Pequea Valley School District
Wellness Education

Unit: Kindness **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 kindness?
- How does kindness meditation help with the free flow of kindness?
- Why is kindness an important part of mindfulness practice?

Keystone Eligible Content/PA Core Standard

- **10.2.9.D** Analyze and apply a decision-making process to adolescent health and safety issues.
- **10.2.12.D** Examine and apply decision-making process to the development of short and long-term health goals.
- **10.4.12.A** Evaluate and engage in an individualized physical activity plan that supports the achievement of personal fitness and activity goals and promotes life-long participation.
- **10.4.12.E** Evaluate factors that affect physical activity and exercise preferences of adults (personal challenge).

Pacing: Approximate number of class sessions per unit

- 5 classes

Tier 3 Vocabulary (Content specific vocabulary)

- Kindness
- Generous
- Forgiving
- Compassion
- Nourishing
- Depleting
- Empathy

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".***

- Definition of kindness.
- What is empathy?
- What is the difference between nourishing and depleting energy?
- Definitions of generous, forgiving and compassion.
- How do kindness and love intersect?

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 use mindfulness practice to cultivate kindness.
- Learners will understand the role of empathy for creating kindness.
- Learners will understand how to rate daily activities as nourishing or depleting.
- Learners will understand how the traits of being generous, forgiving and compassionate increase kindness.
- Learners will understand how to practice loving kindness with yourself and others.

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 create kindness toward themselves and others.
- The learners will be able to create a plan to be more empathetic toward others.
- The learners will be able to evaluate their daily activities as being nourishing or depleting of energy.
- The learners will be able to create a plan to increase the level of kindness in their lives.
- The learners will be able to integrate kindness through mindfulness into a daily wellness plan.

Software/Resources:

- Book "Mindfulness: A Practical Guide" Watt -
- Book "Mindfulness: An Eight-Week Plan For Finding Peace In A Frantic World" Williams and Penman -
- 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: Relationships **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 relationships?
- How can we use mindfulness to improve our relationships?
- Why does mindfulness practice help us accept the things we cannot change in relationships?

Keystone Eligible Content/PA Core Standard

- **10.2.9.D** Analyze and apply a decision-making process to adolescent health and safety issues.
- **10.2.12.D** Examine and apply decision-making process to the development of short and long-term health goals.
- **10.4.12.A** Evaluate and engage in an individualized physical activity plan that supports the achievement of personal fitness and activity goals and promotes life-long participation.
- **10.4.12.E** Evaluate factors that affect physical activity and exercise preferences of adults (personal challenge).

Pacing: Approximate number of class sessions per unit

- 5 classes

Tier 3 Vocabulary (Content specific vocabulary)

- Relationships
- Trust
- Dissatisfaction
- Change/conflict
- Acceptance
- Feelings

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 different types of relationships.
- Definition of trust.
- Change/conflict in relationships.
- Role of the acceptance of others and situations.
- Mindful feelings.

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 life is difficult and our acceptance of this fact is the key to living.
- Learners will understand trust is important for good communication and helps prevent resentment and control issues.
- Learners will understand dissatisfaction can slowly destroy a relationship and they must be mindful about their thoughts and feelings about someone.
- Learners will understand change and conflict can cause a discord in a relationship and they need to act with intention in these areas.
- Learners will understand being mindful with feelings and emotions can help create strong and supportive relationships.

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 build and maintain relationships using mindfulness practices.
- The learners will be able to identify potential negative outcomes with thoughts and feelings in relationships.
- The learners will be able to help others with relationships using mindfulness techniques.
- The learners will be able to be more accepting of others and situations using mindfulness practices.
- The learners will be able to incorporate mindfulness for relationships 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: Stillness-the power of NOW **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 stillness- the power of NOW?
- How can mindfulness practice improve our ability to focus on the present moment?
- Why is focusing on the present moment important for our wellness?

Keystone Eligible Content/PA Core Standard

- **10.2.9.D** Analyze and apply a decision-making process to adolescent health and safety issues.
- **10.2.12.D** Examine and apply decision-making process to the development of short and long-term health goals.
- **10.4.12.A** Evaluate and engage in an individualized physical activity plan that supports the achievement of personal fitness and activity goals and promotes life-long participation.
- **10.4.12.E** Evaluate factors that affect physical activity and exercise preferences of adults (personal challenge).

Pacing: Approximate number of class sessions per unit

- 5 classes

Tier 3 Vocabulary (Content specific vocabulary)

- Peace
- Calm
- Equanimity
- Stillness/stability/space
- Patience
- Present

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".***

- Definition of stillness.
- Definition of equanimity.
- How meditation creates stillness, stability and space.
- How stillness works with flux and change.
- The present versus distractions.

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 use the concept of stillness with meditation.
- Learners will understand how equanimity helps us stay in balance and not get off course by our reactions.
- Learners will understand how to use meditation techniques to create stability and space.
- Learners will understand how patience gives us the space and time to act on our feelings.
- Learners will understand how staying in the present moment protects us against distractions.

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 meditations to create stillness, stability and space in our daily lives.
- The learners will be able to use the quality of equanimity to remain calm and balanced in the "eye of the storm".
- The learners will be able to demonstrate to someone the mindfulness techniques of how to practice stillness.
- The learners will be able to be more present in their activities on a daily basis.
- The learners will be able to integrate mindfulness to increase the stillness (peace and calm) in our daily wellness plan.

Software/Resources:

- Book "Mindfulness: A Practical Guide" Watt
- 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: The Six Perfections **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 the six perfections?
- How are the six perfections used to create a quality inner life?
- Why are the six perfections important for our wellness?

Keystone Eligible Content/PA Core Standard

- **10.2.9.D** Analyze and apply a decision-making process to adolescent health and safety issues.
- **10.2.12.D** Examine and apply decision-making process to the development of short and long-term health goals.
- **10.4.12.A** Evaluate and engage in an individualized physical activity plan that supports the achievement of personal fitness and activity goals and promotes life-long participation.
- **10.4.12.E** Evaluate factors that affect physical activity and exercise preferences of adults (personal challenge).

Pacing: Approximate number of class sessions per unit

- 5 classes

Tier 3 Vocabulary (Content specific vocabulary)

- Generosity
- Morality
- Patience
- Energy
- Meditative concentration
- Wisdom
- Sacred space
- Evolution
- Fulfillment
- Dharma

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 six perfections?
- Definition of each perfection (generosity, morality, patience, energy, meditative concentration and wisdom).
- Difference of your inner life and your outer life.
- Impact of negative voices.
- States of mind that obstruct personal growth.

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 the deep inner qualities of life to our daily experiences.
- Learners will understand how to create a sacred space.
- Learners will understand how to give their inner life care and attention,
- Learners will understand how to use the six perfections to reduce or eliminate negative voices in their heads.
- Learners will understand how the six perfections bring a depth to the inner peace in our lives and allow us to challenge ourselves.

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 the six perfections to create an evolution of consciousness.
- The learners will be able to explain how each of the six perfections can be used to improve their inner lives.
- The learners will be able to create a practice that utilizes the six perfections on a daily basis.
- The learners will be able to use the six perfections to challenge ourselves and create meaningful change in their lives.
- The learners will be able to integrate the six perfections 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: Wisdom and Creativity **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 wisdom and creativity?
- How can mindfulness practice improve our wisdom and creativity?
- Why is wisdom and creativity important for our wellness?

Keystone Eligible Content/PA Core Standard

- **10.2.9.D** Analyze and apply a decision-making process to adolescent health and safety issues.
- **10.2.12.D** Examine and apply decision-making process to the development of short and long-term health goals.
- **10.4.12.A** Evaluate and engage in an individualized physical activity plan that supports the achievement of personal fitness and activity goals and promotes life-long participation.
- **10.4.12.E** Evaluate factors that affect physical activity and exercise preferences of adults (personal challenge).

Pacing: Approximate number of class sessions per unit

- 5 classes

Tier 3 Vocabulary (Content specific vocabulary)

- Wisdom
- Compassion
- Creativity
- Flow
- Initiative
- Expression
- Intimacy
- Intention
- Insight
- Trust

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".***

- Definition of wisdom.
- Definition of creativity.
- The difference between information, knowledge and wisdom.
- What is a creative flow of energy?
- How is discipline used with creativity (initiative, expression and intimacy) and wisdom (intention, insight and trust)?

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 seeing the world in the present state generates wisdom and compassion.
- Learners will understand how creativity connects us to the intimacy of the ongoing process of life.
- Learners will understand how to use wisdom to understand the vast access to information and knowledge we have today.
- Learners will understand how to distinguish between the high and low flows of creative energy.
- Learners will understand how discipline and training are used to increase our levels of wisdom and creativity.

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 creativity to express their talents in a variety of settings.
- The learners will be able to use wisdom to balance our emotional/mental/physical life to approach situations with peace and purpose.
- The learners will be able to practice compassion with a variety of people and situations.
- The learners will be able to use their inner discipline to practice creativity and wisdom.
- The learners will be able to integrate the practices of wisdom and creativity 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.