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## **PROJECT FOR SESSION 2024-25**

# MINDFULNESS IN THE CLASSROOM : ANCHORING ATTENTION WITH SIMPLE PHRASES

#### AIM OF PROJECT

This project aims to improve student focus and well-being by incorporating short mindfulness activities throughout class time.

### Project Goals

- Enhance student concentration and attention span.
- Develop self-awareness and emotional regulation skills.
- Foster a calmer and more positive classroom environment.

## **NEP 2020 and Mindfulness**

- Holistic Learning: NEP 2020's focus on holistic learning aligns with the goals of mindfulness, which extend beyond academics to encompass social-emotional development.
- Life Skills: Mindfulness practices can enhance 21st-century life skills emphasized by NEP 2020 by improving focus, reducing stress, and promoting critical thinking and problem-solving.
- **Teacher Training:** Improved teacher training, as called for in NEP 2020, could potentially include mindfulness practices that benefit both educators and students.

### What is Mindfulness?

Mindfulness is the practice of paying attention to the present moment with intention and without judgment. It involves being aware of your thoughts, feelings, and sensations as they occur.

## Why Mindfulness in Education?

- •Improves focus and concentration.
- •Reduces stress and anxiety.
- •Enhances emotional regulation.
- •Fosters self-awareness and compassion.
- •Creates a more positive classroom environment.
- Boosts academic performance
- •Promotes overall well-being

#### Mindfulness Techniques with Simple Phrases

These exercises use short, easy-tounderstand phrases inspired by the book "Wherever You Go, There You Are" by Jon Kabat-Zinn (a famous mindfulness author).

## 1. Beginning the Class (5 minutes)

- Greeting: Start with a calming greeting. Have students sit comfortably, close their eyes gently (optional), and repeat silently: "I am here. I am present. I am free. I can hear you." (adapted from "Wherever You Go, There You Are" and " Silence") This anchors them in the moment.
- Body Scan: Guide students through a brief body scan. Ask them to focus on their breath and say silently: "I feel my feet on the floor. I feel my back against the chair." This brings awareness to their physical sensations.

## 2. Transitions (2-3 minutes)

- Mindful Movement: When transitioning between activities, have students stand up and repeat: "I am moving. I am aware of my movements." This helps them refocus before the next task.
- Mindful Listening: Before giving instructions, ring a bell or chime and ask students to say silently: "I am listening. I am open to learning." This promotes attentiveness.

## 3. Throughout the Class (Short bursts)

- Notice the Breath: During lectures or discussions, pause for a moment and ask students to take a few deep breaths, saying silently: "Breathing in. Breathing out." This helps refocus wandering minds.
- Listening for Sounds: Briefly ask students to close their eyes (optional) and say silently: "I hear the sound of my breath. I hear the sound of..." (mention a specific sound). This sharpens their auditory awareness.

## Ending the Class (3 minutes):

- Gratitude Reflection: Ask students to think about something they're grateful for today and repeat silently: "I am grateful for..." This fosters a positive mindset.
- Closing Meditation: Guide the class through a short meditation focusing on the breath. Students can silently repeat: "I am here. I am calm." This promotes relaxation before leaving.

## Conclusion



Mindfulness, particularly through the use of simple anchoring phrases, can significantly enhance students' ability to focus and stay present in the classroom. By integrating these techniques into daily routines, educators can create a more attentive and supportive learning environment.



By incorporating technology, advanced techniques, and broader community involvement, the project can remain cuttingedge and even more impactful.

#### References

Kabat-Zinn, J. (1994). Wherever You Go, There You Are: Mindfulness Meditation in Everyday Life. Hyperion.

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