

## Mindful Bell



### Intervention Overview

The mindfulness bell activity helps students practice mindful listening and attention training by directing their focus to the sound of a ringing bell(Shankland & Rosset, 2017). John Kabat-Zinn(2013), one of the leading researchers in modern mindfulness practice, found that in schools the mindfulness bell activity was effective at quieting classrooms and improving student focus within one week. The following video by Fablefy(2018) introduces what this practice could look like in the classroom, but you can also find additional implementation ideas by visiting the references below.



[Watch on YouTube](#)

### Intervention Guide

Grade Level:	All
Materials:	A handbell or tuning fork.
Duration:	A few minutes daily or as needed.
Implementation:	<ol style="list-style-type: none"> <li>1. Draw students' attention to the bell or tuning fork and instruct them to direct their attention on the sound of the bell or tuning fork as long as possible while it is ringing. Consider having them raise their hands once they no longer hear the sound.</li> <li>2. Ring the bell or tuning fork.</li> <li>3. Redirect student attention as needed.</li> </ol>

## References:

Fablefy. (2018, August 14). *3 minutes silent meditation to the sound of the bell* [Video]. YouTube.

<https://www.youtube.com/watch?v=4nJYJ-QcABs>

Heart Mind Kids. (2016, March 1). *Mindfulness for kids: 5 ways to practice mindful listening with a bell*.

<https://heartmindkids.com/mindful-listening-with-a-bell/>

Jostock, C. (2016). *Using the mindfulness bell to help students focus*. Center for Excellence in Teaching and Learning, Oakland University.

<https://oakland.edu/Assets/Oakland/cetl/files-and-documents/TeachingTips/2016/MindfulnessBellTT.pdf>

Kabat-Zinn, J. (2013, March 27). *Mindfulness and its role in education*. The Mindfulness in Schools Project Annual Conference. London, UK. Keynote Address.

Shankland, R., & Rosset, E. (2017) Review of brief school-based positive psychological intervention: a taster for teachers and educators. *Educational Psychology Review*, 29, 363-392. <https://doi.org/10.1007/s10648-016-9357-3>



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