

TEACHER PRACTICES:

Exercise: Centering

1. Before class, take a moment to get centered.
2. Stand with your feet about shoulder width and relax your knees, don't lock them.
3. Bring your attention to a point in your abdomen about two inches below your navel and about an inch into your body.
4. Spend a few minutes focusing on this point and feeling gravity connecting your body to the Earth.

Exercise: Working with Difficult Emotions

1. Think about a student you find challenging.
2. Recall the last time she or he did something that made teaching difficult.
3. What emotions does the memory elicit? Do you feel annoyed? Frustrated?
4. How does your body feel? For example, are your shoulders tense? Your stomach tight?
5. Don't try to stop the feelings or change them. Just sit with them.
6. Listen to the thoughts that come from these feelings.
7. This practice is helpful because it will enable you to learn how your emotions function. This will help you to respond consciously, rather than unconsciously, to misbehavior.
8. It may help you to record these reactions in a journal.

Exercise: Wait Time

1. Explain to students, "We know that students learn better and teachers teach better when we give ourselves time to think about a question before answering it. I will wait about three seconds after I ask a question before I call on anyone to answer. This will give you time to think about how you'd like to answer. I will also give myself some time before I respond."
2. Each time you do your three-second wait time, use it to mindfully take a nice, deep breath.
3. If you are standing, notice the weight of your feet on the ground.
4. Allow your awareness to broaden so that you can take in the entire class.
5. Scan the class, noticing each student as they raise their hands, and choose one you may not have called on much lately.
6. As the student answers, listen mindfully and spend time considering it.