

♪ *A Guide to the Mindful Music of* ♪

# ♪ *Calm Down* *Boogie*

♪ **Guides to leading songs, curriculum extensions, &  
ways to include songs in the life of the classroom** ♪

## **This packet includes:**

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# Introducing the Songs

Welcome to the music of **Calm Down Boogie**- a collection of songs of breath and body awareness, kindness, peace, and connectedness to all living beings, from animals to family to the global community.

Some of the songs are easy to sing along with and some are more a quiet listening experience. The songs impart simple and easily absorbed teachings of core mindfulness practices, serving to reinforce and retain the practices children and adults have been learning.

To help you in using this music in your classroom, counseling practice, family life, or wherever you connect with children, here is further information about the songs on *Calm Down Boogie*.

## Songs of Calming and Emotional Balance

***I Am Breathing***: Reminding us that mindfulness can be practiced anywhere, any time. The chorus includes “built-in” breathing.

***My Mind Is A Clear Blue Sky***: Hand motions accompany the slow, calming music and lyrics. The song teach that emotions come and go like clouds in a blue sky. Helps young children name emotions, embody them and return from the emotion to the serene peace of deep breath and simple movement. (See pg. 3 for the hand motions and more; the CD also has an embedded DVD with a short visual of the song and motions.)

***Breathing In, Breathing Out***: Musical guided imagery of inner states; see pgs 4-6 for lyrics and activities)

***Equanimity***: Lively story-song of real life common situations, and how breathing and mindfulness save the day! The phrase “Fight or Flight” is an opportunity to explain to older children how the brain that is flooded with strong emotion cannot think, and reverts to primitive fight/flight instincts- and how mindful breathing restores the “thinking” mind and allows for choices.

## Songs For Transitioning from Active to Calm

***Calm Down Boogie***: Playful guidance from standing and moving to sitting and finding stable posture.

*All of the “Calming” Songs also work well for transitions, especially Clear Blue Sky, which includes gentle movement*

## Songs That Encourage Kindness and Mindfulness of Others

**Ladybug Song:** Being mindful of our bodies in relation to small beings of all kinds, and the preciousness of all life, no matter how small. Lively!

**Planting A Seed of Peace:** Peace, like a seed, can start small, in the heart and in simple kind actions, but expands to family, neighborhood and beyond.

**May You Be Happy:** Very simple, upbeat song of wishing others well, including oneself. Great for ending a circle time, or the school day.

**Metta Rap:** Upbeat “rap” style verses about handling anger and hurtful actions, and dealing with others who are angry. Children can add body rhythms by gently slapping thighs, chest, clapping hands.

## Songs of Family Connections and Kinship

**Love Makes A Family:** Honoring the diversity of family configurations. Affirms non-traditional families, allowing all children in the group to feel included. **Sign language for the chorus is shown on the DVD embedded in Calm Down Boogie.**

**My Ancestors:** A song of kinship both to human ancestors, and the planet itself, our non-human ancestor. Can accompany science units about evolution and the origins of the universe.

**Holidays:** A child’s story of finding the joy in keeping it simple at winter holidays. Family and love is more important than things!

## And All The Rest!

**Compost Cake:** A mini-science lesson in the magic of composting.

**Thanks Be:** Gratitude, one of the key components to a happy heart, is celebrated through a simple repeated phrase, to which children can add their own words of thanks. A “Zipper song” (zip out one set of words, zip in a new set- Old MacDonald is a familiar example of this!).

**Deep In The Dark:** Fear of darkness is common in young children (making it difficult sometimes for them to close their eyes to practice mindfulness). This song befriends the dark, celebrating all the good things that come from it (seeds, dreams, and more).

## ♪ My Mind Is A Clear Blue Sky ♪

Betsy Rose (© 1999)

My mind is a clear blue sky  
My mind is clear blue sky

*And the clouds come*  
*And the clouds go*  
And my mind is a clear blue sky  
My mind is a clear blue sky

My mind is a clear blue sky  
My mind is a clear blue sky  
*And the thoughts come*  
*And the thoughts go*  
My mind is a clear blue sky

My mind is a clear blue sky  
My mind is a clear blue sky  
*And the storms come*  
*And the storms go*  
And my mind is a clear blue sky..

*And the fear comes...*  
*And the anger comes...*  
*And the joy comes...*

*(Last Verse)*  
And I breathe in (*all breathe in*)  
And I breathe out (*all breathe out*)  
And my mind is a clear blue sky...

### Hand Motions

*Right hand crosses midline to touch left knee, then arcs up and over to the right like a rainbow*

*Repeat with left hand to right knee*

*Two hands/arms extended in front, soft fists, bouncing along like clouds*

*Repeat rainbow arcing right and left*

*(Same as above)*

*(Fingers extend in front, wiggle busily back and forth, or open and close fingers like a chattering bird)*

*(Use your/their imagination from here on!)*

*(Hands/arms extend forward like an embrace, and “scoop” air toward body)*

*(Reverse process- release air away from body)*

This song reminds us of the clear uncluttered quality of the natural mind, behind/beneath the passing emotions, agitations, and temporary condition of life. I use this song, and the hand motions to as a way of teaching and discussing how to name emotions, and remind us of how feelings come and go like clouds and weather e; the clear blue sky of inner calm and quiet happiness is always available to us. Also we explore using weather as metaphor, i.e. anger can be like thunder, sorrow like rain, joy like sunshine. Children make up verses, and hand motions, to match the emotions they've named. ***Watch a short video of the song on an embedded DVD on Calm Down Boogie***

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## ♪ BREATHING IN, BREATHING OUT ♪

(© Betsy Rose and children)

*Based on a meditation by Thich Nhat Hanh)*

Breathing in, breathing out..  
 I am blooming as a flower  
 I am fresh as the dew  
 I am solid as a mountain  
 I am firm as the earth  
 I am free, I am free, I am free

Breathing in, breathing out...  
 I am water reflecting  
 What is real, what is true  
 And I feel so much space  
 Deep inside of me  
 I am free, I am free, I am free

### MAKING CONNECTIONS

This song gives simple images that help us feel and know, and feel more possibilities within ourselves. It is a musical affirmation, a way of singing out loud some positive truths about ourselves. The discussion questions are just a spring board for the creative follow up you will intuitively find for your group or child, depending on their age, readiness etc. I've also included a movement piece to accompany the experience of the song.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                  |
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| <p><b>First image:</b></p> <p><b>Flower/plants, drenched in dew.</b><br/>         There is something in us that is always fresh and new, like a spring morning. A flower is sensitive, opens when encouraged by the sun, and gives joy just by being itself. (Children share these same qualities!). We are full of qualities that bloom more happily when we breathe, slow down and pay attention- like kindness, joy, friendliness, honesty, love.</p> | <p><b>Discussion Questions:</b><br/>         When do you feel like a fresh flower? What helps you bloom and open up? What makes you wilt and dry up? How can we help others be the flowers they were meant to be- what encourages openness, trust, and showing one's true self?</p>                                              |
| <p><b>Second Image:</b></p> <p><b>Solid, firm, stable, like a mountain, or earth.</b><br/>         Our bodies, especially our bones, are made of the same elements as rock and earth (minerals). Part of our human nature is to be solid, to have bodies, weight. To be firm and stable can mean to be steady, to stand up for what we believe, and not "wobble". We can be strong and stable</p>                                                        | <p><b>Discussion Questions:</b><br/>         Tell about a situation where you DIDN'T feel solid and stable, when you were scared or shaky, or angry. Can you think of a time when someone else (like a parent or sibling or friend) was strong and solid and helped you when you were shaky? A time when YOU were strong and</p> |

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| <p>for friends and others, when they are feeling shaky and uncertain. We can feel the ground under our feet and feel safe, knowing the earth supports us, and a deep breath, pulled up through our feet from the earth can be very stabilizing when we are upset and swept away by emotion.</p>                                                                                                                                                                                                                                                                                                                                          | <p>stable when a friend needed you? Think about a place in nature that you really like that feels safe to you. What's it like to feel held and supported by a tree, or a rock, or even water?</p>                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>Third Image:</b></p> <p><b>Water Reflecting What Is Real</b><br/> Water has many qualities that mirror our human capacities: the ability to flow around obstacles and find a new path, the power of slow and steady determination and effort, the capacity to move from laughing, lively energy, to crashing chaotic power to stillness and deep calm. When we find that still calm deep place inside through breath and awareness, we can see clearly what is going on in a situation, what we are feeling, and we can think clearly about how we want to talk and act.</p>                                                       | <p><b>Discussion Questions:</b><br/> What feelings do you think of when you remember or imagine a fast moving river, the ocean waves crashing, a quiet pond with lilies and frogs...If you were a kind of water right now, what would you be (bubbly, raging, still pool, rain..). When you are angry, what kind of water would help you? When sad? Scared?</p>                                                                                                                                                                                                                                                       |
| <p><b>Fourth Image:</b></p> <p><b>I Feel There Is Space</b><br/> The cells and solid matter of our bodies are actually mostly made of space (those who study atoms tell us this!). When we breathe, we feel space expand inside- chest, belly, heart area; mindful breath teaches us that we can open more than we realize. Our hearts, too, can open to new people, situations, and feelings, even the uncomfortable ones. We can make room for more friends, more new ideas and ways of seeing things. We can stay open to what is really happening in the moment, and respond from a place of curiosity, acceptance and goodwill.</p> | <p><b>Discussion Questions:</b><br/> When you breathe, notice where your insides stretch, how your body gets bigger. Can you relax and still let the breath really open up space inside? If your heart was a room, and you wanted to fit in everything you love into it- who would live in your room? (People, animals, places in nature, activities you love..). As the heart-room becomes more and more populated, the question is— is there room for more? Can your heart stretch? Is there a limit to how much you can let into your heart? IS there anything you'd like to make MORE space for in your life?</p> |

## MOVEMENT COMPONENT

While singing or listening to the song, pause after each ½ verse (each new image), or after completing the entire song, and invite child(ren) to feel themselves as:

***A Flower***— slowly unfolding from the earth, growing leaves, blooming, feeling fresh and alive— could include slow dancing/swaying in the breeze.

***A Solid Mountain***— Planting feet firmly, feeling their feet connect with solid ground, finding an upright, stable posture, not tense, but very grounded, imagine a strong wind or a rushing river pushing against them, feel how it is to stay still and firm, unshakeable.

***Water Reflecting***— Move from standing to swaying, letting arms dangle and sway like seaweed in the ocean. Play with body becoming very fluid without collapsing. Move slowly among each other like jellyfish or seaweed drifting about in the waves. Take 5 seconds to shake, jumps and be agitated (while staying in one spot), then plant your feet (or sit down) and breathe slowly, and be as still as can be. Imagine all the energy inside settling to the bottom of your still quiet pond. See and feel your insides as clear calm water. Enjoy!

***Space***— While standing in one place, let your eyes slowly travel around the room, taking in every little detail in a relaxed way, not straining the eyes-breathing in and feeling how you are taking in everything you see. Then begin to walk slowly around the room, with eyes soft and open, feeling how you are receiving everything you see. (Walk as if you were in space, floating, not too heavy). Or sit still and close eyes, open ears, and let in everything you hear.



## Planting a Seed of Peace--A Musical/Gardening Curriculum

Seeds are a wonderful image or metaphor for some deep truths about life and growth.

In this "unit" we start with seeds, compost and the joy of planting, and weave in discussions of how peace starts --with small actions, kindnesses and words and attitudes that may not seem very big or important.

I organized the flow of this unit in the following way (feel free to edit, alter, and otherwise personalize it for your style and your children's interests and abilities).

### **First day:**

*Seeds*: what is their nature? What do they represent? Discuss things that start small and get bigger- plants, animals, kids, ideas and creativity, dreams and visions for how we want our world to be. Children may have examples of how their own creative process works- starting a picture with one little shape and then seeing it grow into a whole landscape. Or a poem with just one line, or a story with just a beginning seed of an idea.

(Tom Hunter's song "*Seeds*" is a perfect song for this opening intro- his website <http://www.tomhunter.com/store.htm#kids>, leads you to the CD "Handed Down", which contains "Seeds".

### **Second Day:**

*Transformation and Soil*- what makes the ground ready to grow good plants from seeds. Compost!

I bring in a sample of "raw:" compost (kitchen food scraps) in a yoghurt container, and a container of finished ("cooked") compost/soil. First I sing the song "*Compost Cake*" (recorded on *Calm Down Boogie*) with them, then show them both versions of compost- the "raw" and the "cooked", I spread each out on a plastic sheet for best viewing. We talk about the mystery of how things can actually change form and become something else- caterpillars to butterflies, even enemy or "bully" can become a friend.

### **Third Day:**

**Seeds of Peace:** Teach "*Planting a Seed of Peace*" (recorded on *Calm Down Boogie*) and discuss the widening circle of peace spreading, starting in our own hearts and lives, expanding into our immediate community, and then beyond. I like to keep making the connection with how something as big as an oak tree or sunflower starts very small, just as our seemingly small moments of kindness, sharing, conflict resolution, are creating a big world of peace. Children love to add verses (see song sheet)! They might suggest several more to add to the song.

Describe how we will plant our seeds- it will be a special planting where we also express and "plant" our own dreams of what would make our world even more beautiful

### **Fourth day:**

**Dreams and Seeds of Peace:** Bring in paper cups or plastic plating pots, planting soil, large seeds (peas, sunflowers, beans). Each child gets a cup of soil and a seed (or this can be done in the school or other garden outdoors).

Before we start planting, I talk with them a bit about Martin Luther King, who had a dream (and we talk about what it was, and whether it has to some degree come true long after he was gone), and Rosa Parks and Ruby Bridges, who did one "small" thing that led to much more.

Then we go around circle and have each child who is able say one idea or dream they have for making the world a more beautiful, happy peaceful place. Sometimes it helps to start with a little brainstorm about what kinds of activities and beings help them feel happy and peaceful in their hearts. Have each child whisper her/his dream into the seed privately in the circle

Sing "*Planting A Seed Of Peace*" as they plant their seed. Make the connection that they are planting not just a physical seed, but also a dream of theirs, that they can nurture and tend in their own hearts with their daily activities and choices.

Discuss watering and care of seed, including talking and singing to it (scientific research shows a definite improvement in growth and health when plants are talked and sung to -sort of like us!).

## Further Possibilities and activities

- Another fun song that could go anywhere in the sequence is the “*Garden Hokey Pokey*” (See below).
- For grades 3-up, the song “*We Still Have A Dream*” (recorded on my cassette “*Live From The Very Front Row*”- contact me to get an mp3 of this song) is a great companion to the discussion of Martin Luther King. I use just the chorus of the song, and have students create their own verses (as a class) about what their dreams are for the world. (A few examples, below)
- Observe the growth of the seeds, looking for opportunities to include the concepts of different rates of growth, varieties that are natural differences (among us all); and the reality that some seeds won’t grow- that that’s OK too, we don’t get to absolutely control nature.
- Also interesting to discuss what attitudes, actions, inner thoughts water the seeds of peace and hope within us. How do we "water our seeds" to help us be a seed of peace in the world.
- In some classes, children have kept the plants in school and tended them, in others, they’ve taken them home.

**One great anecdote:** I asked the group how their plant tending at home was going- were they watering, singing to them, etc. One girl, Chloe, said, "I’ve been singing to it, and I’ve been **READING** to it" (an emerging reader here!). "AND", she concluded, "I’m teaching **IT** to read!" These are the moments that make our times with children glowing and memorable!

*Enjoy!! And if you are a parent or teacher, remember that **YOU** are tending and nurturing the seeds of the future - vital seeds of new life and hope for our world as you work with and play with the children we teach and love.*

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## ♪ Garden Hokey Pokey ♪

(Make up motions!)

©Betsy Rose

You put a carrot seed in  
You take the weeds all out  
Put the compost in and you  
Spread it all around  
It's gonna be delicious  
Cause you grew it from a sprout  
Fresh food's what its all about!  
(Students make new verses with names of  
veggies/fruits--tomato, lettuce, etc.)

### *Last verse (for older students)*

You put the chemicals in  
Don't leave the pesticides out  
Use all the grain and water  
Just to make the cattle stout  
You use a lot of gasoline  
To drive to the takeout  
Fast food's what is NOT about!

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## ♪ We Still Have A Dream ♪

©Betsy Rose

*We still have a dream...*  
*We still have a dream.*  
*Every step of the way...*  
*Brings on a better day*  
*And the spirit is willing..*  
*And the journey is long..*  
*And we've to be strong...*  
*'Cause we still have a dream.*

### *(Original Student Verses)*

Well I have a dream.... No more  
Styrofoam...  
Polar bears will be safe...

Solar cells for your home...  
Magnetic cars...No more gasoline...  
And this is my dream... Our world  
will be clean...

Well I have a dream...No more  
poverty...  
Everyone has enough... We can  
share all our stuff...  
We'd all be friends... It's not as hard  
as it seems...  
Everyone's happy... And these are  
our dreams...

~~~~~

*And here's a little bonus song that didn't make it onto Calm Down Boogie- but it's a tune you know well, as do the children! Instead of clapping, all breathe. I encourage a long, slow, EASY breath—and if noisy rasping breaths occur, we make a game of seeing how quietly we can breathe deep.*

## ♪ TAKE A BREATH ♪

*Betsy Rose*

If you're happy and you know it take a  
breath (2X)  
If you're happy and you're breathing  
Oh your joy will be increasing  
Breathing in and out is sweet- so take a  
breath!

If you're angry and you know it...(2x)  
If you're angry and you know it  
Take a breath before you blow it  
You can choose how you will show it-  
Take a breath!

If you're scared...(2x)  
If you're scared and you're breathing  
Soon your fears will all be leaving  
You'll feel stronger if you stop and take a  
breath!

If you're sad and you know it... (2x)  
If you're sad and you breathe  
It will give your heart some peace  
And you'll know just what you need- so  
take a breath

If you don't know what you're feeling  
take a breath..(2x)  
It's OK if you don't know  
You can breathe and just let go  
You're alive from head to toe- so take a  
breath!

## Song Leading Tips

*Children love it when their teachers sing! My motto is- A singing teacher is a happy teacher. The children know this intuitively, and feel safer and more relaxed when the teacher is singing.*

*If you are comfortable singing and leading the songs, wonderful! If you want the extra support of the CD playing, by all means use it, but do sing along and really encourage the children to sing as well.*

*Children tend to pick up words and music very quickly! One listen, and they are on board. But should you want to break it down and really teach the songs, here are some tips:*

### Learning melody

- Sing the song a little slower, and teach one line at a time- you sing it, the community sings it back (echoing you)
- Repeat any difficult lines two or three times.
- If the song is a little long, teach it line by line and put the lines together two at a time or four at a time, rather than trying to sing the song straight through after singing each individual line (“*Equanimity*” chorus benefits from a little breakdown like this)

### Learning Rhythm and Words

- When a song has many words said quickly, or a tricky rhythm, or just seems hard for singers to form all the words, take a minute to “chant the song” (no melody, just words chanted in the rhythm of the song) after they’ve heard/tried to sing it a few times. Speak the lyrics, in rhythm, several times, and then go back to singing
- When learning a song, much repetition can wear down the voice. Have the singers soundlessly mouth the words while you sing them (some call this “chinning”); mentally and physically they are actually ingesting and learning melody and pitch - it’s as good as singing!

## **Simple Mindfulness Practices for Classroom (Or Anywhere)**

There are numerous wonderful and simple “practices” which can bring an ongoing daily experience of empathy and compassion into your classroom, and beyond. All these practices provide a framework for slowing down and paying attention to the small moments and words and actions that can “water the seeds” of compassion in our lives.

### **Bell Practice**

Small Tibetan bowl bells or chimes offer a sweet reminder to stop, take a breath, and come back to our body and breath. There are several fun “games” one can play with the bell with children, which help them to notice their breath, and to concentrate and pay attention to inner states.

- 1) A wonderfully calming practice, AND elicits great concentration! All close eyes except the bell ringer. The instruction is “*When the bell is struck, listen to the sound as it rings and keeps on ringing, and when you can’t hear it any more, raise your hand*”. After a few moments of stillness, ringer gently taps the bell, and all listen. We often discuss afterwards how we don’t all raise our hands at the same time- we all hear differently!
  - 2) Again with eyes closed, ask child or group to concentrate on their breath, and know when they are breathing in, or out, or just in between in and out. Tell them that at some point you will ring the bell, and they are to notice whether they are breathing in, out, or in between at the sound of the bell. This game provides a playful framework for simply noticing breath for a few moments, and maintaining concentration.
- The bell can also be used as a signal if the teacher, or even a student, feels that the group could use a pause, and a breath! More and more teachers keep a bell at hand, and it can be a classroom agreement that if the bell sounds, all will pause whatever they are doing, and take three mindful breaths before continuing. For more on the mindfulness bell, go to

[www.plumvillage.org/practice/bellOfMindfulness.html](http://www.plumvillage.org/practice/bellOfMindfulness.html)

[www.clearheartsangha.org/htmlfiles/bell.html](http://www.clearheartsangha.org/htmlfiles/bell.html)

[www.TibetanSingingBowls.com](http://www.TibetanSingingBowls.com)

### **Council Practice**

Many classrooms have some version of “circle time” for bringing the group together for sharing, music, and other community building activities. Council practice can provide a respectful listening structure, and offer children tangible symbols/objects to guide their transitions from listening to speaking. A special object, such as a seashell, a cloth puppet or stuffy, a special stone, or a “talking stick” can be passed around the circle, and the holder has uninterrupted time to share. The “talking item” insures that whoever is holding it is the speaker and everyone else is the listener. The object can also rest in the center of the circle where whoever wants to speak next can pick it up. Council can be used to address a particular topic in the classroom (a difficulty, a challenge, or something wonderful!), or as a check- in time.

These core guidelines of council practice can be much simplified/modified for very young children:

*Speak from the heart*

*Listen with the heart*

*Don't rehearse or prepare-trust the right words will come*

*Say just enough- not too much, not too little*

*No need to repeat what others have already said*

*Don't cross talk- whoever is holding the stick is the only one speaking, no advice or commentary.*

*You can pass*

For more on council practice, see <http://iteslj.org/Techniques/Fujioka-TalkingStick.html>, and <http://www.talkingleaves.org/node/139>

*The following practices, lovingkindness, appreciation, and wise speech, embody a core truth that nurtures empathy: ALL living beings want to be happy, loved, safe, treated with respect. This is our universal humanity, and we develop more compassion and empathy as we weave these practices into our daily lives. Giving children concrete words, tools, and guidelines helps them express their natural empathy and kindness, especially when the going gets tough!*

### **Appreciations (Watering the Seeds of Kindness)**

Appreciating ourselves and those around us, like the lovingkindness practice below, opens our hearts to the genuine gifts we receive from others, and reminds us of our own worth. Appreciations are a wonderful way to close a family council session, a meeting, or other group or family time. (“I appreciate how you listened with such care and attention when I was talking”, “I appreciate the way you remember to give me a hug before you go to work”). Appreciations affirm our connection to others, and make real the truth that we all want to be seen, cherished, acknowledged.

### **Lovingkindness Practice**

Also known as “sending good wishes”. This is a heart-opening practice, a simple act of silently, or out loud, sending good wishes to another. Simple phrases that are commonly used include: “May I/you be happy and content”, “May I/you be well, and healthy”, “May I/you be free from sorrow and pain”. This can be a wonderful resource for giving children an action response to upsetting information, or to address a situation within the classroom where there is distress, and a felt need to reach out. For example, if a student’s family or friends has had a loss or upset, the group can send loving kindness wishes to them. Disturbing news from the outside world-violence, hunger, animals in distress, can be responded to with wishes for peace, healing, and safety. Wishing others well, whether friend or “foe”, expresses the natural empathy and compassion of the heart. It calls us back to our deeper nature.

*More on lovingkindness* [www.buddhanet.net/metta\\_in.htm](http://www.buddhanet.net/metta_in.htm),  
[www.vipassana.com/meditation/facets\\_of\\_metta.php](http://www.vipassana.com/meditation/facets_of_metta.php)

### **Wise Speech**

We often tell children to “use their words”, but we know words can also inflict hurt. A simple set of guidelines, for teacher and student alike, are:

*Is it honest? Is it kind? Is there “warmth of heart” in the communication?*

*Is it necessary- (could be gossip, or more info/commentary than is needed?)? Is it the right time?*

*More on Wise Speech* <http://uuss.org/Sermons/sm040502.html>,  
[www.boloji.com/buddhism/00110.html](http://www.boloji.com/buddhism/00110.html)



## Resources For A Calm, Connected Classroom

### Recordings and Books

#### *CD's from Betsy Rose:*

**Calm Down Boogie**- (Betsy Rose) CD of music that inspires calming, breathing, cooperation and joy in children,

**Heart of a Child**, music for the renewal and encouragement of teachers and parents!

**Motherlight**, songs from early motherhood; the inner landscape of parenting.

[www.betsyrosemusic.org](http://www.betsyrosemusic.org)

**Still Quiet Place**: mindfulness for young children (CD of mindfulness games and practices for children) by Dr. Amy Saltzman, Holistic Physician, <http://www.foryourselfhealth.com/Mindfulness-Children.htm>

**Linking Up: Using Music, Movement, and Language Arts to Promote Caring, Cooperation and Communication** Sarah Pirtle (Educators for Social Responsibility)  
[www.sarahpirtle.com/Books.htm](http://www.sarahpirtle.com/Books.htm)

**Building Emotional Intelligence**: Techniques to Cultivate Inner Strength in Children  
Linda Lantieri. (for parents, and educators) Sounds True, 2008

### More About Mindfulness in Education

[www.mindfulschools.org](http://www.mindfulschools.org)

[http://www.nytimes.com/2007/06/16/us/16mindful.html?\\_r=1&ex=1183608000&en=3d87faf9c47eb9f2&ei=5070&oref=slogin](http://www.nytimes.com/2007/06/16/us/16mindful.html?_r=1&ex=1183608000&en=3d87faf9c47eb9f2&ei=5070&oref=slogin)

<http://www.mindfuleducation.org/about.html>

<http://www.mindfuled.org/>

<http://wik.ed.uiuc.edu/index.php/Mindfulness>

**mindfuleducation@googlegroups.com**--Lively online discussion amongst educators, therapists and more.

[http://www.nytimes.com/2007/06/16/us/16mindful.html?\\_r=1&ex=1183608000&en=3d87faf9c47eb9f2&ei=5070&oref=slogin](http://www.nytimes.com/2007/06/16/us/16mindful.html?_r=1&ex=1183608000&en=3d87faf9c47eb9f2&ei=5070&oref=slogin) (New York Times article about Mindfulness in classrooms).

*Where you can find chimes or bells:*

[www.Gaiam.com/Yoga](http://www.Gaiam.com/Yoga)

[www.samadhicushions.com/gongs.html](http://www.samadhicushions.com/gongs.html)

[www.blueridgespirit.com/blue\\_ridge\\_spirit\\_bells.html](http://www.blueridgespirit.com/blue_ridge_spirit_bells.html)