



# 3 COLLECTIVE BREATHS

<b>CASEL Competency</b>	Self-Management
<b>SEL*F Component</b>	Settle In
<b>Purpose</b>	Reduces stress, enhances awareness, focuses the mind.
<b>Materials</b>	None

## DESCRIPTION

1. Settle into a comfortable seated (or standing) position.
2. Bring both hands to your heart (or bring one hand to your heart and the other to your belly, or rest hands comfortably on your thighs or on your lap, etc.).
3. Focus your eyes on one point or gently close them, whichever feels more comfortable.
4. As you settle in, begin to pay attention to your breath. Notice how each inhale, and each exhale moves through your body.
5. Let's take 3 collective breaths together.
6. Inhale; exhale. Breathe in; breathe out. Inhale, biggest breath of the day; exhale, sigh it on out.
7. Gently open your eyes, and share a smile with your friends across the circle.





## REFLECTION QUESTIONS

How do you feel after taking 3 collective breaths?

How do you feel different from before?

What was it like to breathe with your friends?

When might it be helpful for us to use 3 collective breaths?



## SENTENCE FRAMES

I feel \_\_\_\_\_ after taking 3 collective breaths.

I feel different because \_\_\_\_\_.

It was \_\_\_\_\_ to breathe with my friends.

It would be helpful to use 3 collective breaths \_\_\_\_\_.

## PEDAGOGICAL POINTERS

### PRE-K – 1ST DIFFERENTIATION

Model this practice first, and then invite students to practice the 3 breaths with you. Have a conversation with the students about how we can use this practice to help calm ourselves down when we feel sad, angry, frustrated, or scared.

### 2ND – 5TH DIFFERENTIATION

This is a great way to transition students between subjects. After they become familiar with the routine, you can give different students the opportunity to lead the practice.

### VARIATIONS

You can invite students to inhale in whatever they need in the moment (e.g., love, support, etc.), and exhale or sigh out whatever may not be serving them (e.g., stress, fear, etc.). You can also encourage them to contribute something to the community through their exhale.

### TRAUMA INFORMED PRACTICE

Some students who have experienced trauma may not feel comfortable closing their eyes; always provide an open-eyed option.

### DAILY PRACTICE

Practice this strategy consistently with students to promote breath awareness and enhance focus and well-being. Encourage them to use this practice in their lives outside of class when they need to center themselves or clear their minds.

### SAFETY PRECAUTION

It is not developmentally appropriate for young children to retain or hold their breath at the top of the inhale. When facilitating this practice, encourage students to naturally breathe in and out without holding their breath.





# CHIME TIME

<b>CASEL Competency</b>	Self-Awareness
<b>SEL*F Component</b>	Settle In
<b>Purpose</b>	Focuses the mind, enhances mindful listening skills, develops awareness.
<b>Materials</b>	Singing bowl, chime, or other instrument

## DESCRIPTION

1. Settle into a comfortable seated position for Chime Time.
2. Take a moment to think of a “super signal” that you can make with your hands or arms (Model: For example, this is my super signal). When you have your super signal in your mind, silently hold it up to show that you are ready!
3. We are going to practice focusing our minds, bodies, and attention on a sound.
4. I am going to ring this singing bowl (chime, gong, etc.). When you hear the sound, mindfully listen until you can no longer hear the sound.
5. When the sound ends, silently hold up your super symbol to show that you are ready to learn!
6. (Optional) Let’s try Chime Time again. I am going to ring the singing bowl again, but in a different way (e.g., harder, softer, longer, shorter, etc.). When you no longer hear the sound, silently raise your super signal again. Notice how this experience was different than the last one.





## REFLECTION QUESTIONS

How did paying close attention to the sound make you feel inside?

What did you notice about the sound when I tapped the chime softly?

What did you notice about the sound when I hit the chime harder?

What were some changes that happened each time?



## SENTENCE FRAMES

Paying attention to the sound made me feel \_\_\_\_\_.

I noticed that the sound was \_\_\_\_\_ when you tapped the chime softly.

I noticed that the sound was \_\_\_\_\_ when you hit the chime harder.

\_\_\_\_\_ changed when \_\_\_\_\_.

## PEDAGOGICAL POINTERS

### PRE-K – 1ST DIFFERENTIATION

Check for understanding by inviting students to hold up their symbol before you practice Chime Time, and offer those who don't the option to raise their hand. Young children tend to mimic other's actions, so as they get more comfortable with the practice, encourage students to come up with new symbols on their own.

### 2ND – 5TH DIFFERENTIATION

Extend learning by engaging students in reflective dialogue about their experience after the activity (e.g., what they noticed about the different sounds).

### POSITIVE REINFORCEMENT

Use this as an opportunity to empower students who need extra behavioral or motivational support. When you notice students making positive contributions to the classroom community, or improving their participation or performance, give them the opportunity to “lead” Chime Time (by ringing the singing bowl or chime).

### CULTURAL RELEVANCY

Explore the integration of chimes and other instruments from various cultures in this practice such as rain sticks from indigenous peoples or ceremonial bells from West Africa. Encourage students to bring in instruments from their own homes to share with the class.

### SPECIAL NEEDS

Children who are hearing impaired can still participate and experience the vibration of sound by holding the chime or bowl.

### DAILY PRACTICE

You can use this mindful listening activity daily to center students and calmly transition them into instruction.

### INSTRUMENT

A singing bowl is particularly powerful in this exercise, because it can create a variety of different types and lengths of sounds and vibrations.

