

At the beginning of a school year ...



IDEA 1: Introducing a labyrinth

Mark out a labyrinth in your classroom/learning environment. It could be on the floor (large enough to walk – scale up the templates if needs be) or on a wall. Refer to drawing and making labyrinths on the Learning with Labyrinth landing page.

Watch to see how your students interact with it for a few days. Encourage them to be curious and imaginative.

Answer a question with a question, eg:

Q: what is it?

A: what could it be?

Q: why is it here?

A: what ideas do you have about that?

Q: what will we do with it?

A: what would you like to?

etc.

Observe students' reactions, responses and how they interact with it.

Engage them in conversation, encouraging them to share what they thought when they first saw it, how they were feeling when they first went in or on it, how it felt afterwards. Did they have same or different feelings the next time? What did it remind them of when they first saw it?

Invite them to walk it, crawl it, skip it, dance it, forwards, backwards, let their right or left hand lead, or their shoulder, or their elbow...and just simply enjoy its presence.

IDEA 2: Drawing and Using a Labyrinth



This idea has a dual purpose. Use a labyrinth as a way of getting to know your students and at the same time introducing them to a tool they can use for quieting and calming.

Part 1 Drawing a Labyrinth

Show them [how to draw](#) a classical 3 or 7 circuit labyrinth.

Encourage creativity. Some may challenge themselves to increase the number of circuits. There is a pattern here! (it's all in the seed)

Invite them to “walk” the path of their labyrinth as follows:

- close their eyes for a few moments, focusing on their breathing
- slowly breathe in and out three times
- open their eyes and use a finger of their non-dominant hand to do the “walking” along the path
- encourage them to pause for a short time when they reach the centre
- then slowly “walk” out using the same finger and hand

- when they reach the start invite them to close their eyes and once more breathe in and out three times

Encourage voluntary responses from your learners and remind them that it's theirs to walk any time they feel the need: sad times, happy times, puzzling times, confusing times,

Part 2: Using a Labyrinth as a Timeline

- Imagine the path of the labyrinth as their life journey, from when they were born up until now.
- Think about all the key things that have happened to them along the way: when they were little, middle-sized and now.
- Represent these life events along the path. Be creative!
- When they've finished, they can "walk" the path of their life journey. If they would like to share it, they could invite a friend to walk it and so get to know them

