

**Randolph Township Schools  
Randolph Middle School  
Mindfulness Curriculum 6-8**

*“Between stimulus and response there is a space. In that space is our power to choose our response. In our response lies our growth and our freedom.”*

*~Viktor E. Frankl*

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**Mission Statement**

*We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.*

**Affirmative Action Statement  
Equality and Equity in Curriculum**

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

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**EDUCATIONAL GOALS  
VALUES IN EDUCATION**

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

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**Introduction**

This mindfulness course will develop the whole child by addressing a student's physical, social, emotional, and mental well-being. Mindfulness is the practice of bringing awareness to present moment thoughts, feelings, and body sensations without passing judgment. Consistent mindfulness practice will improve a student's focus, concentration, emotional awareness and their ability to manage stress through the development of personal intentions. Students will explore concepts such as, personal awareness, positive self-care, heartfulness, kindness, gratitude and empathy which will empower them to be thoughtful, caring, and compassionate individuals. This course will also assist students in discovering personal values, enhance decision making, and define personal short and long-term goals. The culmination of this course will provide students with a toolbox of mindfulness techniques and strategies that can be utilized as life skills in the present and future.

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**Curriculum Pacing Chart**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>UNIT NUMBER</b>	<b>CONTENT - UNIT OF STUDY</b>
2 weeks	I	Introduction to Mindfulness and Movement
2 weeks	II	Being Present and Heartfulness (Kindness, Gratitude and Empathy)
2 weeks	III	Emotional/Mental Wellness and Stress Management
1 week	IV	Intention, Values and Goals
2 weeks	V	Self-Care and Advocacy

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**Unit I: Introduction to Mindfulness and Movement**

<b>TRANSFER:</b> Apply mindfulness concepts and techniques to daily life.		
<b>SHAPE America National Health Education Standards</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
1.8.1 Analyze the relationship between healthy behaviors and personal health.	Social and emotional development impacts all components of wellness.	<ul style="list-style-type: none"> <li>• How can being mindful impact your social and emotional well-being?</li> </ul>
1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.	Staying healthy is a lifelong process that includes all dimensions of wellness.	<ul style="list-style-type: none"> <li>• How does mindfulness practice improve one's quality of life?</li> </ul>
1.8.6 Explain how appropriate health care can promote personal health.	Understanding of concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.	<ul style="list-style-type: none"> <li>• How can movement concepts be successfully incorporated into mindfulness practice?</li> </ul>
1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.	<b>KNOWLEDGE</b> Students will know:	<b>SKILLS</b> Students will be able to:
7.8.1 Explain the importance of assuming responsibility for personal health behaviors.	Strategies exist to enhance social and emotional well-being. There are breathing techniques to assist with self-regulation and self-management skills.	Analyze mindfulness techniques to apply to personal health and daily decision-making. Demonstrate breathing techniques that can be applied daily life challenges.

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**Unit I: Introduction to Mindfulness and Movement**

<p>7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p>7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.</p> <p>S1.M24.8 Demonstrates correct technique for basic skills in at least 2 self-selected individual-performance activities.</p> <p>S3.M18.8 Demonstrates basic movements used in other stress – reducing activities such as yoga and tai chi.</p> <p>S3.M3.8 Participates in a variety of self-selected aerobic fitness activities outside of school such as walking, jogging, biking, skating, dancing and swimming.</p>	<p>Mindful bodies can aid in focusing on the present moment.</p> <p>Physical sensations and body awareness are key components in exploring the mindful body. Mindfulness is a personal and non-judgmental practice of acceptance.</p> <p>Mindfulness can be practiced any time and any place.</p> <p>Self-awareness and esteem are important factors in developing mindfulness techniques to successfully self-regulate.</p> <p>Non-locomotor and skill-related fitness concepts can be incorporated into mindful practices.</p>	<p>Assess how a mindful body uses the senses to notice what is happening in the moment.</p> <p>Explore the five senses and explain how they relate to a mindful experience. Recognize that mindfulness practice is a self-exploratory and personal experience that involves intrapersonal and interpersonal components.</p> <p>Select and apply mindfulness techniques to be utilized in daily situations.</p> <p>Evaluate personal social-emotional attributes.</p> <p>Explore how different movement concepts relate to mindfulness.</p>
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**Unit I: Introduction to Mindfulness and Movement**

<p><b><u>New Jersey Student Learning Standards for Comprehensive Health and Physical Education</u></b></p> <p>2.1.6.E.1 Examine how personal assets and protective factors support healthy social and emotional development.</p> <p>2.1.6.A.2 Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.</p> <p>2.1.8.A.2 Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.</p> <p>2.5.6.A.1 Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p>	<p>Yoga is a system of physical postures and breathing techniques used to connect the mind and body.</p> <p>Yoga practice links the breath and body to improve flexibility, balance, and focus while reducing stress.</p> <p>Mindful movement allows an individual to notice bodily sensations while being present in the moment.</p> <p><b>KEY TERMS:</b> mindfulness, being present, self-awareness, self-esteem, breathing techniques anchor/calming/ focusing/energizing breaths, breath counting, non-judgmental, mindful bodies, body scan, Yoga, slow-motion activities, mindful walking</p>	<p>Compose a personal yoga sequence.</p> <p>Create movement experiences that unite the breath and body.</p> <p>Explain the relationship between being present and moving mindfully.</p>
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**Unit I: Introduction to Mindfulness and Movement**

<p>2.5.8.A.3 Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).</p>		
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Participating in “All About Me” activities to build self-esteem</li> <li>• Participating “Being My Best Self” activities to discover self-awareness</li> <li>• Completing and reflecting on surveys/exit tickets</li> <li>• Writing reflections in weekly journals</li> <li>• Creating and performing a yoga flow or tai chi sequence</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Understand the mindful body</li> <li>• Explore breathing techniques</li> <li>• Use one’s anchor of breath and words to help to be present</li> <li>• Create a breathing stick</li> <li>• Achieve peacefulness through guided meditation</li> <li>• Experience awareness through a body scan</li> <li>• Connect the breath and movement through yoga activities</li> <li>• Experience slow-motion activities</li> <li>• Practice mindful walking</li> <li>• Mindfully explore the 5 senses (hear, see, feel, smell and taste)</li> </ul>		

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**Unit I: Introduction to Mindfulness and Movement**

<b>SUGGESTED TIME ALLOTMENT</b>	2 weeks
<b>SUPPLEMENTAL UNIT RESOURCES</b>	<p><b>Resources (including but not limited to):</b></p> <p><a href="https://www.mindfulschools.org/">https://www.mindfulschools.org/</a> - (Mindful Schools)</p> <p><a href="http://www.mindfulteachers.org/">http://www.mindfulteachers.org/</a> - (Mindful Teacher)</p> <p><a href="https://www.calm.com/">https://www.calm.com/</a> - (Calm App)</p> <p><a href="https://www.yogastudio.com">https://www.yogastudio.com</a> - (Yoga Studio App)</p> <p><a href="https://www.greatergood.berkeley.edu/topic/mindfulness/definition#what-is-mindfulness">https://www.greatergood.berkeley.edu/topic/mindfulness/definition#what-is-mindfulness</a></p> <p><b>I am Peace: A Book About Mindfulness</b>, Susan Verde</p> <p><b>Just Breathe</b>, Mallika Chopra</p> <p><b>Breathe Like a Bear</b>, Kira Wiley</p> <p><b>Alphabreaths</b>, Christopher Willard</p> <p><b>Yoga for Children</b>, Lisa Flynn</p> <p><b>Yoga for Children</b>, Rodney Yee</p> <p><b>I Am Yoga</b>, Susan Verde</p> <p><b>Mindful Games</b>, Susan Kaiser Greenland</p>

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**Unit II: Being Present and Heartfulness (Kindness, Gratitude and Empathy)**

<b>TRANSFER:</b> Practicing presence and heartfulness are essential components to successful intrapersonal and interpersonal relationships.		
<b>SHAPE America National Health Education Standards</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
1.8.1 Analyze the relationship between healthy behaviors and personal health.	Social and emotional development impacts all components of wellness.	<ul style="list-style-type: none"> <li>• How is being present essential to mindfulness practice?</li> <li>• How can visualization as a wellness technique be incorporated into daily living?</li> </ul>
1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.		
1.8.3 Analyze how the environment affects personal health.	Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.	<ul style="list-style-type: none"> <li>• How are character traits such as kindness and gratitude important to the practice of mindfulness?</li> <li>• How does heartfulness contribute to a safe and respectful atmosphere?</li> </ul>
2.8.3 Describe how peers influence healthy and unhealthy behaviors.		
2.8.4 Analyze how the school and community can affect personal health practices and behaviors.	Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.	<ul style="list-style-type: none"> <li>• Why is empathy necessary when fostering mindful intrapersonal and interpersonal relationships?</li> </ul>

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<p>2.8.10 Explain how school and public health policies can influence health promotion and disease prevention.</p>	<p>Effective communication may be a determining factor in the outcome of health and safety-related situations.</p>	<ul style="list-style-type: none"> <li>• How can mindfulness techniques and strategies facilitate self-management skills?</li> </ul>
<p>5.8.3 Distinguish when individual or collaborative decision making is appropriate.</p> <p>5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.</p> <p>5.8.5 Predict the potential short-term impact of each alternative on self and others.</p> <p>7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p><b><u>New Jersey Student Learning Standards for Comprehensive Health and Physical Education</u></b></p>	<p style="text-align: center;"><b>KNOWLEDGE</b> <b>Students will know:</b></p> <p>The state of being present allows one to notice what is occurring in the current moment.</p> <p>Visualization is a multi-faceted sensory experience.</p> <p>Expressing gratitude (being thankful) is a contributing factor to one’s overall happiness.</p> <p>Heartfulness is an internal experience that generates kindness, generosity, and appreciation towards self and others.</p> <p>Empathy is the ability to understand another individual’s position without judgment.</p>	<p style="text-align: center;"><b>SKILLS</b> <b>Students will be able to:</b></p> <p>Combine techniques to develop a personal mindful practice.</p> <p>Apply visualization or guided imagery strategies to various performance and relaxation activities.</p> <p>Recognize that gratitude is both an intrapersonal and interpersonal experience.</p> <p>Describe how heartfulness can support a positive and healthy lifestyle.</p> <p>Discuss the importance of empathy and its connection to diversity.</p>

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<p>2.1.6.E.1 Examine how personal assets, resiliency and protective factors support healthy social and emotional development.</p> <p>2.1.6.E.2 Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.</p> <p>2.2.6.C.3 Develop ways to proactively include peers with disabilities at home, at school, and in community activities.</p> <p>2.2.8.C.1 Analyze strategies to enhance character development in individual, group, and team activities.</p> <p>2.2.8.C.3 Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.</p> <p>2.2.6.A.1 Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.</p>	<p>Self-management skills involve taking a momentary pause between stimuli and response.</p> <p>Communication skills, such as, active listening, cooperation, compromise and conflict resolution are fundamental concepts when building healthy relationships.</p> <p><b>KEY TERMS:</b> Being present, visualization, heartfulness, kindness, gratitude, empathy, self-management, communication, intrapersonal and interpersonal</p>	<p>Practice and implement mindfulness strategies in daily situations.</p> <p>Demonstrate how mindful communication is essential to successful interpersonal connections.</p>
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**ASSESSMENT EVIDENCE: Students will show their learning by:**

- Creating kindness or gratitude flags
- Exploring the ABC's of kindness or gratitude
- Writing letters of gratitude
- Creating a kindness card
- Writing a love letter to myself
- Completing and reflecting on surveys/exit tickets
- Writing reflections in weekly journals

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Explore breathing techniques
- Send kind thoughts to myself and others
- Participate in storytelling activities
- Experience communication activities
- Writing a letter to my future self expressing
- Achieve peacefulness and awareness in guided meditations and body scans
- Explore and create visualization activities (sports, performance, presentation, staycation)
- Create a class kindness chain
- Create a gratitude wheel or gratitude rock
- Mindfully explore the 5 senses (hear, see, feel, smell and taste)
- Link the breath and movement through yoga activities

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<b>SUGGESTED TIME ALLOTMENT</b>	<b>2 weeks</b>
<b>SUPPLEMENTAL UNIT RESOURCES</b>	<p><b>Resources (included but not limited to):</b>  <a href="http://www.mindfulschool.org">www.mindfulschool.org</a> (Mindful Schools)  <a href="http://www.greatergood.berkeley.edu">www.greatergood.berkeley.edu</a> (Greater Good Magazine)  <a href="http://www.common sense media.org">www.common sense media.org</a> (Common Sense Education)  <a href="http://www.charactercounts.org">www.charactercounts.org</a> (Character Counts)  <b>What Do You Stand For? For Teens: A Guide to Building Character</b>, Barbara A. Lewis  <b>Have You Filled a Bucket Today</b>, Carol McCloud  <b>What Does it Mean to be Present</b>, Rana DiOrio  <b>Sitting Still Like a Frog</b>, Eline Snel  <b>I Am Human: A Book About Empathy</b>, Susan Verde  <b>I am Love: A Book About Compassion</b>, Susan Verde</p>



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**Unit III: Emotional/Mental Wellness and Stress Management**

<b>TRANSFER:</b> Identify and employ healthy coping mechanisms to daily life challenges.		
<b>SHAPE America National Health Education Standards</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
1.81 Analyze the relationship between healthy behaviors and personal health.	Social and emotional development impacts all components of wellness.	<ul style="list-style-type: none"> <li>• Why is mindfulness important to your mental and emotional development?</li> </ul>
1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.	The early detection and treatment of diseases and health conditions impact one's health.	<ul style="list-style-type: none"> <li>• How can self-awareness impact your mental and emotional wellness?</li> </ul>
1.8.3 Analyze how the environment affects personal health.	The prevention and control of diseases and health conditions are affected by many factors.	<ul style="list-style-type: none"> <li>• Why are mindfulness techniques helpful in alleviating mental and emotional tension?</li> </ul>
1.8.4 Describe how family history can affect personal health.	Stress management skills impact an individual's ability to cope with different types of emotional situations.	<ul style="list-style-type: none"> <li>• How can stress affect an individual's overall health?</li> <li>• What are some ways to manage stress and emotions?</li> </ul>
1.8.6 Explain how appropriate health care can promote personal health.		

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1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.	<b>KNOWLEDGE</b> Students will know:	<b>SKILLS</b> Students will be able to:
2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.	Every human emotion is valid.	Recognize and express emotions in a healthy way.
2.8.3 Describe how peers influence healthy and unhealthy behaviors.	Human emotions exist on a spectrum and should not be labeled as good or bad.	Understand that mindfulness is a non-judgmental practice.
2.8.4 Analyze how the school and community can affect personal health practices and behaviors.	Healthy emotion regulation involves awareness, analysis, and choice.	Assess personal emotions and choose healthy solutions.
7.8.1 Explain the importance of assuming responsibility for personal health behaviors.	Emotional awareness can strengthen an individual’s control over reactions and responses.	Select appropriate and healthy responses under difficult circumstances.
7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.	Various cultural and environmental factors can lead to high levels of stress.	Recognize, evaluate and employ healthy mindfulness techniques to reduce stress.
7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.	Stress is defined as the body’s reaction to daily life challenges.  The body reacts to daily life challenges physically, mentally, and emotionally.	Give examples of how stress and the body interact.  Identify personal stressors.

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<p><b><u>New Jersey Student Learning Standards for Comprehensive Health and Physical Education</u></b></p> <p>2.1.6.E.1 Examine how personal assets and protective factors support healthy social and emotional development.</p> <p>2.1.8.E.1 Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.</p> <p>2.1.6.C.3 Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them.</p> <p>2.1.8.C.3 Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social, and emotional well-being.</p> <p>2.1.8.E.4 Compare and contrast stress management strategies that are used to</p>	<p>A stressor is a factor that causes stress and is different for each individual.</p> <p>Stressors trigger bodily responses known as fight, flight, or freeze.</p> <p>Stress that is not properly managed can lead to mental health issues and burnout.</p> <p>There are a variety of mindfulness techniques to assist with difficult emotions and stress.</p> <p>Mindfulness gives pause between stimulus and response.</p> <p><b>KEY TERMS:</b> emotions, emotion regulation, emotional awareness, stress, stressor, fight/flight or freeze, stimulus/pause/response, mental health, burnout</p>	<p>List personal stressors.</p> <p>Describe the body’s fight, flight and freeze response.</p> <p>Differentiate between acute and chronic stressors.</p> <p>Selecting mindfulness techniques is personal and requires one to actively practice.</p> <p>Explain the relationship between stimulus and response.</p>
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<p>address various types of stress-induced situations.</p> <p>2.1.6.E.3 Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.</p>		
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Creating an emotion emoji’s</li> <li>• Comparing and contrasting short and long-term stress through a stress doll activity</li> <li>• Completing and reflecting on stress survey/exit tickets</li> <li>• Writing reflections in weekly journals</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Participate in stress icebreaker activities</li> <li>• Compete in an activity (cup stacking or card game) to simulate the “FFF” response</li> <li>• Complete daily emotion check-in</li> <li>• Engage in glitter jar activity</li> <li>• Discuss the merits of using images of a calm vs. stormy sea as an analogy of emotions</li> <li>• Explore stress reducing activities (manipulatives, building, coloring, puzzles, etc.)</li> <li>• Achieve peacefulness and awareness in guided meditations and body scans</li> <li>• Connect the breath and movement through yoga activities</li> </ul>		

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<b>SUGGESTED TIME ALLOTMENT</b>	<b>2 weeks</b>
<b>SUPPLEMENTAL UNIT RESOURCES</b>	<p><b>Resources (included but not limited to):</b></p> <p><a href="http://www.mindfulschools.org/news/release-film-middle-school-stress/">www.mindfulschools.org/news/release-film-middle-school-stress/</a> (Stress Video)</p> <p><a href="http://www.kidshealth.org">www.kidshealth.org</a> (Kids Health/stress)</p> <p><a href="http://www.choices.scholastic.com">www.choices.scholastic.com</a> (Scholastic Choices Magazine/stress)</p> <p><a href="http://www.greatergood.berkeley.edu">www.greatergood.berkeley.edu</a> (Greater Good Magazine)</p> <p><a href="http://www.ted.com/talks/kelly_mcgonigal_how_to_make_stress_your_friend">www.ted.com/talks/kelly_mcgonigal_how_to_make_stress_your_friend</a> (Ted Talks)</p> <p><a href="http://www.verywellmind.com/top-school-stress-relievers-for-students-3145179">www.verywellmind.com/top-school-stress-relievers-for-students-3145179</a> (Very Well Mind)</p> <p><b>Just Breathe</b>, Mallika Chopra</p> <p><b>In My Heart: A Book of Feelings</b>, Jo Witek</p>

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**Unit IV: Intention, Values and Goals**

<b>TRANSFER:</b> Developing daily intention in mindfulness practice includes goal-setting, decision-making and identifying personal values.		
<p><b>SHAPE America National Health Education Standards</b></p> <p>2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.</p> <p>2.8.3 Describe how peers influence healthy and unhealthy behaviors.</p> <p>2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.</p> <p>5.8. Identify circumstances that can help or hinder healthy decision making.</p> <p>5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process.</p>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	Personal core ethical values impact the behavior of oneself and others.	<ul style="list-style-type: none"> <li>How do your values relate to your own mindfulness practice?</li> </ul>
	The values acquired from family, culture, personal experiences, and friends impact all types of relationships.	<ul style="list-style-type: none"> <li>How do core ethical values support and maintain interpersonal relationships?</li> </ul>
	Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.	<ul style="list-style-type: none"> <li>Why is mindfulness important to decision-making and goal setting?</li> </ul>
	<b>KNOWLEDGE</b> <b>Students will know:</b>	<b>SKILLS</b> <b>Students will be able to:</b>
	Values are individual and cultural beliefs that influence one’s attitude and behaviors.	Discover personal values and their connection to mindful practice.

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<p>6.8.1 Assess personal health practices.</p> <p>6.8.2 Develop a goal to adopt, maintain, or improve a personal health practice.</p> <p>6.8.3 Apply strategies and skills needed to attain a personal health goal.</p> <p>6.8.4 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities</p> <p><b><u>New Jersey Student Learning Standards for Comprehensive Health and Physical Education</u></b></p> <p>2.2.6.C.1 Explain how character and core ethical values can be useful in addressing challenging situations.</p> <p>2.2.6.C.2 Predict situations that may challenge an individual’s core ethical values.</p>	<p>Intention is based on positive feelings and can be short-term or long-term.</p> <p>Goal setting can be used to improve an individual’s health and can be a short-term or long-term objective.</p> <p>Decision making is personal, dynamic and reflective.</p> <p><b>KEY TERMS:</b> values, intentions, goals, SMART goals, influences, decision making, short-term, long-term, dynamic.</p>	<p>Declare daily and future intentions for mindfulness practice.</p> <p>Explain the components of SMART goals; specific, measurable, attainable, realistic, and timely and how they relate to mindfulness.</p> <p>Explore decision making models and scenarios using mindful practice.</p>
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<p>2.2.8.C.1 Analyze strategies to enhance character development in individual, group, and team activities.</p> <p>2.2.6.B.1 Use effective decision-making strategies.</p> <p>2.2.6.B.2 Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.</p> <p>2.2.6.B.3 Determine how conflicting interests may influence one’s decisions.</p> <p>2.2.6.B.4 Apply personal health data and information to support achievement of one’s short- and long-term health goals.</p> <p>2.2.8.B.3 Analyze factors that support or hinder the achievement of personal health goals during different life stages.</p>		
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**ASSESSMENT EVIDENCE: Students will show their learning by:**

- Creating a vision board to shape intention
- Developing a mindful calendar to encourage intention setting
- Creating an intention bracelet/necklace
- Participating in “Who Am I?” activities
- Completing a SMART goal worksheet
- Completing and reflecting on surveys/exit tickets
- Writing reflections in weekly journals

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Brainstorm personal values
- Declare a personal daily intention
- Set and manage a health-related goal
- Achieve peacefulness and awareness through guided meditations and body scans
- Connect the breath and movement through yoga activities
- Explore stress reducing activities (manipulatives, building, coloring, puzzles, etc.)

**SUGGESTED TIME ALLOTMENT**

**1 week**

**SUPPLEMENTAL UNIT RESOURCES**

**Resources (Included but not limited to):**

- [www.mindfulschool.org](http://www.mindfulschool.org) (Mindful Schools)
- [www.common sense media.org](http://www.common sense media.org) (Common Sense Education)
- [www.charactercounts.org](http://www.charactercounts.org) (Character Counts)
- [www.greatergood.berkeley.edu](http://www.greatergood.berkeley.edu) (Greater Good Magazine)
- We Are All Wonders, R.J. Palacio**

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**Unit V: Self-Care and Advocacy**

<b>TRANSFER: Promote effective self-care and advocate for mindfulness practice.</b>		
<b>SHAPE America National Health Education Standards</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
1.8.1 Analyze the relationship between healthy behaviors and personal health.	Staying healthy is a lifelong process that includes all dimensions of wellness.	<ul style="list-style-type: none"> <li>• How is mindfulness related to physical, social, mental and emotional self-care?</li> </ul>
1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.	Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.	<ul style="list-style-type: none"> <li>• Why is practicing mindfulness important as a life skill?</li> </ul>
1.8.6 Explain how appropriate health care can promote personal health.	Effective advocacy for a health or social issue is based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issue.	<ul style="list-style-type: none"> <li>• Why is promoting mindfulness beneficial?</li> <li>• How does advocating for mindfulness improve interpersonal relationships?</li> </ul>
1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.	Potential solutions to health issues are dependent on health literacy and available resources.	<ul style="list-style-type: none"> <li>• How does having access to mindfulness skills improve personal wellness?</li> </ul>
2.8.4 Analyze how the school and community can affect personal health practices and behaviors.		

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	<b>KNOWLEDGE</b> <b>Students will know:</b>	<b>SKILLS</b> <b>Students will be able to:</b>
<p>2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>2.8.10 Explain how school and public health policies can influence health promotion and disease prevention.</p> <p>3.8.1 Analyze the validity of health information, products, and services.</p> <p>3.8.2 Access valid health information from home, school, and community.</p> <p>3.8.3 Determine the accessibility of products that enhance health.</p> <p>3.8.4 Describe situations that may require professional health services.</p> <p>3.8.5 Locate valid and reliable health products and services.</p> <p>4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.</p>	<p>Mindfulness is a self-care technique.</p> <p>Developing and sustaining regular mindfulness practice improves personal wellness.</p> <p>Mindful practice encourages healthy behaviors.</p> <p>Being present and aware can improve social interactions.</p> <p>Advocating for personal wellness can be promoted through mindfulness practice.</p> <p>Access to mindfulness resources can improve health literacy.</p> <p><b>KEY TERMS:</b> self-care, advocacy, health literacy, compassion, promotion</p>	<p>Investigate a variety of mindfulness techniques for personal practice.</p> <p>Select and manage appropriate mindfulness tools relevant to life situations.</p> <p>Justify the benefits of daily mindful practice.</p> <p>Support mindfulness techniques within self and others.</p> <p>Convince others to consider practicing mindfulness techniques.</p> <p>Recommend mindfulness resources to others.</p>

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<p>6.8.1 Assess personal health practices.</p> <p>7.8.1 Explain the importance of assuming responsibility for personal health behaviors.</p> <p>7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p>7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.</p> <p>8.8.1 State a health-enhancing position on a topic and support it with accurate information.</p> <p>8.8.2 Demonstrate how to influence and support others to make positive health choices.</p> <p>8.8.3 Work cooperatively to advocate for healthy individuals, families, and schools.</p> <p><b><u>New Jersey Student Learning Standards for Comprehensive Health and Physical Education</u></b></p>		
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<p>2.1.8.A.1 Assess and apply Health Data to enhance each dimension of personal wellness.</p> <p>2.1.6.C.2 Determine the impact of public health strategies in preventing diseases and health conditions.</p> <p>2.1.8.E.1 Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.</p> <p>2.1.8.E.2 Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.</p> <p>2.2.6.A.1 Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.</p> <p>2.2.6.A.2 Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.</p>		
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<p>2.2.8.B.1 Predict social situations that may require the use of decision-making skills.</p> <p>2.2.8.B.2 Justify when individual or collaborative decision-making is appropriate.</p> <p>2.2.8.B.3 Analyze factors that support or hinder the achievement of personal health goals during different life stages</p> <p>2.2.6.D.2 Develop a position about a health issue in order to inform peers.</p> <p>2.2.8.D.1 Plan and implement volunteer activities to benefit a local, state, national, or world health initiative.</p> <p>2.2.8.D.2 Defend a position on a health or social issue to activate community awareness and responsiveness.</p>		
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<p>2.2.6.E.2 Distinguish health issues that warrant support from trusted adults or health professionals.</p> <p>2.2.8.E.1 Evaluate various health products, services, and resources from different sources, including the Internet.</p>		
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Creating a powerpoint about famous people that practice mindfulness</li> <li>• Creating an “Illustrated Guidebook to Mindfulness” to teach peers about mindful practice</li> <li>• Participating in “Rose, Thorn or Bud” reflection activity</li> <li>• Participating in “Helping Others Service Project”</li> <li>• Writing a letter to our former selves</li> <li>• Completing and reflecting on surveys/exit tickets</li> <li>• Writing reflections in weekly journals</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Brainstorm actions to show yourself some compassion</li> <li>• Create a class compassion board</li> <li>• Create a graffiti wall on self-care</li> <li>• Brainstorm strategies to help others</li> <li>• Participate in storybook activities</li> <li>• Achieve peacefulness and awareness through guided meditations and body scans</li> <li>• Link the breath and movement through yoga activities</li> <li>• Explore stress reducing activities (manipulatives, building, coloring, puzzles, etc.)</li> </ul>		

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<b>SUGGESTED TIME ALLOTMENT</b>	<b>2 weeks</b>
<b>SUPPLEMENTAL UNIT RESOURCES</b>	<b>Resources (Included but not limited to):</b> <a href="http://www.mindful.org">www.mindful.org</a> (Mindful-heathy mind, healthy life) <a href="http://www.yomindmatters.com">www.yomindmatters.com</a> (Your Mind Matters) <a href="http://www.mindfullifeproject.org">www.mindfullifeproject.org</a> (Mindful Life Project) <a href="http://www.mindup.org">www.mindup.org</a> (MindUP Program) <b>Smiling Mind</b> (Smiling Mind App) <b>A Handful of Quiet</b> , Thich, Nhat Hanh <b>Teach, Breathe, Learn</b> , Meena Srinivasan <b>Moody Cow Learns Compassion</b> , Kerry MacLean <b>Listening With My Heart</b> , Gabi Garcia

**APPENDIX A**

<https://www.cdc.gov/healthyschools/sher/standards/index.htm> (SHAPE America National Health Education Standards)

<https://www.shapeamerica.org/standards/pe/upload/Grade-Level-Outcomes-for-K-12-Physical-Education.pdf> (SHAPE America National Physical Education Standards)

<https://www.state.nj.us/education/cccs/2014/chpe/standards.pdf> (New Jersey Comprehensive Health and Physical Education Standards)