

Unit Title: Student Leaders in Mindfulness

Month-At-A-Glance				
Monday Introduce Final Project: students become experts in field of their choice, leading class through short informative presentation and a mindfulness session. Teacher leads in an example. Distribute a graphic organizer for research. Give students a bank of choices to start with.	Tuesday Review how to keep track of sources and bibliographical format for various types of sources. Distribute a guide for that. Meet 1:1 with students to review choices. Allow some students to work in pairs as differentiation, but ensure they have clear distribution of labor. ensure students have devices on which to conduct research (in some schools, this may mean reserving the library).	Wednesday for several days, students are researching with check ins. This may include listening to some examples, allow headphones for that. Students should however write ORIGINAL scripts for their mindfulness sessions. Ensure students are keeping track of their sources.	Thursday research review extra credit options for any students who offer sessions to groups outside of our class (after school, or at lunch) teacher circulates while students research and checks with notes	Friday Research.
Monday At this point, students should be beginning their presentations and writing their mindfulness sessions. Check student drafts	Tuesday review some vocal control exercises, talk about tone as well as volume, remind students that they want to control the energy they have going in to teach mindfulness, that many practitioners will meditate themselves	Wednesday This day or the next most likely students will begin their presentations. Audience is actively participating and is writing a reflective journal entry for each session, give them criteria for responding to the techniques.	Thursday presentations continue	Friday final day of presentations. Discuss as a group what it felt like to present as opposed to participate in a session.

	before teaching. May want to give a basic format for meditation, but that is optional. (i'll provide a model in LP, but not all fit) students work on presentations/ write and or practice delivering mindfulness sessions. They may need access to an alternate space to allow them to practice without disturbing each other.			
Monday	Tuesday	Wednesday	Thursday	Friday
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<u>Objectives:</u> Students will be able to . . design and lead a mindfulness session. Evaluate a mindfulness session for its efficacy for themselves and determine whether they would benefit from repeating it.	<u>Key skills/practices</u> meditation teaching instructional design research	<u>Role models and inspirations:</u>
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<u>Aligned Standards:</u> <u>OR.TSEL.2A.c</u> <u>Compare and utilize different strategies and skills to manage and express thoughts, emotions, impulses, and stressors</u> <u>OR.TSEL.1C.a</u> <u>Identify one's emotions, thoughts, perspectives, and behaviors.</u> NSHSP2(Health) .2 Students are able to (learning targets): 2.1 Describe factors that promote resilience and flourishing 2.2 Identify evidence-based strategies that promote health and wellness	<u>Key vocabulary</u> lesson plan script tone meditation evaluate	<u>References/resources:</u> https://guidedmeditationframework.com/blog/how-to-guide-a-meditation-class https://mindfulnessexercises.com/how-to-teach-meditation/ https://surafLOW.org/how-to-lead-a-meditation-class/ https://www.meditationandmindfulness.com.au/start-a-meditation-class/ https://youtu.be/zDn99_HQIDU?si=WAcPYLCIdQD4yikp
<u>ENDURING UNDERSTANDINGS:</u> Mindfulness practice is personal, and different practices work for different people. There is no “one practice fits all.” Practitioners can choose teachers and classes that work best for them.	<u>ESSENTIAL QUESTIONS:</u> What makes an effective meditation teacher or class? What form of mindfulness resonates the most with me?	<u>Core texts/readings/media:</u> https://guidedmeditationframework.com/blog/how-to-guide-a-meditation-class https://mindfulnessexercises.com/how-to-teach-meditation/ https://surafLOW.org/how-to-lead-a-meditation-class/ https://www.meditationandmindfulness.com.au/start-a-meditation-class/ https://youtu.be/zDn99_HQIDU?si=WAcPYLCIdQD4yikp

<u>Assessments:</u> journal entries, presentation (oral and slides), scripts	<u>Checking For Understanding:</u> (What questions need to be answered from students as evidence for understanding of the material?): 1:1 conferences rotate and note check draft check	<u>Collaborative Activities:</u> presentation/meditation together option to partner
<u>Materials needed:</u> handouts,computers , projector, speaker		<u>Multimedia experiences:</u> presentations

<u>Differentiation techniques:</u> graphic organizer for notes/presentations option to work with partner