

**Pequea Valley School District
Wellness Education**

Unit: Introduction to Mindfulness

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 mindfulness?
- How is mindfulness used to improve our wellness?
- Why is mindfulness an effective strategy for our wellness?

Keystone Eligible Content/PA Core Standard

- **10.1.9.B** Analyze the interdependence existing among the body systems
- **10.1.12** Evaluate factors that impact body systems and apply preventive strategies (health status)
- **10.4.9.D** Analyze factors that affect physical activity preferences of adolescents.
- **10.4.9.E** Analyze factors that impact the relationship between regular participation in physical activity and motor skill improvement (authentic practice)

Pacing: Approximate number of class sessions per unit

- 5 classes

Tier 3 Vocabulary (Content specific vocabulary)

- Mindfulness
- Mindful
- Aware
- Present
- Attention
- Intention
- Embodied
- Accepting
- Focused
- Formal/informal practice

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 mindfulness.
- The difference and similarities between intention/attention/awareness/presence.
- How meditation is used for mindfulness.
- The importance of ground rules and a safe space.
- The difference between formal and informal practice.

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 mindfulness is used as a tool for our wellness.
- Learners will understand how meditation is used in formal and informal practice.
- Learners will understand why mindfulness is relevant to their everyday life.
- Learners will understand how mindfulness practice can be used to connect the mind and the body.
- Learners will understand how to use mindfulness to cultivate awareness, stay in the present moment and be non-judgemental, curious and kind.

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 practice mindfulness/meditation techniques on a daily basis.
- The learners will be able to develop an inspirational message to build and encourage their daily practice.
- The learners will be able to create accountability with the group for their practice.
- The learners will be able to create a daily practice log to build a progression for their practice.
- The learners will be able to express the benefits of daily mindfulness practice.

Software/Resources:

Book “A Clinician’s Guide to Teaching Mindfulness” Wolf and Serpa

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: Mind-Body Connection

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 the mind-body connection?
- How does the mind-body connection improve our wellness?
- Why is the mind-body connection important for our thoughts, feelings, attitudes and physical health?

Keystone Eligible Content/PA Core Standard

- **10.1.9.B** Analyze the interdependence existing among the body systems
- **10.1.12** Evaluate factors that impact body systems and apply preventive strategies (health status)
- **10.4.9.D** Analyze factors that affect physical activity preferences of adolescents.
- **10.4.9.E** Analyze factors that impact the relationship between regular participation in physical activity and motor skill improvement (authentic practice)

Pacing: Approximate number of class sessions per unit

- 5 classes

Tier 3 Vocabulary (Content specific vocabulary)

- Emotional health
- Physical health
- Feedback loop
- Fight or flight response
- Stress management
- Resilience
- Balance

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 the mind-body connection.
- The aspects of emotional health.
- The aspects of physical health.
- How stress management is impacted by our physical and mental health.
- The role of resilience and balance for our wellness.

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 the relationship between our mental and physical health impact each other and our wellness.
- Learners will understand the feedback loops between our thoughts, emotions and the body.
- Learners will understand how the fight or flight response impacts our mind and body.
- Learners will understand how to use mindfulness techniques to create balance and resilience in our mind and body.
- Learners will understand how to use mindfulness techniques to manage their stress.

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 techniques to strengthen the connection between our mind and body.
- The learners will be able to recognize how their physical and mental bodies react to a variety of life situations.
- The learners will be able to manage their daily stress effectively by using mindfulness techniques.
- The learners will be able to design a plan for creating resilience and balance in their daily lives.
- The learners will be able to incorporate their methods into their overall plan for wellness.

Software/Resources:

- Book “Mindfulness: An Eight-Week Plan For Finding Peace In A Frantic World” Williams and Penman

Learner Agency:

- Learner Agency possesses 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: Mindfulness Breathing

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 mindfulness breathing?
- How does mindfulness breathing impact our wellness?
- Why does mindfulness breathing reduce stress and improve many body processes?

Keystone Eligible Content/PA Core Standard

- **10.1.9.B** Analyze the interdependence existing among the body systems
- **10.1.12** Evaluate factors that impact body systems and apply preventive strategies (health status)
- **10.4.9.D** Analyze factors that affect physical activity preferences of adolescents.
- **10.4.9.E** Analyze factors that impact the relationship between regular participation in physical activity and motor skill improvement (authentic practice)

Pacing: Approximate number of class sessions per unit

- 5 classes

Tier 3 Vocabulary (Content specific vocabulary)

- Breathing/breath
- Inhale/exhale
- Nostrils/torso
- Posture

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”.*

- A basic understanding of how the lungs work for breathing (mechanics).
- The standard for good posture.
- The physiology of breathing.
- The difference between regular breathing and mindful breathing.

- What is a wandering mind?

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 mindful breathing helps connect the mind and body.
- Learners will understand why a wandering mind is normal and how you can let go of thoughts.
- Learners will understand why proper posture is important for effective breathing and the mind-body connection.
- Learners will understand how the anatomy of the respiratory system helps them breathe effectively.
- Learners will understand the importance of creating a comfortable space for breathing meditation.

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 space with proper posture for breathing meditation.
- The learners will be able to create a simple mindful breathing practice to use when faced with a variety of life challenges.
- The learners will be able to explain the benefits of mindful breathing to someone with an interest.
- The learners will be able to use an effective breathing pattern for meditation based on their knowledge and experience with breathing.
- The learners will be able to design a formal practice for mindful breathing as part of an overall wellness plan.

Software/Resources:

- Book “Mindfulness: A Practical Guide” Watt

Learner Agency:

- Learner Agency possesses 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: Mindfulness Energy

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 mindfulness energy?
- How does mindfulness boost energy?
- Why is mindfulness energy practice important for conserving energy and improving attention?

Keystone Eligible Content/PA Core Standard

- **10.1.9.B** Analyze the interdependence existing among the body systems
- **10.1.12** Evaluate factors that impact body systems and apply preventive strategies (health status)
- **10.4.9.D** Analyze factors that affect physical activity preferences of adolescents.
- **10.4.9.E** Analyze factors that impact the relationship between regular participation in physical activity and motor skill improvement (authentic practice)

Pacing: Approximate number of class sessions per unit

- 5 classes

Tier 3 Vocabulary (Content specific vocabulary)

- Energy
- Vitality
- Positive/negative energy
- Oxygen/carbon dioxide
- Attraction/aversion
- Harmony
- Action

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”.*

- Mindfulness of the energy of the mind, body and spirit.
- Role of oxygen/carbon dioxide in the cells.
- The difference between the energy of attraction and aversion.
- Roles of positive and negative energy.
- Mindfulness of the energy of action.

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 mindful energy connects the mind, body and spirit.
- Learners will understand why the energy of harmony gives us a sense of inner peace and balance.
- Learners will understand why we need to be mindful of the energy of attraction for mindful living.
- Learners will understand how to be mindful of the energy of aversion to decrease negative energy.
- Learners will understand why the energy of action helps us focus and do things 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 use mindful breathing to connect the energy of their mind, body and spirit.
- The learners will be able to use knowledge of breathing physiology to improve the many energies in the body.
- The learners will be able to use the energy of harmony to create balance in their lives.
- The learners will be able to determine the difference in the energies of attraction and aversion to increase positive energy and decrease negative energy.
- The learners will be able to incorporate mindfulness for energy into their daily wellness plan.

Software/Resources:

- Book “Mindfulness For Everyday Living” Titmuss

Learner Agency:

- Learner Agency possesses 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: Mindfulness Meditation

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 mindfulness meditation?
- How is mindfulness meditation used to improve overall wellness?
- Why is mindfulness meditation an effective tool for improving wellness?

Keystone Eligible Content/PA Core Standard

- **10.1.9.B** Analyze the interdependence existing among the body systems
- **10.1.12** Evaluate factors that impact body systems and apply preventive strategies (health status)
- **10.4.9.D** Analyze factors that affect physical activity preferences of adolescents.
- **10.4.9.E** Analyze factors that impact the relationship between regular participation in physical activity and motor skill improvement (authentic practice)

Pacing: Approximate number of class sessions per unit

- 5 classes

Tier 3 Vocabulary (Content specific vocabulary)

- Meditation
- Depth
- Consciousness
- Poisons of the mind- greed, hate and delusion
- Awareness
- Witnessing
- Wandering mind

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”.*

- How meditation is used with mindfulness
- The concept of witnessing.
- Definition of consciousness
- Why greed, hate and delusion are considered poisons of the mind.
- The difference between formal and informal meditation practice.

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 practice formal and informal meditation.
- Learners will understand how consciousness is awareness of yourself and your environment.
- Learners will understand how the concept of witnessing helps keep our minds steady and clear.
- Learners will understand how greed, hate and delusion are the poisons of the mind.
- Learners will understand the similarities and differences between meditation and mindfulness.

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

- Learners will be able to practice meditation using many different methods in a variety of life situations.
- Learners will be able to use meditation to connect the mind with consciousness and witnessing.
- Learners will be able to use meditation to increase the depth of thoughts and decision making.
- Learners will be able to teach basic meditation practices to friends and family.
- Learners will be able to incorporate meditation practices into their daily lives and their overall wellness plan.

Software/Resources:

- Book “Mindfulness For Everyday Living” Titmuss

Learner Agency:

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