? Is your body relaxed? Is your mind busy or quiet?

Great job! I think we are ready for the final activity.



## MindUP Booster Lesson

### GUESS THAT SOUND (7 – 10 min.)

**ACTIVITY OBJECTIVE:** Students practice focused listening through an auditory awareness activity.

**PREPARATION:**

- Set of Mystery Containers – 2 (you have two sets in case you need a co-docent or teacher to walk around the room with the same container for all students to hear).
- List of items in Mystery Containers
- Determine if you will ask a co-docent or teacher to walk around the room with the same container for all students to hear.
- Determine if you want the students sitting on the carpet or at their desks.

For the last activity today, we will play a mindful listening game called, “Guess that sound.” I have a set of mystery containers with me today that have different items inside. **The goal today is to use our listening ears to focus on the sounds these mystery containers make and see if we can guess what is inside.**

For everyone to be able to hear the sounds, **we need to be very quiet and still.** Let’s close our eyes or gaze gently at the floor/desk. I will shake one mystery container at a time. **In the beginning, I want everyone to listen carefully and once you think you know what is inside, silently raise your hand.** At the end I will call on a few helpers to guess what is inside.

***Shake container #1 for about 30 seconds while encouraging students to remain silent (If using a teacher or co-docent, help have them shake the same container as they walk around the room).***

I will call on 2 – 3 students to help me guess what is inside. *Call on 1 – 2 students to guess.* Great guesses! The item in the container was \_\_\_\_\_. **Repeat this for all containers.**

### WRAP UP (2 min.)

Now that we are all done, let’s wrap up the activity.

**Who can share with me:**

- Were you surprised by any of the sounds?
- What was it like to hear the different sounds with your eyes closed?
- What did you notice during the activity (in your body, in the room, in your mind, etc.)?

Thank you for practicing mindful listening with me today. Remember you can use these skills anytime you need to refocus and turn on your listening ears.

### REFERENCES

- Greenland, S. K., & Harris, A. (2016). *Mindful games: sharing mindfulness and meditation with children, teens, and families.* Boulder: Shambhala.
- The Hawn Foundation. (2011). *In The MindUP Curriculum: Brain-Focused Strategies for Learning and Living.* New York, NY: Scholastic.