



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

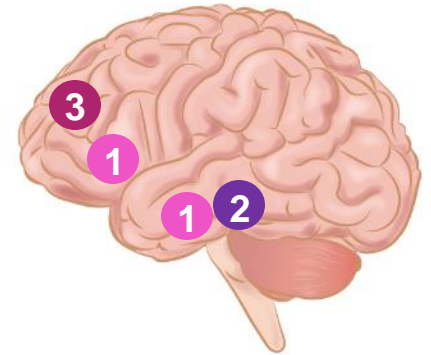
Physical skills 	Cognitive skills 	Emotional skills 
<ul style="list-style-type: none">• Hand-eye coordination• Gross motor skills• Fine motor skills	<ul style="list-style-type: none">• Understanding the surrounding world• Shape recognition• Memory• Problem solving	<ul style="list-style-type: none">• Setting goals• Patience

Research

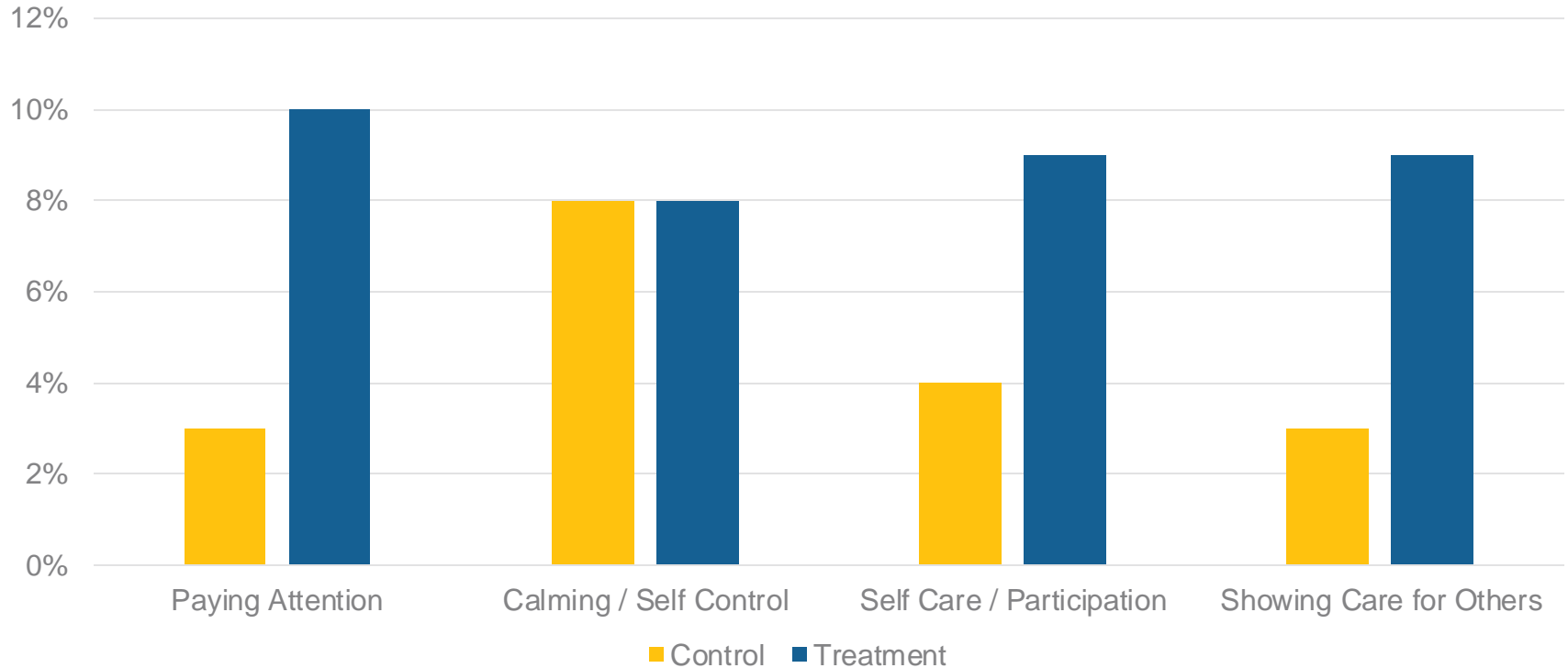


Mindfulness Impact on Brain Development

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?

Stamp

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

Paying attention/focus	Calming/self-control	Self-care/participation	Showing care for others
<ul style="list-style-type: none">• 3-minute breathing• Hand exercise• Mental focus exercise	<ul style="list-style-type: none">• Body scan• Inhale calm, exhale stress• Name the emotion	<ul style="list-style-type: none">• Positive self-talk• Gratitude journal• Ask for help	<ul style="list-style-type: none">• Compassion meditation• 5-minute interview

Student Developmental Stages

Ages 4–6	Ages 7–9	Ages 10–12
<ul style="list-style-type: none">• Friendly, talkative• Appreciate boundaries• Seek approval, friends• Easily upset when criticized• Energetic, need movement• Sometimes rush activities	<ul style="list-style-type: none">• Seek close relationships• Critical of self & others, need encouragement• Concerned with fairness, justice• Struggle with mistakes• Restless, tire quickly	<ul style="list-style-type: none">• 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

Essential Questions	Suggested Student Understandings
<ul style="list-style-type: none">• Why do people fight and is conflict inevitable?• What is worth fighting for? Must power lead to corruption?	<ul style="list-style-type: none">• Power can lead to corruption as people fight to gain and keep power, often at great cost.• Some values are worth fighting for, some are not; deciding which is subjective.
<ul style="list-style-type: none">• Why are considering multiple points of view on the same person or event so important?	<ul style="list-style-type: none">• History involves interpretation; historians can and do disagree.
<ul style="list-style-type: none">• How can we recognize and safely express emotions?	<ul style="list-style-type: none">• We recognize emotional stressors and use the body scan practice to relax.

Lesson Planning

Lesson objective(s)	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.
Lesson summary	Students will read an excerpt of Narrative: Excerpt from The Buried City of Pompeii 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.
Daily lesson question	<ul style="list-style-type: none">• What can we learn about ancient Rome through the “time capsule” of Pompeii’s ruins?• How can we recognize emotional stressors and use the body scan practice to relax?
Materials	<ul style="list-style-type: none">• Text 1: Narrative: Excerpt from The Buried City of Pompeii by Shelley Tanaka• Text 2: Informational: The Buried City of Pompeii• Scan the body task card

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

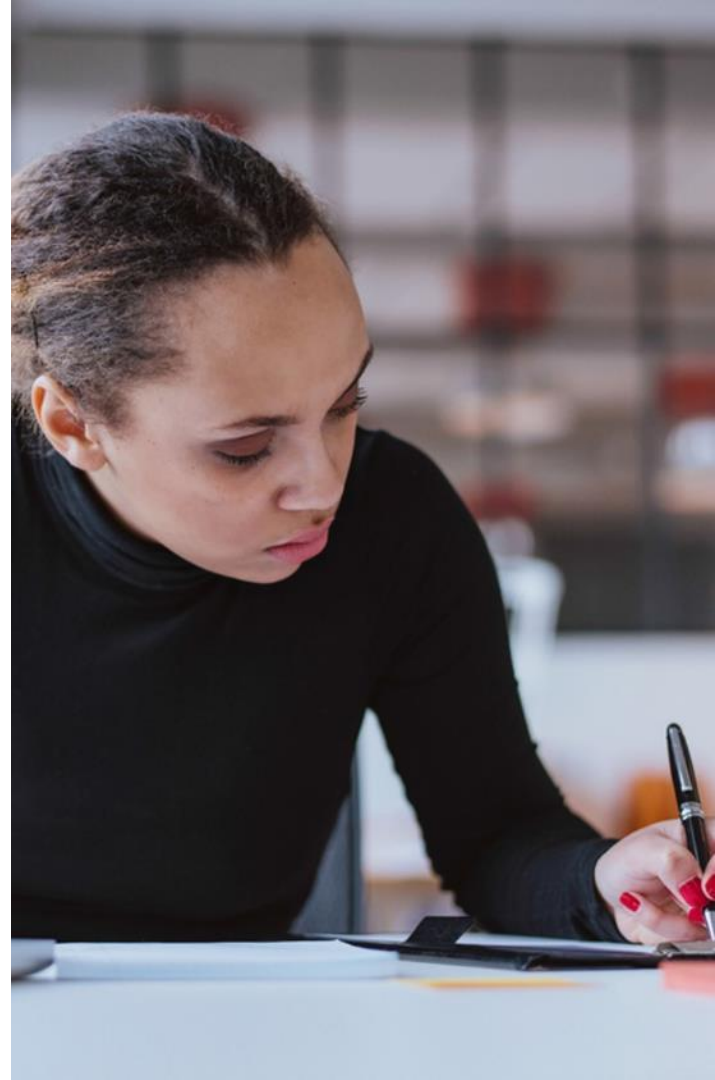
Reflect and Share

- + 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!



The screenshot shows a 'Session Feedback' survey interface. It includes a search bar, filters for 'GROUP BY' (STATE) and 'FILTER' (COURSE/LEARNING), and a table of scores. The table has columns for 'ALL', 'MS', 'TN', 'OR', 'CA', 'NY', and 'FL'. The rows represent different survey categories with their respective scores for each state.

	ALL	MS	TN	OR	CA	NY	FL
Session Learning	3.8	3.0	3.0	3.8	3.0	3.8	3.0
<i>The speaker had an appropriate balance of research theory, and practical application in the areas we covered.</i>	3.8	3.0	3.0	3.8	3.0	3.8	3.0
Session Relevance	2.3	3.8	2.0	3.5	2.8	2.3	2.3
<i>The facilitator aligned the content and concepts in this session to the standards for Professional Learning.</i>	3.0	3.8	3.0	4.0	3.0	3.0	2.0
<i>The learning experience was highly engaging.</i>	3.8	2.5	3.0	3.0	3.0	3.8	3.8
Overall Feedback	3.5	3.0	3.0	3.8	4.0	4.0	4.0

 Your responses power our  report

kickup.co/2019LF

Session ID: 3406

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

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