Pequea Valley School District
Wellness Education

Unit: Attitude **Course: Mindfulness** **Grade: 9-12**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)

- What is a mindful attitude?
- How is mindfulness used for our feelings, thoughts and responses to our experiences?
- Why is attitude important for our wellness?

Keystone Eligible Content/PA Core Standard

- **10.3.9.D** Analyze the role of individual responsibility for safety during organized group activities.
- **10.3.12.D** Evaluate the benefits, risks and safety factors with self-selected life-long physical activities.
- **10.4.9.B** Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement (stress management).
- **10.4.12.B** Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities (social, physiological and psychological).
- **10.5.12.E** Evaluate movement forms for appropriate application of scientific and biomechanical principles (efficiency of movement).

Pacing: Approximate number of class sessions per unit

- 5 classes

Tier 3 Vocabulary (Content specific vocabulary)

- Attitude
- Acceptance
- Non-judgement
- Non-striving
- Gentleness

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- Definitions of attitude/acceptance.
- Definitions of non-judgement/non-striving.
- What are the foundational attitudes? (curiosity, kindness, gratitude and generosity, acceptance, non-judgement, non-striving, letting go/letting be, patience, humor, trust, and a beginners mind).
- Why attitude is important to mindfulness practice.
- How attitude contributes to a feeling of openness.

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- Learners will understand the importance of an attitude of acceptance and non-judgement.
- Learners will understand how to move back to the focus of meditation with gentleness.
- Learners will understand the concept of being open to the way things are instead of wanting things always to be different.
- Learners will understand how to let go of thoughts and feelings that are limiting or not useful.
- Learners will understand how mindfulness is non-judging moment-to-moment awareness.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

- The learners will be able to use mindfulness to approach a situation with acceptance and non-judgement.
- The learners will be able to let go of thoughts and feelings in situations where they have a negative impact on themselves or others.
- The learners will be able to explain the importance of the foundational attitudes for effective mindfulness practice.
- The learners will be able to have the ability to be open to the way things are in a variety of situations.
- The learners will be able to incorporate an attitude for mindfulness into their daily wellness plan.

Software/Resources: Book "A Clinician's Guide to Teaching Mindfulness" Wolf and Serpa - Book "Mindfulness: A Practical Guide" Watt

Learner Agency: Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.

Pequea Valley School District
Wellness Education

Unit: Daily Routines **Course: Mindfulness** **Grade: 9-12**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)

- What are daily routines?
- How do we use daily routines with mindfulness practice?
- Why are daily routines important for our wellness?

Keystone Eligible Content/PA Core Standard

- **10.3.9.D** Analyze the role of individual responsibility for safety during organized group activities.
- **10.3.12.D** Evaluate the benefits, risks and safety factors with self-selected life-long physical activities.
- **10.4.9.B** Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement (stress management).
- **10.4.12.B** Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities (social, physiological and psychological).
- **10.5.12.E** Evaluate movement forms for appropriate application of scientific and biomechanical principles (efficiency of movement).

Pacing: Approximate number of class sessions per unit

- 5 classes

Tier 3 Vocabulary (Content specific vocabulary)

- Routine
- Awareness
- Boredom
- Impatience
- Inattention
- Senses
- Mindlessly

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- What are the positive and negative aspects of routine?
- Life impact of living mindlessly (what did I miss?)
- Impatience and inattention with relationships (negative impact)
- Causes of boredom (it is not you, it is me).
- Daily routines and our senses (autopilot).

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- Learners will understand how we can use a daily routine to enhance our lives.
- Learners will understand how to use intention to not live mindlessly.
- Learners will understand how impatience and inattention with routine activities cause us to miss things.
- Learners will understand how boredom is an inside problem, not an outside one.
- Learners will understand the role our senses play for living with intention.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

- The learners will be able to create a mindfulness practice that could be used on a daily basis.
- The learners will be able to explain how routine can create positive and negative outcomes.
- The learners will be able to improve relationships by eliminating impatience and inattention.
- The learners will be able to create a daily routine that reduces boredom in their lives.
- The learners will be able to incorporate mindfulness daily routines into their daily wellness plan.

Software/Resources: Book "Mindfulness: An Eight-Week Plan For Finding Peace In A Frantic World" Williams and Penman

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Pequea Valley School District
Wellness Education

Unit: Mindful Movement **Course: Mindfulness** **Grade: 9-12**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)

- What is mindful movement?
- How does mindful movement create awareness in the body?
- Why does mindful movement improve our kinesthetic sense of the body?

Keystone Eligible Content/PA Core Standard

- **10.3.9.D** Analyze the role of individual responsibility for safety during organized group activities.
- **10.3.12.D** Evaluate the benefits, risks and safety factors with self-selected life-long physical activities.
- **10.4.9.B** Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement (stress management).
- **10.4.12.B** Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities (social, physiological and psychological).
- **10.5.12.E** Evaluate movement forms for appropriate application of scientific and biomechanical principles (efficiency of movement).

Pacing: Approximate number of class sessions per unit

- 5 classes

Tier 3 Vocabulary (Content specific vocabulary)

- Movement
- Body awareness
- Sensations
- Flexibility
- Poses
- Yoga/Qigong/Tai Chi

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- The definition of body awareness.
- The importance of flexibility.
- How body sensations are used with body awareness.
- The basic Yoga poses.
- How Yoga/Qigong/Tai Chi are used as slow meditative exercises.

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- Learners will understand how to bring awareness into the body.
- Learners will understand how to use sensations to discover the wisdom of your body.
- Learners will understand the connection between body sensations and emotions.
- Learners will understand how stretches can bring awareness to your body sensations.
- Learners will understand how the slow movements of Yoga/Qigong/Tai Chi can utilize body sensations to be in the present moment.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

- The learners will be able to use mindful movement to create body awareness in many situations.
- The learners will be able to use stretching to create awareness of the sensations of the body.
- The learners will be able to create a daily plan for mindful movement.
- The learners will be able to utilize one of the slow meditative practices- Yoga/Qigong/Tai Chi - to be in the present moment.
- The learners will be able to incorporate mindful movement into daily practice for wellness.

Software/Resources: Book "Mindfulness: A Practical Guide" Watt

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Pequea Valley School District
Wellness Education

Unit: Sounds and Thoughts **Course: Mindfulness** **Grade: 9-12**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)

- What are mindful sounds and thoughts?
- How can we use sound and thought meditation to observe our thoughts and feelings?
- Why does sound and thought meditation help us relax and reduce stressful thoughts?

Keystone Eligible Content/PA Core Standard

- **10.3.9.D** Analyze the role of individual responsibility for safety during organized group activities.
- **10.3.12.D** Evaluate the benefits, risks and safety factors with self-selected life-long physical activities.
- **10.4.9.B** Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement (stress management).
- **10.4.12.B** Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities (social, physiological and psychological).
- **10.5.12.E** Evaluate movement forms for appropriate application of scientific and biomechanical principles (efficiency of movement).

Pacing: Approximate number of class sessions per unit

- 5 classes

Tier 3 Vocabulary (Content specific vocabulary)

- Thoughts
- Attention
- Focus
- Labeling
- Direct experience/thinking
- Reactions
- Judgment
- Spaciousness

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- Sounds trigger thoughts - focus on the direct experience.
- The difference between direct experience and thinking about our experience.
- How our body reacts to sounds- body sensations.
- The practice of "labeling" thoughts - thoughts are not facts.
- The spaciousness of awareness through experience - expanding our awareness.

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- Learners will understand the relationship between mindful sounds and thoughts.
- Learners will understand how to use sounds for the direct experience of our senses.
- Learners will understand how to use sounds and thoughts to bring attention and awareness to the present.
- Learners will understand how to use the practice of "labeling" thoughts to eliminate judgment of them as good or bad.
- Learners will understand how the mindfulness of sounds creates a spaciousness of awareness.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

- The learners will be able to create a mindfulness of sound practice.
- The learners will be able to create a mindfulness of thoughts practice.
- The learners will be able to create a practice that integrates the mindfulness of sounds and thoughts.
- The learners will be able to use both of the practices in a variety of mindfulness situations.
- The learners will be able to incorporate the mindfulness of sounds and thoughts into their daily wellness plan.

Software/Resources: Book "Mindfulness: A Practical Guide" Watt

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