

Learning Plan: ELEMENTARY

Student Teacher	Meghan Hutt		Associate Teacher(s)	Vanessa Champagne	
Date		Start/End Time		Room	

Title of lesson	How to be mindful	Grade level	Grade 4 (Cycle 2)
Subject	Personal Development (Physical education and health)	Topic	Mindfulness
Relevance	Students will go through uncountable stressful situations during their everyday lives. Understanding and knowing how to deal with them and take control of their emotions are crucial skills that they, hopefully, will use throughout their lives. Mindfulness helps to ground us in order to make less impulsive emotional decisions and more rational ones. It also helps to diminish the level of stress and anxiety when practice regularly.		
Materials/Resources Required	• <i>Smart board /projector</i> • <i>Space for each student to move around</i> • <i>Worksheets for each student (mindfulness worksheets)</i> • <i>Reflection worksheets for each student</i>		
QEP Subject Area Competencies	<u>Competency 3: to adopt a healthy, active lifestyle</u> <u>Key feature:</u> Relaxation and Stress management (Relaxation exercises and emotions worksheet) <u>How will students develop this competency?</u> Students will be using competency 3 by using mindfulness to work on their relaxation and stress management through different emotion activities and/or breathing exercises. Through these different activities, they will have the chance to use different meditation styles/breathing exercises. They will have the opportunity to reflect on their own mindfulness and how it makes them feel.		
Learning Objectives	- Students will be able to perform some physical relaxation exercises - Lies down in resting positions, breathes deeply (abdominal breathing), contracts and relaxes muscles) - Students will be able to perform a few mental relaxation exercises - Visualization		
Guiding Inquiry Question(s) for Lesson	- <i>Why are physical relaxation exercises important?</i> - <i>How can students use these tools related to mindfulness in their everyday life?</i> - <i>What is something new you learned about mindfulness?</i>		

10 mins for worksheet and music	When can we perform mindfulness during everyday life?" Students give examples. The worksheets will be passed around and students will be asked to quietly listen to the music and reflect on the worksheet. Relaxing Music to Relieve Stress, Anxiety and Depression • Mind, Body 🎧 Soothing music for nerves - This is the link to the music that will be played for the students as they complete their worksheet.	management and management of emotions. Differentiation/ - Being aware of where the students are sitting, to make sure they are not playing around with their friends. EDI considerations - Not all students will respond positively to mindfulness activities and/or videos. - Some students have a hard time keeping focus and might feel tempted to disturb their classmates. - Students who find identifying their emotions difficult might find the worksheets more challenging. - It might be hard to keep the whole classroom calm and the volume down during the majority of the lesson.
	5-10 min discussion	Closure (transition): Students will have the option to share some of their answers with the class or their thoughts about the activity, how they felt, how they feel about mindfulness. FORMATIVE - Assessment FOR learning: Students will be assessed on their participation and willingness to try a mindfulness activity. FORMATIVE - Assessment AS learning: Students will reflect on their learning and how they felt during the activity. SUMMATIVE - Assessment OF learning:
EDI Consideration: Further considerations;		

Reflection:

Professional Competencies:

Competency 6: Manage how the class operates

“Organize and manage a class in such a way as to maximum student development, learning and socialization”

Key Element:

“Helps students to recognize and appropriately manage their behaviour and emotions”

How it is linked:

While giving the students different ways to manage their emotions, it helps them to better understand why they are feeling this way and how they can calm down, or act more kindly to their peers when they are feeling upset (in the yellow or red zone). This relates greatly to class management, being able to have a time where the students are able to use mindfulness to make themselves feel better, can keep the classroom a more calm environment. This is very helpful for the teacher and the students.

Activity worksheets 1 (Introduction)



Today
will be a
GREAT
Day

Mindfulness Activity

A. Circle the correct vocabulary according to the picture

- Smiling - Frowning - trembling - laughing 
- Yawning - smiling - crying - frowning 
- Shouting - yawning - trembling - crying 

B. Write the vocabulary in front of the correct definition:

- _____ : You do it when you are sad
- _____ : You do it when you are tired
- _____ : You do it when you are angry
- _____ : You do it when you are super angry
- _____ : You do it when you are happy
- _____ : You do it when you hear something funny
- _____ : You do it when you are scared

C. Choose the correct reaction according to context

- If I do my homework, my teacher will be (shouting - smiling)
- If I watch a scary movie, I will be (trembling - yawning)
- If my sister takes my Ipad without asking, I will be (smiling - frowning)
- If I walk on broken glass, I will be (laughing - crying)

Self-Reflection

DATE _____

Take 5 minutes to check in with yourself and get into a positive mindset.

Today was a good/bad day for me because...

I feel _____ because...

I am proud of...

I am grateful for...
