The Classroom Mindfulness Game

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User Manual

The Classroom Mindfulness Game: Overview

Criteria
This class-wide intervention package is ideal for classrooms challenged by disruptive behaviors, low student engagement or focus (e.g., daydreaming, cell phone use), or sleeping.
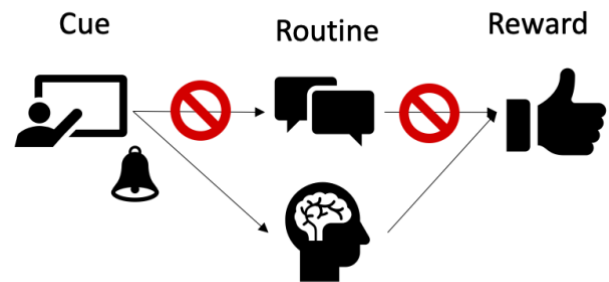
Goals
Some students and/or classrooms develop a "disengagement routine" (see diagram)
- During independent work, students *disengage from tasks* (e.g., defiance, disruption, sleeping) in order to avoid tasks and obtain peer attention.

This classroom tool is designed to promote **self-awareness** and **self-management** to meet the following goals:
1. Break the **disengagement habit**
2. Build a habit of **engagement** in order to avoid work
3. Build student **confidence**

Components
To accomplish these goals, the following components of the Classroom Mindfulness Game include:
1. Setting **expectations** for the class period
2. Start a **random** bell (e.g., goes off at various timepoints, typically 10 times within a session)
3. Staff **monitor** and rate **one random student** and evaluate their engagement against a **random goal**
4. If the student meets the goal for the period, they earn:
   a. A badge (if desired)
   b. The privilege to *choose or draw* an activity to replace the final 5-10 minutes of the class period

Example Mindfulness Game
Note: Mindfulness games are *planned* events, *not spontaneous* responses to a burst of disrespect – playing a game spontaneously can backfire by reinforcing that burst of behavior. If a routine starts to become routinely troublesome (2-3 consecutive days), consider planning a Mindfulness Game for that period the following day.

At the initiation of the game, the teacher randomly selects a student and engagement goal – and does not reveal either. S/he then uses awakeningbell.org to start a bell to ring at intervals, with the length of the intervals depending on the length of the session (in order to obtain 10 bells).

Mystery/Target Student Behavior	Time	Staff Behavior
		Staff plan to play 45-minute game (bell every 3-6 min.)
Mostly engaged, required 1 redirection	8:30-8:34	Continue instructing
Appropriately engaged in task	8:34 (bell 1)	Mark student as *engaged*
Remained engaged	8:34-8:39	Continue instructing
Disengaged, talking to a peer	8:39 (bell 2)	Mark student as *disengaged*
~ Conclusion of game (10 minutes before end of period)	9:15	"Our Mindfulness Game is up! My target student was on-task for 8 of 10 bells, which is 80%! Our goal was… 70% so we met the goal! Isabel, you won the game for your class! What activity do you choose?"

The Classroom Mindfulness Game: How to Play

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Note: Checkboxes (☐) indicate options within the steps/procedures.

WHEN:	STAFF SHOULD:	BY:
Practice Session(s) as necessary	1. Introduce **game/signal**	"For this period, we're going to play a game to stay mindful and on-task. When you hear this mindfulness bell ring, I want you to be on-task!"
	2. Teach **self-rating (pick one):** ☐ A. No self-rating (NSR) ☐ B. Thumbs up/down (TH) ☐ C. Check yes/no on paper (CK)	"If you are *on-task when the bell rings*… A. ☐ Keep it up! B. ☐ Give me a thumbs up – or a thumbs down if you're not. C. ☐ Check YES on your paper – or NO if you're not.
	3. Provide **examples**	"What counts as on-task? Things like doing the work for the day, and when appropriate, talking or listening to me or another student about your work."
	4. Provide **non-examples**	"What does not count? Talking off-topic or using a phone."
	5. **Explain random selection**	"One *secret* random student each day will be earning points for the class, and I will be rating them too. If their ratings match mine perfectly, you get 2 bonus points. If they're off by 1, you get 1. If they're off by more, no bonus."
	6. Provide **practice** run(s)	• Select a secret random student for practice session • Allow students to engage/disengage "musical chairs style" while one student reads aloud to the class from their desk • Manually play the bell at awakeningbell.org
	7. Provide **feedback on practice** run(s) with explanation of purpose	*Example:* Point to the random student, "John, great job – when the bell rang, you were talking to Carmen instead of listening to Antonio read. You gave me an accurate thumbs-down, so you're working towards those bonus points for honesty and now you've been reminded to get back on task."
Beginning of Game	1. Review **expectations**	"Remember that for this period, when the mindful bell rings: ☐ (TH): Give me a thumbs-up/down (or) ☐ (CK): Check YES or NO!"
	2. **Communicate confidence** in students' ability	"I know you guys can do it!"
	3. Set the signal **timer**	awakeningbell.org > Random > set interval to have 10 bells (e.g., 2-4 min for 30-minute period; 3-6 min for 45-min period; 5-7 min for 60 min)
	4. Select **mystery student and mystery goal** from jar	*Randomly and secretly* select a student and goal from the mystery jar
Game	• At ring of the bell, rate target student's engagement	• Mark whether target student is on task or not • ☐ (TH): Mark accuracy of student self-rating
End of Game	1. Report **total and provide feedback** to the class based on mystery goal	☐ (CK): collect papers and check accuracy "Class, my random student was on-task for 8 out of 15 bells, and they were off by 1 in their own ratings, so with a bonus point of 1 – that's 9 out of 15 or 60%! That's pretty good… (pull out mystery goal), but doesn't meet our goal of 70%, so let's do better tomorrow!"

	2. Provide **reward (select one):**
	 ☐ A. Have mystery student pick
	 ☐ B. Draw the reward at random
		• Rewards should be based on the interests of students and function-based (i.e. provide task escape, peer attention)
		     o Give class-wide reward immediately
		     o Give mystery student reward immediately

	3. **Continue** with instruction (**if no reward earned**)	• Do not name or call out the mystery student • Do not engage in discussion regarding behaviors

The Classroom Mindfulness Game: Self-Evaluation/Observation Form

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Classroom/Area: _____ Staff: _____ Date: _____ Time: _____ to _____ Observer: _____

The purpose of this form is to identify areas for support, consultation, or informing program changes, and will not be used for evaluative purposes.

DURING:	DID STAFF?	BY?	2=Completely 1=Somewhat 0=Not used N/O=No Opportunity	Notes
Practice Session(s) as necessary	1. Introduce game/signal	• Explaining purpose and goal of game • Explaining the signal and student participation	2 1 0 N/O	
	2. Provide examples	• Explaining what counts as engagement	2 1 0 N/O	
	3. Provide non-examples	• Explaining "what does not count"	2 1 0 N/O	
	4. Explain random selection	• Explaining selection of student and matching bonus	2 1 0 N/O	
	5. Provide practice run(s)	• Allowing students to engage/disengage; ring bell	2 1 0 N/O	
	6. Provide feedback	• Providing feedback on engagement and honesty	2 1 0 N/O	
Beginning of Game	1. Review expectations	"Remember that for this period, when the bell rings: thumbs-up for engagement, thumbs-down for being off-task!"	2 1 0 N/O	
	2. Communicate confidence in student ability	"I know you guys can do it!"	2 1 0 N/O	
	3. Set the signal timer	awakeningbell.org > Random > set interval to have 10 bells for period: (e.g., 2-4 min for 30-minute period; 3-6 min for 45-min period; 5-7 min for 60 min period)	2 1 0 N/O	
	4. Mystery student and mystery goal selected	• Student and goal selected for monitoring	2 1 0 N/O	
During Game	• Record student ratings	• Noting whether they were on task or not • Recording bonus points for student accuracy	2 1 0 N/O	
End of Game	1. Report total and provide feedback to the class based on mystery goal	• Dividing number of on-task moments by number of bells and adding bonus points for accuracy • Comparing student's performance to mystery goal	2 1 0 N/O	
	2. Provide reward or continued instruction	• Gave class reward(s) and student reward	2 1 0 N/O	
Observation Score = _____ (Points Earned) / _____ (Points Possible) = _____ %				

Things that went well: _____

Questions I still have/Suggestions for change:_____

Feedback Given: _____ *(initials)* _____ *(date)*

The Classroom Mindfulness Game: Teacher Recording Forms

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Date: M T W (R) F 01/13/17   **Mystery Goal:** 25%   **Goal Met:** (Y) N   **Bell Time Range:** 7 min to 13 min   [Example]

Bell Ring:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Scoring:		
Inaccurate?			X														Bonus*: +1 (+2)		
On:	(+)	+	+	+	(+)	(+)	(+)	(+)	(+)	+	+	+	+	+	+	+	6 + 1 = 7		
Off:	-	(-)	(-)	(-)	-	-	-	-	-	-	-	-	-	-	-	-	Total Bells: 9	= 77 %	

*2-point bonus if no inaccuracy checks; 1-point bonus if one check

Date: M T W R F ____/____/____   **Mystery Goal:** _____%   **Goal Met:** Y N   **Bell Time Range:** _____ min to _____ min

Bell Ring:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Scoring:		
Inaccurate?																	Bonus: +1 +2		
On:	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+___ =		
Off:	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	Total Bells:	= %	

*2-point bonus if no inaccuracy checks; 1-point bonus if one check

Date: M T W R F ____/____/____   **Mystery Goal:** _____%   **Goal Met:** Y N   **Bell Time Range:** _____ min to _____ min

Bell Ring:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Scoring:		
Inaccurate?																	Bonus: +1 +2		
On:	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+___ =		
Off:	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	Total Bells:	= %	

*2-point bonus if no inaccuracy checks; 1-point bonus if one check

Date: M T W R F ____/____/____   **Mystery Goal:** _____%   **Goal Met:** Y N   **Bell Time Range:** _____ min to _____ min

Bell Ring:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Scoring:		
Inaccurate?																	Bonus: +1 +2		
On:	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+___ =		
Off:	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	Total Bells:	= %	

*2-point bonus if no inaccuracy checks; 1-point bonus if one check

Date: M T W R F ____/____/____   **Mystery Goal:** _____%   **Goal Met:** Y N   **Bell Time Range:** _____ min to _____ min

Bell Ring:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Scoring:		
Inaccurate?																	Bonus: +1 +2		
On:	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+___ =		
Off:	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	Total Bells:	= %	

*2-point bonus if no inaccuracy checks; 1-point bonus if one check

The Classroom Mindfulness Game: Student Recording Forms

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Student Name: _____ **Date:** M T W R F _____/_____/_____ *Remember you get bonus points for honesty!

Bell Ring:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Scoring:	
On:	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+____ =	
Off:	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	Total Bells:	= %

- -

Student Name: _____ **Date:** M T W R F _____/_____/_____ *Remember you get bonus points for honesty!

Bell Ring:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Scoring:	
On:	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+____ =	
Off:	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	Total Bells:	= %

- -

Student Name: _____ **Date:** M T W R F _____/_____/_____ *Remember you get bonus points for honesty!

Bell Ring:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Scoring:	
On:	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+____ =	
Off:	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	Total Bells:	= %

- -

Student Name: _____ **Date:** M T W R F _____/_____/_____ *Remember you get bonus points for honesty!

Bell Ring:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Scoring:	
On:	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+____ =	
Off:	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	Total Bells:	= %

- -

Student Name: _____ **Date:** M T W R F _____/_____/_____ *Remember you get bonus points for honesty!

Bell Ring:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Scoring:	
On:	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+____ =	
Off:	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	Total Bells:	= %

- -

Student Name: _____ **Date:** M T W R F _____/_____/_____ *Remember you get bonus points for honesty!

Bell Ring:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Scoring:	
On:	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+____ =	
Off:	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	Total Bells:	= %

The Classroom Mindfulness Game: Target Student Monitoring

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If you are using the Classroom Mindfulness Game to *benefit a specific student*, please rate the percentage of time they were engaged in the following behaviors. **The same person should rate the student's behavior during each game. Please only reflect on behavior during the game.**

Student Name:_____   Class/Period:_____

Date	Activity	Academic Engagement	Phone Use	Verbal Disengagement
Definition:	Primary activity	Actively attending assigned work	Using cell phone without staff permission	Talking to peers or staff without permission
Examples:	Class instruction, partner seatwork	Writing, reading aloud, raising hand, talking to teacher/peer about assignment, using dictionary	Texting, social media, playing games, Google, or using any unauthorized application	Talking about non-academic topics, whispering to a peer during instruction
Non-Examples:	N/A	Talking about nonacademic topic, walking to work bin, calling out, aimlessly flipping pages	Using phone to participate in the assigned activity	Talking to other students as part of an assignment or during unstructured downtime
EXAMPLE 10/12	Small group discussions	(scale marked at ~8)	(scale marked at ~2)	(scale marked at ~0)
		(blank scale)	(blank scale)	(blank scale)
		(blank scale)	(blank scale)	(blank scale)
		(blank scale)	(blank scale)	(blank scale)
		(blank scale)	(blank scale)	(blank scale)
		(blank scale)	(blank scale)	(blank scale)
		(blank scale)	(blank scale)	(blank scale)

Each scale: 0 1 2 3 4 5 6 7 8 9 10 / 0% 50% 100% / Never Sometimes Always

The Classroom Mindfulness Game: Progress Monitoring Log

Classroom: _____   Date: _____

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This log provides space to (a) log the results of each mindfulness game and (b) adjust goals to meet student needs.

Mindfulness Score																				
100%																				
95%																				
90%																				
85%																				
80%																				
75%																				
70%																				
65%																				
60%																				
55%																				
50%																				
45%																				
40%																				
35%																				
30%																				
25%																				
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15%																				
10%																				
5%																				
	LOW Goal:	LOW Goal:	LOW Goal:	Goal:	Goal:	Goal:	Goal:	Goal:	Goal:	Goal:	Goal:	Goal:	Goal:	Goal:	Goal:	Goal:	Goal:	Goal:	Goal:
Date:																				
Random Goal Met?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Level Up?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

* After two consecutive "wins" (goal met) → "level up" by replacing lowest option (remove 10 from 10, 15, 20) with next highest (change to 15, 20, 25)

The Classroom Mindfulness Game: Mystery Goal Cards

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Before Sessions: Include 3 options in drawing. *During first 3 sessions,* use 3 very low goals. Based on scores, start 4th session with 2 *guaranteed win goals* in jar. (e.g., if mystery student was engaged 60%, 70%, and 80% of the time → select two goals at or below the lowest score of 60%)

End of Sessions: Select the mystery goal and reveal it publicly in comparison to mystery student's performance.

After 2 Wins: "Level Up" by replacing the lowest option (remove 10 from group of 10, 15, 20) with the next highest available (change to 15, 20, 25).

5%	**10%**	**15%**	**20%**
25%	**30%**	**35%**	**40%**
45%	**50%**	**55%**	**60%**
65%	**70%**	**75%**	**80%**
85%	**90%**	**95%**	**100%**

The Classroom Mindfulness Game: Mystery Reward Cards

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Preparation: Incorporate student preference (i.e. survey, voting, ranking) – those listed below are often preferred, but not always feasible.

Delivery (if Goal Met): At the end of a session, give the winning target student the privilege to:

A. ☐ _Randomly draw a_ class-wide activity and/or an independent alternative (whatever is most feasible and rewarding)

B. ☐ _Choose the reward_ they would like to have won for the class (e.g., options may be listed as a menu on the whiteboard)

Class-Wide Activities			
Class-wide "Would you rather?"	Class-wide "2 Truths & A Lie"	Class-wide "20 Questions"	Card/Board Games
Pre-Approved YouTube Video(s) (e.g., Jimmy Fallon, What Would You Do?)	Uninterrupted Free Time ("Phones Out, Headphones in")	"Minute to Win It" Team Competition	Talent/Story/Jokes Show
Independent Alternatives			
Color Page(s) of an Adult Coloring Book	Personal Craft (Tangram, Origami)	Decorate a Ceiling Tile	Free Candy/Gum
Mystery Student Rewards			
10 Bonus Points on an Assignment	Drop One Homework	Drop Lowest Quiz Grade	1-Day Due Date Extension

The Classroom Mindfulness Game: Mystery Student Cards

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Before Sessions: Select a student and take note of them, but *do not tell them they have been selected*
During Sessions: Monitor the student's behavior and whether they were demonstrating the appropriate behavior *at the moment of the bell*
After Session (if Goal Met): Recognize the student publicly and allow them to ☐ randomly draw or ☐ select the reward(s) for the class.
After Session (if Goal NOT Met): *Do not mention the student's name*, but simply announce that the "today's student" did not win the reward for the class.

Student 1	Student 2	Student 3	Student 4	Student 5
Student 6	Student 7	Student 8	Student 9	Student 10
Student 11	Student 12	Student 13	Student 14	Student 15
Student 16	Student 17	Student 18	Student 19	Student 20
Student 21	Student 22	Student 23	Student 24	Student 25