

# 5 Flower breathing

Core Mindfulness Practice **Poster 3**

Pupils become aware of their breath while having something physical to focus their eyes on.

**Intention:** Pupils practise focusing attention and become aware of changing emotional states.



**SEL competency:** **Social awareness** Learn to say sorry

**Duration:** 3–5 minutes

**Materials:** Use **Poster 3** for visual support. Use **Posters 1 and 2** for visual support for emotions vocabulary

**Key words:** *close, open, petals*; emotions vocabulary

## Instructions:

### Prepare

- 1 You may want to pre-teach the key words for this activity. Use pupils' first language when needed.
- 2 Introduce the practice: *Today we're going to talk about saying sorry.* Invite pupils to think about saying sorry, and how it's sometimes hard to say this, especially if you feel angry or worried: *Is it easy to say sorry? Is it important to say sorry? Do you think it's easy to say sorry when you're angry? Do you think it's easy to say sorry when you're calm?*

### Practise

- 3 See **Poster 3** for visual support. Show pupils what you want them to do by holding up one hand and bringing the fingertips together so that they're touching, as though your hand were in the shape of a flower. Breathe in and open the petals (your fingers), breathe out and close the petals. Indicate that pupils should look at their hand opening and closing as they do the practice.
- 4 Now invite pupils to begin the opening routine: *Please sit up with your back straight. Put your feet flat on the floor. Remember you're in your special bubble.*

- 5 Start guiding pupils through the practice: *Hold your hand like a flower with the petals closed.*
- 6 Continue: *As you breathe in, open your fingers like a flower opening, and as you breathe out, close the petals by bringing your fingers back together.*
- 7 Continue: *Only focus on your own flower. Open and close the flower in time with your breath. Keep looking at the flower.*  
You might get pupils to open and close the flower five or six times. Keep doing it yourself to support pupils. Remind them to go at the normal speed of their breath.

## Reflect

- 8 Now ask about pupils' experience: *How do you feel now? Is it different from before?* (calm, tired, I feel the same, I feel different, etc.). Use **Posters 1 and 2** for emotions vocabulary.
- 9 Invite a response to the activity: *The next time you feel angry and need to say sorry, do you want to do this exercise to help you feel calmer?*  
Accept all answers from pupils.
- 10 Bring the practice to a close: *Flower breathing helps you to calm down and then you can say sorry.*  
This short practice can also be used with pupils whenever you want them to focus their attention.

**I'm not perfect. I make mistakes. But I say sorry.**