

Core Routines



TABLE OF CONTENTS

Introduction	1
Mood Meter Check-In	3
Community Circle	5
Charter Check-In	8
Best Self Reflection	10
Focused Breathing	12

INTRODUCTION

A crucial component to successful implementation of any social and emotional learning approach is seamless integration into everyday practices. Students will benefit most fully from RULER when emotional intelligence is woven into the fabric of how schools and classrooms function. Every interaction with and between students is a chance to demonstrate, model, practice, and nurture the skills of emotional intelligence.

To assist you in embedding RULER into the infrastructure of your school's climate, we have designed the following Core Routines. These are simple and adaptable practices that require minimal preparation or planning. These are not lessons or units, but repeatable, customizable activities. Once these routines have been learned and internalized, teachers, administrators, and service providers will have these in their toolboxes to use regularly. Students will begin to feel familiarity and ownership of these routines. When implemented regularly, these practices will enhance a schoolwide culture of emotional safety.

These routines were designed to reinforce the principles of emotional intelligence and provide opportunities to practice, develop, and sustain the RULER skills. The routines address different emotional intelligence concepts and tenets, and each one, in addition to contributing to your overall emotional climate, aims to achieve different goals. For example, the Charter Check-In is an opportunity for the school and classroom community to sustain the agreements they made on the Charter and to revisit and revise as necessary.

ELEMENTARY SCHOOL CORE ROUTINES

The Mood Meter Check-In will help students build self and social awareness as well as recognize emotional patterns in themselves and others to predict and respond to emotions more effectively. The *Best Self* Reflection can help students in making decisions aligned to their goals and values. Community Circles can be used with RULER’s Blueprint to resolve conflict, but it is a versatile routine that can be used for both a Charter and Mood Meter check-in and for socratic seminars related to academic content. They have the potential to build a sense of safety and camaraderie within your classroom while priming students to develop skills of active listening and perspective-taking. Like the versatility of community circles, the Focused Breathing routine can be used to support students to manage their emotions and grow compassion for themselves and others. Consistent use of these routines in your community will encourage a healthy emotional climate, which will contribute to improved student relationships, higher levels of engagement, enhanced student performance, and greater overall wellbeing.

The RULER Core Routines share many of the principles of restorative practices and can aid in creating a respectful, supportive, restorative atmosphere at your school. Restorative practices fall on a continuum from informal to formal. The routines outlined are designed to integrate the informal restorative practices of affective statements and questions, as well as using circles to build community. Additionally, emotionally intelligent practice goes hand-in-hand with building culturally responsive classrooms as they validate each child, the social identities they carry, their lived experiences, and the family structures in which they live. The RULER Core Routines provide students and educators with a shared language, context, and practice while building the RULER skills, which can be used both within and outside the school.

These routines will repeatedly appear in all the RULER unit and lesson plans provided by the Yale Center for Emotional Intelligence. You may need to refer to these guides as reminders of the procedural guidelines. We encourage you to integrate these routines throughout your day to ensure that emotional intelligence becomes a part of your school or classroom culture. With slight adjustments, these routines can also be used to improve the climate among adults in your building. You can utilize any of these as an opening activity at a meeting or common planning time. The amount of time to complete these tasks is also customizable, and these routines can be snuck in to quick transitions or expanded into complex lessons. We provide examples and suggestions for how to use and vary each routine; however, we encourage educators to adapt and to customize these routines to meet their settings and needs.

The below table outlines the routines that correspond with each RULER tool.

Tool	Routine(s)
Mood Meter	<ul style="list-style-type: none"> Mood Meter Check-In
Blueprint	<ul style="list-style-type: none"> Community Circle
Charter	<ul style="list-style-type: none"> Charter Check-In
Meta-Moment	<ul style="list-style-type: none"> <i>Best Self</i> Reflection Focused Breathing

MOOD METER CHECK-IN

Purpose	<p>Checking in on the Mood Meter provides students the opportunity to develop their self and social awareness. By practicing this routine over time, students will become more aware of patterns dictating how they feel and their causes. After students check in and recognize their emotional states, they can begin to evaluate if those feelings are helpful for their current goals and situations. Eventually, students can use this information to regulate these emotions with emotion regulation strategies.</p> <p>Embedded within this routine are the informal restorative practices of affective questions and statements, which are questions about or personal expressions of feeling shared between people in a community. These are the most fundamental practices used in a restorative community.</p>
How To	<p>Any time that you ask your students to identify where on the Mood Meter they would currently plot themselves, you are participating in a Mood Meter Check-In. This can have many variations. It can be anonymous and private, or students can use icons of their names or faces on a class wide Mood Meter.</p> <p>You can also utilize the Mood Meter feature of RULER Online to collect and display this information. Consider asking the following questions as you ask students to plot themselves. It's crucial that students do more than just share what they are feeling. They must consider how they want to feel and what strategies they will employ to make that shift.</p> <ul style="list-style-type: none"> • R: Where are you on the Mood Meter? • U: What is causing you to feel this way? • L: What word best describes your feeling? • E: How are you expressing this feeling? Are you comfortable expressing? • R: How do you want to feel? What strategy will you use to stay or shift? <p>If you are inviting each person in the class to share, make sure that teachers and adults go last. This is a good opportunity for using the Core Routine of Community Circles.</p> <p>Otherwise, students may be tempted to emulate their emotional states. Consider how your classroom Charter has set up a culture for sharing in your class, and remind students of the commitments they made in their Charter as a way of ensuring a safe emotional climate.</p>
When to Use	<p>This protocol can be used at almost any time throughout the day, though it can be particularly powerful at times of transition or stress. For example, a Mood Meter Check-In can serve to ground the class at the beginning of the day if used as part of a morning routine. This practice can also help students become aware of their emotional states before they complete performance tasks or take assessments.</p>

ELEMENTARY SCHOOL CORE ROUTINES

Academic Integration	<p>Students can use this routine to deepen their understanding of historical events or story plots. Ask students to plot characters and historical figures then share why they think a character feels that way, what may have caused that emotion, and what emotion regulation strategy that character could use.</p> <p>We most typically associate productive, “red” feelings with feelings of perceived injustice (anger) or passion towards a cause. Consider incorporating Mood Meter Check-Ins into your discussions of historical or current events of societal issues. Ask students which issues put them in the red, and call to their attention activists who model regulating anger in productive ways.</p>
Notes and Variations	<p>It is important to validate students’ emotions and be ‘Emotion Scientists,’ not ‘Emotion Judges.’ This means, if a student checks in on the Mood Meter and states that they are having a feeling that does not align with what they are expressing or what you may think they are experiencing, consider how you can address this as an Emotion Scientist. Students often respond to curiosity and inquiry: ask the student questions such as: what does the emotion feels like in their body?; what caused the emotion?; and when have they felt this way before?. As an Emotion Scientist, you are the learner. The goal is to help students gain a better understanding of their emotional states so that they can recognize their emotions more accurately, and your role is to support them without judgement.</p>

COMMUNITY CIRCLE

Purpose

Community Circles are a powerful tool for building the climate of your classroom. They act as a relationship-building process and promote understanding and perspective taking. This routine has many iterations, but it is always an opportunity to hear from each member of the classroom or community. In a community circle, every student contributes to the conversation equally. Circles are the fundamental building block on which students will develop and improve their active listening and conflict resolution practices and skills. The skills developed by participating in Community Circles will be instrumental when students use the Blueprint tool to practice perspective taking and conflict resolution.

Circles can be fun and playful. They can also be used to tackle difficult topics in a safe and predictable way, as well as to discuss academic topics. Most importantly, circling gives students a predictable and safe structure to practice both listening sharing.

Community Circles are another iteration of restorative practices as they provide an opportunity for community members to participate in a structured conversation with all members playing equal roles.

Be mindful of the difference between equity (people get what they need) and equality (people get the same thing). Giving weight to every voice is critical but so is monitoring and interrupting potentially harmful patterns that can emerge in groups when not all participants feel fully safe.

How To

The Community Circle is the most adaptable routine and the one you can use most often in your classroom or sessions with students. Any time that you would ask for contributions from your students or have a group discussion, you can adopt the Community Circle format.

To conduct this routine, simply ask your students to sit in a complete, unbroken circle so that everyone can make eye contact and there are no gaps between students. Ensure that all students have enough space and that there is a clear exit plan in case of an emergency. A carpet is an ideal location for Community Circles, but you can also place chairs in a circle. As the teacher and facilitator, you too should be in the circle as an equal with your students.

There are four basic rules to follow in a circle:

- One person speaks at a time (for help with turn-taking, see the variation below to learn about the talking piece)
- Each person may pass, but will have the opportunity to speak at the end
- Come to the circle empty handed and listen to the speaker

Words and feelings that are shared in the circle stay in the circle (Please explicitly teach this to your students, as this may be challenging for younger students.)

It is also important to explain to your students that the circle is not a conversation; so, there is no responding to another person's contribution. The goal is to remove the pressure that students often feel about whether what they say will be supported or validated.

When to Use	<p>As stated above, the circle can be used anytime you want to hear from your students. Students benefit from hearing one another, as students need to feel heard. Some of the most powerful times are the beginning and end of the school day.</p> <p>The opening Community Circle practice:</p> <ul style="list-style-type: none"> As the first activity of the day, when your students come in in the morning, ask them to find a spot in the circle. Each morning, you can have a different question to which your students respond. It can be as simple as ‘How are you feeling today?’ when checking in on the Mood Meter or ‘What did you have for breakfast?’ You can also use your question to preview or review academic content. When each student has their chance to speak, they will say good morning to the class and then answer the prompt. <p>The closing Community Circle practice:</p> <ul style="list-style-type: none"> Like the opening circle, we recommend you devote a few minutes at the end of the day to a circle. This brings closure to your day and guarantees each student gets a chance to speak before the day is over and they transition to home or another place. The prompt for this can be reflective about the day, such as ‘share your favorite part of the day’ or ‘share an appreciation for something someone else did today.’ <p>We recommend that you first use the circle regularly in instances with lower stakes. Then, when students are familiar and comfortable with the procedure and expectations, you may introduce more complex topics such as reflecting on emotions related to a recent conflict in class.</p>
Academic and Social Justice Opportunities	<p>The Community Circle is very effective in academic situations. They can act as a check for understanding for the teacher that guarantees they will hear from every student. The regular use of the Community Circle in the academic setting lets students know that everyone in the class will be expected and allowed to contribute to the conversation.</p> <p>Please see some examples of academic prompts below:</p> <ul style="list-style-type: none"> Share one word to describe the main character in the story. What did you learn in that history/science/math/etc. lesson that you did not already know? Share one hypothesis you have about our scientific question. What do you think the person in the book was feeling? How will you start your story in Writer’s Workshop today? <p>Social Justice Opportunity:</p> <p>The Community Circle also serves as a space to reflect on current events and conflict happening in the world, providing a safe space for sharing feelings because of the absence of response or judgment from others. We recommend you use this routine when engaging students in discussions of social issues. Consider inviting community members to participate when appropriate. Be aware that those with dissenting opinions, different experiences, or a different perspective from the majority of the group may feel silenced or unsafe to speak. This is why there is a need for developing a safe classroom climate in which differing perspectives are honored.</p>

Additionally, always remind students that they have the opportunity to pass in a Circle.

The conflict Community Circle practice:

When there is conflict or an emotionally unpleasant event that affects your classroom, the Community Circle is a safe and effective way to address it. This process is similar to the Blueprint Conference and can be helpful in preparing students to be thoughtful users of that Anchor Tool. When using the Community Circle in this way, focus your prompts on the participants' feelings. For example, ask students how they felt when they saw their peers fighting at recess, or how they are feeling about a recent event in the community they might have heard about at home or on the news. Be mindful of the impact that children's words and feelings have on each other, and be intentional in creating a climate that provides safety for dissenting voices.

Notes and Variations

The Community Circle can be adapted for the amount of time that is available. The teacher or facilitator can set parameters around the responses such as challenging students to respond to the prompt in just one sentence or one word. For example, at a closing Community Circle, you may challenge your students to share one word that describes their day.

Though students are not in conversation with each other during a Community Circle, it can be helpful to introduce a silent signal they can use to mean 'me too.' This will help young students stay engaged in the circle and prevent outbursts. This signal can be as simple as lightly tapping your chest when you agree with your classmate's contribution.

You may find it helpful to introduce a talking piece that students can pass around the Circle. This helps students identify whose turn it is to speak, based on who is holding the object, and it helps concretize the practice of taking turns. The talking piece can be any object of importance to you or your class but should be used consistently for this purpose.

CHARTER CHECK-IN

Purpose

The classroom Charter, which is built in the first lesson of Unit 2: Community, Safety, and Climate, outlines the agreed upon feelings and behaviors of the members of a community in order to build a positive and safe emotional climate. Building a routine practice of checking in on the Charter will ensure these agreements remain in the forefront of community members' minds and influence choices and actions.

The practice of checking in with the Charter can also be helpful in providing data useful for when students revisit and evaluate their charters in the first lesson of Unit 8: Community, Safety, and Climate II. For example, patterns that you notice during these Check-Ins may flag certain words that are more or less frequently experienced. This can inform which feeling words continue to serve the community's needs and which are no longer necessary as inclusions on the Charter.

How To

The goal of the Charter Check-In is to encourage students to revisit the commitments they made when building their Charter and consider both their own emotional experiences in their classroom, as well as that of their peers. There are various ways to approach this task. See four options outlined below:

- **Set a Charter Intention:** Ask each person to take two minutes to choose one feeling word on the Charter to set as an intention for the upcoming class, week, month, etc. Ask, 'What word from our Charter do you want to remember and carry with you as aim to achieve your goals for this class, week, etc.?' Optional extension activity: you may provide materials for each person to create a card, sign, drawing or some other emblem that represents their word.
- **Journal Writing:** Journaling can be a powerful tool for reflecting on the Charter. Some journal prompts include:
 - What was an instance recently when you felt one of these words? Why?
 - What was an instance recently when you noticeably did not feel one of these words? Why? What could you have done differently?
 - Choose one Charter word and write as much as you can about it. What does this feel like? Look like? Sound like?
- **Ask a Friend:** Pair students up and ask them to interview the other person about their experiences with the Charter words and behaviors in the last week. What have they felt most frequently? Why? What actions have they taken to ensure these feelings?
- **Shout Outs:** Give your students regular opportunities to celebrate each other for upholding their Charter commitments. Let students 'shout out' a peer who made them feel one of the words or whom they witnessed doing one of the Charter behaviors.
- **Reflecting on a charter, story, or situation:** During a storybook or situation, ask the students about the classroom Charter. What is similar? What they might do instead? What if people want to feel different than them?
- **Priming students before a change:** Remind students the class collectively wants to feel and the practice things they can do while the change is being implemented.

ELEMENTARY SCHOOL CORE ROUTINES

When to Use	<p>The Charter Check-In should be used regularly to re-center your class on their guiding agreements. The more often you refer to the Charter, the more it will guide the development of your community's emotional climate. We recommend you incorporate one practice of checking in on the Charter each week and informally refer to the document consistently whenever appropriate.</p>
Academic and Social Justice Opportunities	<p>You may call your students' attention back to their Charter anytime a character or person you are studying is or is not experiencing one of the feelings outlined in the Charter. For example, if your students agreed they wanted to feel <i>accepted</i>, and you read a story in which a character is being excluded or outcast, such as <i>Chrysanthemum</i> by Kevin Henkes, you can frame your book discussion around the Charter. Ask your students:</p> <ul style="list-style-type: none"> • Does Chrysanthemum's class look, act, or feel like our class? • Why or why not? • What behaviors that we agreed upon in our Charter are Chrysanthemum's classmates doing and which ones are they not doing? • What behaviors would you add to a Charter for the class in this book? <p>Social Justice Opportunity: In community-based learning or service-learning units, consider creating a Charter with the outside groups, people, or organizations with whom your students are engaging.</p> <p>Provide students the opportunity to listen to and to reflect on the emotional needs of others, particularly those who are different from themselves.</p>
Notes and Variations	<p>Consider how you can utilize technology, specifically RULER Online, in this process. As students develop their emotional vocabulary, you may want to revisit the Charter to see if students want to replace any words with newly learned feeling words.</p>

BEST SELF REFLECTION

Purpose	<p>The <i>Best Self</i> is a visualization tool used for emotion regulation, and it is a key component for taking a Meta Moment. Visualizing our <i>Best Selves</i> helps us to be goal-oriented as we decide on the best response to a situation in which we perceive a stimulus as triggering.</p> <p>Students will develop an understanding of their <i>Best Selves</i> in Unit 9: Emotion Regulation and Personal Values. The below routine provides an opportunity for students to revise their <i>Best Selves</i> and recalibrate their actions toward this aspirational self. By repeatedly considering the characteristics of their <i>Best Selves</i>, students will more easily access those thoughts in times of difficult emotional activation, such as instances of anger or frustration.</p>
How To	<p>There are many ways you can vary this routine, but in its simplest form, this activity is about making a practice of continuously considering and imagining our <i>Best Selves</i>.</p> <p>The <i>Best Self</i> is comprised of two components: the personal best and the reputational self. When students craft their initial understandings of their <i>Best Selves</i> in Unit 9, they will consider both of these factors. When reflecting on the <i>Best Self</i> through this routine, teachers will ask students to consider how their responses to these two prompts changes in various settings. Teachers may ask students to reflect on what they consider their <i>Best Self</i> to be at school, at home, or in other contexts.</p> <p>This can be done as a brief mental task in preparation for a potentially upsetting event. For example, teachers may ask students to consider how their <i>Best Selves</i> might behave during the upcoming field trip.</p> <p>This routine can also include a demonstration and tangible reminder of the qualities that make up our <i>Best Selves</i>, such as a list of representative words or a portrait of the <i>Best Self</i>.</p> <p>Additionally, students may reflect on and practice using their <i>Best Selves</i> by considering how they may respond to various scenarios. Teachers can present students with realistic, difficult situations, such as an argument with a classmate or witnessing immoral behavior of a loved one. Preemptively imagining how to respond in a way that best aligns with our values will make it easier for students to call upon their <i>Best Selves</i> in future situations.</p>
When to Use	<p>Depending on which variation of <i>Best Self</i> Reflection listed above a teacher has chosen, this activity can take from 5-45 minutes. We recommend that teachers regularly conduct shorter <i>Best Self</i> Reflections in which students consider the two components of the <i>Best Self</i> and make sure they are maintaining a clear vision for themselves. This can happen at any time and can even be used as a tool for transitioning a class, i.e. “as you walk to recess, picture your <i>best self</i> and consider who you want to be and how you want to be seen by others.”</p> <p>This practice is particularly powerful in a time when you suspect students may be headed into potentially emotionally-difficult situations. For example, if a student is</p>

ELEMENTARY SCHOOL CORE ROUTINES

	<p>repeatedly making choices that may seem irresponsible during recess or specials classes, the classroom teachers may suggest the student complete a <i>Best Self</i> reflection and develop an action plan before that challenging time of day.</p> <p>The <i>Best Self</i> Reflection should also be used at the beginning and end of the school year, so students can reflect on how they and their values have evolved over time.</p>
Academic and Social Justice Opportunities	<p>There are many ways to integrate the <i>Best Self</i> Reflection into the academic content in the class. In literature class, students may consider the <i>Best Self</i> of a character in a book or historical figure. They may ask themselves what values the character's <i>Best Self</i> holds, and if this does or does not align with their own values.</p> <p>In writing, students can practice their writing skills while completing a <i>Best Self</i> Reflection. They may write a fictional narrative starring their <i>Best Selves</i>, tell a personal story about how they developed the values that comprise their <i>Best Selves</i>, or write a persuasive essay arguing why these values are important to them.</p> <p>The <i>Best Self</i> Reflection can also be seamlessly integrated into arts classes as students prepare creative representations of their <i>Best Selves</i>, such as collages, portraits, poems, or songs.</p> <p>Social Justice Opportunity: Lastly, the <i>Best Self</i> Reflection can be a powerful tool for teaching social justice and agency, especially when studying history. As you explore various periods throughout history and the figures who we remember from those times, challenge your students to discuss the <i>Best Selves</i> of those people or how their own <i>Best Selves</i> would have contributed to those situations.</p>
Notes and Variations	<p>Listed above are many ways in which educators can vary the <i>Best Self</i> Reflection.</p> <p>It is important to remember that our understanding of our <i>Best Self</i> has two components. It can sometimes be challenging for students to parse the nuanced differences between personal best and reputational self. Teachers may need to spend extra time focusing on these two pieces.</p> <p>Lastly, educators need to be conscious that they validate the <i>Best Selves</i> students imagine for themselves without judging or contradicting what our students express as their personal values.</p>

FOCUSED BREATHING

Purpose	<p>Practicing focused breathing have been shown to help us deal with stress, anxiety, and other unpleasant emotions. The breath is the only automatic bodily function we can control if we choose to, and it is a powerful tool for emotion regulation. Breathing is a strategy that is always available to us, regardless of context or situation. So, developing a practice of focused breathing can be empowering for both students and adults.</p> <p>In moments of high emotional activation, such as feeling intense frustration or aggravation, pausing to take a focused breath can help us reactivate our parasympathetic nervous systems. Emotions are grounded in bodily experience, so focused breathing is a powerful emotion regulation strategy. It allows us to rebalance and stabilize our bodies so that we may respond constructively and quiet our impulses to respond by ‘fight or flight.’ It can also help to downregulate very high-energy emotions like excitement.</p> <p>In addition to emotionally-charged moments, anytime is a good time for taking a Focused Breath. Creating a regular practice of focused breathing can help students and adults more easily call on this practice in those moments of activation as well as more effectively handle unpleasant and/or high energy everyday emotions with greater resilience.</p>
How To	<p>The most essential piece to Focused Breathing is turning one’s attention to inhaling and exhaling. Counting the seconds of the inhale, holding the breath, and then counting the seconds of the exhale can be helpful. It is important that the inhale and exhale should be at least as long as one other: if the inhale is too short relative to the exhale it can induce hyperventilation and increase arousal and panic. To help you guide your students and colleagues, who may be new to focused breathing, we have outlined some optional steps below:</p> <ul style="list-style-type: none"> • Please sit comfortably with a tall, straight back. • Close your eyes or let your gaze float downward. • When I begin counting, inhale deeply until I reach the number five. • Then, hold your breath as I hold mine for three seconds. • When I begin counting backward from 5, slowly exhale until I reach 0 again. <p>You can repeat this practice for several breaths, five or more, until you notice a sense of calm for yourself or your students. Two final tips to consider:</p> <ul style="list-style-type: none"> • Focus on the stomach, as opposed to the chest, during breathing to help generate deeper breaths (i.e. “Imagine breathing into your stomach”). • Breathing through the nose, especially on the inhale, helps slow down the rapid breathing that occurs during anxiety and activation because it takes longer to inhale through the nose than the mouth.
When to Use	<p>We recommend you find time to pause for Focused Breathing on your own, with your students, or with your colleagues, several times each day. This can happen at any time but may be particularly helpful in the classroom when you recognize a change in the</p>

emotional state of your students. For example, you may encourage a Focused Breath when you notice a sense of anxiety before an assessment. You can also use the tool as a reset to help your students transition from one activity to the next, such as coming back from recess or finishing up a potentially upsetting history lesson.

Once you have developed a practice of Focused Breathing with your students and they are familiar with it, you can encourage and remind them to use the tool in times when they are upset or activated.

The benefits of Focused Breathing are most pronounced for those who adopt a sustained practice. So, try to find a time of day when you can regularly devote a few minutes to breathing and make it a part of the daily routine.

Academic and Social Justice Opportunities

You can ask students to take a Focused Breath as they reflect on a piece of academic content. Encourage them to pause, think, and breath in between learning a new lesson or reading a text and responding and discussing. This pause will help students have more developed responses when they do share, by allowing them time to consider what they will say.

You can also integrate focused breathing into a lesson by asking your students to reflect deeply on what they notice. For example, in a history lesson, you may ask your students to close their eyes and pay attention to what they hear as you play audio of a primary source, such as a famous speech or recordings from a protest or news coverage. Encourage your students to sit tall and still and try to quiet their thoughts so they can be immersed in what they hear. After the recording is finished, allow students to discuss what they noticed.

Focused breathing practices may also help students cultivate compassion for others, become more thoughtful about how they respond to others, and learn to sit with and recognize the established narratives they use to interpret society. A key component of focused breathing is recognizing and accepting the emotions that we notice in ourselves. This can also help us consider the full humanity of others and the complex context of their actions. For teachers, this practice can help mitigate the implicit bias often subconsciously used to make judgements about students.

Notes and Variations

There are countless ways to vary the practice of Focused Breathing. Please see three options below.

- **Body Scan:** You may encourage your students or colleagues to complete a body scan as they take their Focused Breaths--starting at the top of their heads and then slowly moving down the body picturing each body part separately. Ask them to silently consider: how does this part of my body feel? What do I notice? Continue until you reach the bottoms of your feet.
- **Focused Walk:** Consider leading your students or colleagues on a walk. As you walk slowly and quietly, reflect on all the things you notice. How does your body feel? What do you see? What do you hear?
- **Incorporate the Best Self Reflection:** As others or you take Focused Breaths, participate in a visualization of your Best Selves. As you imagine this version of yourself, notice any thoughts or sensations that come up. Perhaps, you feel a sense of warmth, hope, or determination.