



Plan for Mindful Transition Back to Class from Lunch/Recess

Use the following outline when transitioning students back to the classroom. It is important to model the CALM energy level and tone that you wish to see your students exhibit.

WARM GREETING *"Good morning/afternoon, students! I am happy to see you (again)!"*

SETTLE INTO LINE WITH A MINDFUL MOMENT

YOUNGER STUDENT EXAMPLE:

"Are my Scholars ready to move? Let's all do a self-check. Ears open; eyes forward; mouths quiet; hands at my side; and feet in my own space." For younger students use corresponding movements to the sayings [(cup hands behind ears) (touch eyes/ point) ('shhh' motion) (arms stretch down) (lift right and left leg)]

OLDER STUDENT EXAMPLE:

"Before we walk let's bring our awareness to the present moment. Look down at your feet, press your toes to the ground/floor, try to feel the ground/floor through your shoes. Next stretch your fingers out wide in each hand, then clench them tight, and relax them at your sides."

"Now, let's take a deep breath in through our noses, filling our lungs slowly to the count of 3, 1...2...3.... Let it out even more slowly to the count of 6, 1...2...3...4...5...6."

STATE EXPECTATIONS

YOUNGER STUDENT EXAMPLES:

"Let's walk with ears open, eyes forward, mouths/voices quiet, hands at your side, and walking feet in your own personal space, as we move back to the classroom (or other destination)."

OLDER STUDENT EXAMPLES:

"Remember we walk quietly in the halls, keeping hands, feet, objects, and comments to ourselves."

It is helpful to designate a student line-leader, and identify stopping points to reset or remind of expectations if necessary, such as stopping before ascending or descending stairs or at the end of the hall before turning corners and to allow the teacher to monitor the line from behind or beside.

"As we walk to class, notice what you see, what sounds do you hear, what scents you smell, what sensations do you feel, such as the temperature of the air around you, and the firmness of the floor under your feet."

Optional Mindful Moving Additions During The Walk

Mindful Breathing	Raise arms slowly from side to reaching above the head and back down. This is called taking "rainbow breaths".	Walk with hands on stomach, feeling it contract and expand as they take deep "belly breaths".	Pretend to carry a flower and candle that they will repeatedly smell (inhale deeply) and blow-out (exhale full).
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Focused Attention	Have students watch the back of the person in front of them and count the number of deep breaths that person takes. Show you the count visually upon reaching destination and give that student a thumbs up.	Direct students to listen for something in particular, such as how many teacher's voices they can hear by the time they get to destination. Direct them to show you with fingers, how many they heard.	Direct students to look for how many of a particular thing they will pass by the time they reach their destination; Ex. ovals, hexagons, blue objects, yellow oriented objects, etc. Direct them to show you with fingers, how many they heard.
Move-ment	(At predetermined stopping point) Face students and practice slowly rolling head around, once to the left and once to the right. then turning head to look far right and far left.	(At predetermined stopping point) Lead students in clapping hands together once tightly, rubbing them vigorously for a count of 10 and then placing on face, feeling the warmth. Students may show with their facial expression how this makes them feel.	Begin with the larger movements and move to smaller, and smaller movements; gradually slow and soften movements, as you get closer to the classroom until students are walking calmly to the door. E.g., movements: march, bounce shoulders, flap like a chicken, waddle, etc.

MONITOR & GIVE FEEDBACK

VERBAL PRAISE:

"Nice job moving through the hallway quietly" "I see you remember our stopping point."

NON-VERBAL PRAISE:

Thumbs up, head nod, smiles, eye-wink, shoulder shimmy celebration

VERBAL POSITIVE REDIRECTIONS:

"Let's stop and reset the lines with a slow deep breath in, 1...2...3...and even slower exhale, 1...2...3...4....5...6...and let's begin again."

"Remember, we move quietly through the halls, (stop and wait for students to quiet down before moving). Great, it sounds like we are ready to move."

Younger students can be helped to refrain from talking by imagining they are holding something in their mouth. ***"Pretend you have a bubble in your mouth and you have to hold that bubble all the way into the classroom."***

NON-VERBAL REDIRECTIONS:

Make eye contact and give a hand signal for any off-task behaviors that need to be redirected.

Make eye contact and model the correct behavior for them.

Use your proximity to remind students of the expectations and let them know you see and are ready to support them.

ENTRANCE INTO THE CLASSROOM & INITIAL WORK TASK

Before leaving to pick up your students you should set-up the room to ensure the smoothest transition. Be sure that your directions for entering the room include a starter task to get them engaged in something (this could be getting individual items needed for the class), until all students have entered and you are able to begin your first scheduled activity. It is important to also offer **pre-corrections** for any regularly occurring behaviors that have not met your expectations in the past.

EXAMPLES OF PRE-CORRECTIONS AND STARTER TASKS:

“As you quietly enter the classroom, go directly to your seat to prepare for our mindful moment before reading; write down on your post-it note, as many words as you can, to describe the type of music that is playing / scent you smell / picture on the board / etc.”

“As you quietly walk into the room, pick up your journal from your book box and go directly to your own writing space, not near any other person. Re-read your last entry and begin making any edits or revisions that you think will make it even better.” (If all students have to get materials from the same spot, it is best to let them in a few at a time, in order to reduce congestion, which often leads to conflict.)

“Quietly enter the classroom, walking feet, go directly to your desk/table. Silently think about one thing you learned yesterday. Put a quiet thumbs up on your desk to let me know when you are ready to share.”

MONITOR & GIVE FEEDBACK

Position yourself where you can see both, the students in the hallway and the students in the classroom. Monitor students. Provide praise and positive redirection, as needed.

VERBAL PRAISE:

“Nice job sitting down without talking to your neighbor!” “Way to move quickly and quietly!” “I see you have this routine down.”

NON-VERBAL PRAISE:

Air “high fives”, thumbs up, head nod, smiles, eye-wink, shoulder shimmy celebration

VERBAL POSITIVE REDIRECTIONS:

Whole class statements about the expected behaviors, works as a positive reminder to self-correct: ***“Right now we should be getting our books from our lockers?” “All lunch bags should be placed in our lockers?” “Everyone should be checking to see if their Chromebooks are charged and ready to go?”***

NON-VERBAL REDIRECTIONS:

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Make eye contact and model the correct behavior for them.

Use your proximity to remind students of the expectations and let them know you see and are ready to support them.