



Opening & Closing Rituals

	The Arts & SEL: Opening and Closing Rituals <i>These are elements practiced at the beginning or the end of class. Some elements can be done at any time during the lesson and will be specified.</i>	Grade Band		
		K-6	6-8	9-12
Self-Awareness	Do a breathing, mindfulness, and focusing exercise collectively as a class especially right before tests and quizzes (e.g., square breath, hand trace breath, singing bowl listening, mindful walking, etc.)	X	X	X
	Structured flows of stretching that allow individuals to monitor their breathing, to <i>sense the body</i> , including following the facilitator with structured yoga-based and somatic practice elements within the classroom strictly either at: The beginning, the ending, or the entire duration of the class time frame.	X	X	X
	Each person who is comfortable share something positive about that day's class/rehearsal and then says "thanks everyone, I'm checking out. <i>(closing ritual)</i>	X	X	X
	Explain the importance of clapping at the end of class and practice every day. Practice saying 'thank you' which can impact the mindset of others and give gratitude to the teacher. <i>(closing ritual)</i>	X	X	X
Self-Management	Reflect on one goal you want to work on in class and what two steps can be done that day to ensure success. <i>(opening ritual)</i>	X	X	X
	Greet students at door every day. Have a student greeter help with this. <i>(opening ritual)</i>	X	X	X
	Explain how tension/release work. Practice tightening the body for 10 seconds and relaxing for 10 seconds several times to calm the body.		X	X
	Stop Class and do a 'check-in'. This can be a body scan or just a mental reflection of how you are feeling and what you are doing in class. Allow students to share or ask questions after the 'check-in'.	X	X	X
Relationship Skills	Acknowledging the work of the performers through clapping, cheering, constructive feedback, mantra (you were awesome today), hugs, etc.	X	X	X
	Find times to put students in a circle and dance, warm-up, talk, etc. Circles allow everyone to be on equal playing fields including the teacher.	X	X	X
	Acknowledging when students push their comfort zones even when they fail.	X	X	X
	Students say thank you to a single person for something they did that day that they appreciated. <i>(closing ritual)</i>	X	X	X
Social-Awareness	Identifying one's family history/ethnic background on a personal scale, then comparing their own place to the environment they live in on a community scale, national scale, and/or global scale.	X	X	X
	Students share a story about something while leading the class through a stretch before selecting a new student to provide a new story and a new stretch	X	X	X
	Create a gratitude list or a list of kind thoughts you could share with a friend or family member. <i>(opening or closing ritual)</i>	X	X	
Responsible Decision-Making	Discuss what the class feels is the 'perfect' outcome of the class for that day or week. Have students talk about what they value the most and what you, as the teacher, value the most in class. <i>(opening ritual)</i>	X	X	X
	Perform a group reflection. What went well? What were some challenges? Set a collective goal for the next class. <i>(closing ritual)</i>	X	X	X



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