Mindfulness and Literacy

Crafting Literacy Units of Study for All Students
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Session Objectives

- Understand how mindfulness and socio-emotional learning can support students’ learning.
- Plan a unit of study that incorporates mindfulness skills that will support their students developmentally.
Brain Teaser

+ Take the baggie out of the basket in the middle of the table
+ Spend 3 minutes with your team to take apart the puzzle
+ Pause
+ Spend 3 minutes with your team to put the puzzle back together
+ Be ready to share out
Turn and Talk

- How did it feel to work on the puzzle?
- Did you feel any frustration?
- What did you do when you felt frustrated?
# Benefits of Puzzles in Classrooms

<table>
<thead>
<tr>
<th>Physical skills</th>
<th>Cognitive skills</th>
<th>Emotional skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Hand-eye coordination</td>
<td>• Understanding the surrounding world</td>
<td>• Setting goals</td>
</tr>
<tr>
<td>• Gross motor skills</td>
<td>• Shape recognition</td>
<td>• Patience</td>
</tr>
<tr>
<td>• Fine motor skills</td>
<td>• Memory</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Problem solving</td>
<td></td>
</tr>
</tbody>
</table>
Research
Mindfulness Impact on Brain Development

1. Detecting and reacting to emotions activates our amygdala. Mindfulness training has proven to reduce that activation.

2. The hippocampus is essential to learning and memory.

3. Emotional regulation, behaviors, and making wise decisions are associated with the prefrontal cortex.

Mindfulness Impact on Students

Educator and Student Impact

**EDUCATORS**
- Lower stress
- Greater self-compassion
- Deliver instruction with more ease
- Higher job satisfaction

**STUDENTS**
- Increase emotional regulation skills
- Improve focus
- Greater compassion
- Improve engagement

Reflect

What might the impact be of having mindfulness in your school setting?
Mindfulness can have a deep impact on you as an educator and the students in your building.
Mindfulness in the Classroom: Entry Points

SPONTANEOUS

+ Reaction to behaviors
+ In-the-moment conversations and actions

PLANNED & TIED TO CONTENT

+ Classroom culture
+ Intentional talk and modeling
+ Instructional planning
### What Mindfulness Can Look Like

<table>
<thead>
<tr>
<th>Paying attention/focus</th>
<th>Calming/self-control</th>
<th>Self-care/participation</th>
<th>Showing care for others</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-minute breathing</td>
<td>Body scan</td>
<td>Positive self-talk</td>
<td>Compassion meditation</td>
</tr>
<tr>
<td>Hand exercise</td>
<td>Inhale calm, exhale stress</td>
<td>Gratitude journal</td>
<td>5-minute interview</td>
</tr>
<tr>
<td>Mental focus exercise</td>
<td>Name the emotion</td>
<td>Ask for help</td>
<td></td>
</tr>
</tbody>
</table>

- Mindfulness exercises include paying attention, calming/self-control, self-care/participation, and showing care for others.
## Student Developmental Stages

<table>
<thead>
<tr>
<th>Ages 4–6</th>
<th>Ages 7–9</th>
<th>Ages 10–12</th>
</tr>
</thead>
</table>
| • Friendly, talkative  
• Appreciate boundaries  
• Seek approval, friends  
• Easily upset when criticized  
• Energetic, need movement  
• Sometimes rush activities | • Seek close relationships  
• Critical of self & others, need encouragement  
• Concerned with fairness, justice  
• Struggle with mistakes  
• Restless, tire quickly | • Enjoy explaining, discussing  
• Common age for cliques  
• Experiencing physical changes  
• Restless, energetic  
• Challenge assumptions |
Classroom Culture

- Empowers students
- Real-time engagement
- Integrated into classroom systems
## Unit Planning

### Grade 6 Unit Plan: Social Studies & ELA

#### Theme/Topic: Rome

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Suggested Student Understandings</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Why do people fight and is conflict inevitable?</td>
<td>• Power can lead to corruption as people fight to gain and keep power, often at great cost.</td>
</tr>
<tr>
<td>• What is worth fighting for? Must power lead to corruption?</td>
<td>• Some values are worth fighting for, some are not; deciding which is subjective.</td>
</tr>
<tr>
<td>• Why are considering multiple points of view on the same person or event so important?</td>
<td>• History involves interpretation; historians can and do disagree.</td>
</tr>
<tr>
<td>• How can we recognize and safely express emotions?</td>
<td>• We recognize emotional stressors and use the body scan practice to relax.</td>
</tr>
</tbody>
</table>
Lesson Planning

<table>
<thead>
<tr>
<th>Lesson objective(s)</th>
<th>SWBAT explain the author’s point of view about excavations of Pompeii by closely reading to identify words and phrases that contribute to the mood of the text.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson summary</td>
<td>Students will read an excerpt of <em>Narrative: Excerpt from The Buried City of Pompeii</em> by Shelley Tanaka and focus on words/phrases that contribute to the mood of the text. Students will then examine the purpose of paragraphs within the text to support the author’s purpose. Students will recognize emotional stressors and use the body scan practice to relax when needed.</td>
</tr>
<tr>
<td>Daily lesson question</td>
<td>• What can we learn about ancient Rome through the “time capsule” of Pompeii’s ruins?</td>
</tr>
<tr>
<td></td>
<td>• How can we recognize emotional stressors and use the body scan practice to relax?</td>
</tr>
<tr>
<td>Materials</td>
<td>• Text 1: <em>Narrative: Excerpt from The Buried City of Pompeii</em> by Shelley Tanaka</td>
</tr>
<tr>
<td></td>
<td>• Text 2: <em>Informational: The Buried City of Pompeii</em></td>
</tr>
<tr>
<td></td>
<td>• Scan the body task card</td>
</tr>
</tbody>
</table>
Your Turn

1. Find a partner or small group
2. Consider what mindfulness content is appropriate given the sample unit topic
3. Practice incorporating mindfulness content into a sample unit and lesson plan
4. If time permits, share with a peer for feedback
5. Be ready to share
Reflect

- What was helpful about that process?
- What questions do you still have?
Calm Classroom
Learning Centers

- Explore Mindfulness Strategies
- Creating a Classroom Culture of Mindfulness
- Mindfulness Literature for the Classroom
Reflect and Share

Swap one to two ideas/strategies with a different learning center group
Planning Forward

1. Find a partner or small group
2. Use an upcoming unit or lesson plan to incorporate mindfulness planning
3. Consider what mindfulness content is appropriate given your content
4. Find a peer to review your plan
5. Be ready to share
Reflection

+ What might make this challenging?
+ What impact could it have?
Commitments
Take our 3 minute survey!

Your responses power our report

[Image of session feedback spreadsheet]

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Session ID: 3406

NOTE: Session ID should be in all CAPS and is case-sensitive.