

Mindfulness Curriculum Unit

Games+Learning+Society



Grades: 4-8

Time Length: 2 weeks, 40 min class periods

Subjects: Science, Math, Social Studies, Reading, Language Arts, and Social Emotional

*Tenacity and Crystals of Kaydor game play is divided across five class periods for each game (Parts I, II, III, IV, and V of each) and integrated with subject lessons.

WEEK ONE	Day 1	Day 2	Day 3	Day 4	Day 5
Other	<ul style="list-style-type: none"> - Opening Silence - Group participation - 5 min. <p>Begin each day with an "opening silence" - a quiet moment to reflect on what the students entered the classroom living and what they're going to do now that they're here. If this does not work for your students, consider using five minutes of contemplative practice (journal writing, meditation, yoga, etc.) instead.</p>	<ul style="list-style-type: none"> - Opening Silence - Group participation - 5 min. <p>Begin each day with an "opening silence" - a quiet moment to reflect on what the students entered the classroom living and what they're going to do now that they're here. If this does not work for your students, consider using five minutes of contemplative practice (journal writing, meditation, yoga, etc.) instead.</p>	<ul style="list-style-type: none"> - Opening Silence - Group participation - 5 min. <p>Begin each day with an "opening silence" - a quiet moment to reflect on what the students entered the classroom living and what they're going to do now that they're here. If this does not work for your students, consider using five minutes of contemplative practice (journal writing, meditation, yoga, etc.) instead.</p>	<ul style="list-style-type: none"> - Opening Silence - Group participation - 5 min. <p>Begin each day with an "opening silence" - a quiet moment to reflect on what the students entered the classroom living and what they're going to do now that they're here. If this does not work for your students, consider using five minutes of contemplative practice (journal writing, meditation, yoga, etc.) instead.</p>	<ul style="list-style-type: none"> - Opening Silence - Group participation - 5 min. <p>Begin each day with an "opening silence" - a quiet moment to reflect on what the students entered the classroom living and what they're going to do now that they're here. If this does not work for your students, consider using five minutes of contemplative practice (journal writing, meditation, yoga, etc.) instead.</p>
Science	<ul style="list-style-type: none"> - Introduction to Mindfulness and Meditation - Discussion - 20 min. <p>Utilize Mindfulnet.org as a resource for guiding this discussion. Open the conversation, though, by simply asking students "what do you know about Mindfulness and Meditation?" to unpack</p>	<ul style="list-style-type: none"> - Tenacity App - Breath Counting (Part II) - 10 min. <p>Students should utilize the Tenacity App on the 10 minute setting today. They will spend incrementally more time using the app throughout the week to build stamina and effectiveness.</p>	<ul style="list-style-type: none"> - Tenacity App - Breath Counting (Part III) - 15 min. <p>Students should utilize the Tenacity App on the 15 minute setting today. They will spend incrementally more time using the app throughout the week to build stamina and effectiveness.</p>	<ul style="list-style-type: none"> - Tenacity App - Breath Counting (Part IV) - 15 min. <p>Students should utilize the Tenacity App on the 15 minute setting again today. They will spend incrementally more time using the app throughout the week to build stamina and effectiveness.</p>	<ul style="list-style-type: none"> - Tenacity App - Breath Counting (Part V) - 20 min. <p>Students should utilize the Tenacity App on the 20 minute setting today, experiencing the full span of meditative breathing Tenacity has to offer.</p>

	<p>their prior knowledge.</p> <p>- Tenacity App - Breath Counting (Part I) - 5 min. Students should begin using the Tenacity App on the 5 minute setting, using whatever background or setting they please. They will spend incrementally more time using the app throughout the week to build stamina and effectiveness.</p>	<p>- Introduction to the Biological Responses of the Body to Mindfulness - Lecture - 20 min. See the notes at the foot of this week's curricular framework to construct a lecture on how mindfulness, meditation, and breathing exercises affect biological responses.</p>			
<p>Math</p>	<p>- Introduction to the Mindful Bell - Mini Lesson / Experiment - 20 min. Teacher will explain that the Mindful Bell is used for calling momentary attention to the state of one's self, both physically and emotionally. When the teacher rings it, everyone stops their work, taking about 30 seconds to meditate on their state of being. This will be used throughout math during the week, but could also be applied across all subjects. When they hear it ring, students are expected to stop and reflect for a moment on their current emotional and physical state.</p>	<p>- Use of Mindful Bell throughout Regular Lesson - Intermittent (2-3 times throughout lesson) Students are expected to stop and reflect for a moment on their current emotional and physical state.</p>	<p>- Test Procedure and Practice "test" - Discussion/Test - 30 min. Math tests are often a source of stress for many students. Discuss with students the fact that you will offer guided meditations before each test and quiz that are as follows: First, ask students to get in touch with their emotions - excitement, nervousness, even fear - and then to observe these emotions without getting carried away by them. Next, ask them to visualize a time when they had felt good about some mathematical accomplishment, perhaps learning to count or solving a particularly challenging algebra problem. After a couple of minutes,</p>	<p>- Test Procedure Drill - Test/Discussion - 20 min. Begin by guiding the students in pre-test meditation as follows: First, ask students to get in touch with their emotions - excitement, nervousness, even fear - and then to observe these emotions without getting carried away by them. Next, ask them to visualize a time when they had felt good about some mathematical accomplishment. After a couple of minutes, students are ready to begin work with a positive focus. Ask them to begin their test when they are ready. Once all tests have been returned, discuss the experience with students.</p>	<p>- Use of Mindful Bell throughout Regular Lesson - Intermittent (2-3 times throughout lesson) Students are expected to stop and reflect for a moment on their current emotional and physical state.</p>

			<p>students are ready to begin work with a positive focus.</p>	<p>How did this testing feel different than others they've experienced? Was their math anxiety lessened? How did this mathematical mindfulness feel?</p>	
<p>Social Studies</p>	<p>- Stress Busting for Middle School - Discussion - 40 min. Class discussions not only bear information and results, but also foster a healthy sense of openness and mutual respect within the classroom space. Asking students to brainstorm stress-relieving efforts in this manner requires them to exercise their higher-level thinking skills as well as their active listening abilities.</p> <p>https://docs.google.com/document/d/1gUHQVu_p_NQF94p5Ayk61VbFUncNY90CRjxuFptr81s/edit</p>		<p>- Tree Gallery Walk - Art Experience - 30 min. Drawing can be a relaxing and calming exercise to help put students in the right mindset for learning. This activity will provide students with another relaxation tool when technology is not available and help demonstrate to students that higher quality work can be done with concentration and patience.</p> <p>https://docs.google.com/document/d/1-SyBbZX0XuE-leHyholvPD97y45DUEIATewmZj4vAig/edit</p>		<p>- Pranayama Breathing Techniques - Guided Practice - 20 min. Breathing exercises are an easy way to reduce anxiety, feel grounded, and experience a more peaceful feeling - all without the need for materials! Invite students to experience "basic breath awareness" and "the long exhale" within this Tenacity-based lesson plan.</p> <p>https://docs.google.com/document/d/1wHnEhxV6g6ydfyhmYy3hvdF0jURhsyjACctfm8R5BWw/edit</p>
<p>Reading</p>		<p>- Take the Time: Mindfulness for Kids - Read Aloud - 40 min. Students will listen to excerpts selected by the teacher. Choose those most relevant to the needs of your individual classroom: what could your students most benefit from further developing? Discuss the excerpts in</p>		<p>- Take the Time: Mindfulness for Kids - Read Aloud - 40 min. Students will listen to more excerpts selected by the teacher. Discuss the excerpts in an open format after the read aloud has concluded.</p>	

Language Arts		an open format after the read aloud has concluded.			
	- Reflective Journaling - Individual writing - 20 min. Students will utilize their self-awareness journals, introduced today, throughout the week (and longer if time permits). These can be used for the students' reflections on whatever they deem pertinent, however each day a prompt will be provided for those needing guidance. Prompt: <i>what impact does your presence have on the classroom? On the school?</i>	- Reflective Journaling - Individual writing - 20 min. Students will with reflect freely or with the following prompt: <i>what could you do to make your own day better? In what realm(s) of your life would you see improvement (emotional, spiritual, academic, etc.)?</i>	- Reflective Journaling - Individual writing - 20 min. Students will with reflect freely or with the following prompt: <i>is there a literary character to whom you've strongly related? How, and why do you think this was the case?</i>	- Reflective Journaling - Individual writing - 20 min. Students will with reflect freely or with the following prompt: <i>craft an affirmation for yourself. Use colors and designs that reinforce the positivity of your message.</i>	- Reflective Journaling - Individual writing - 20 min. Students will with reflect freely or with the following prompt: <i>think about a time in which you overcame a fear, either as a small child or more recently. What enabled you to do so? Are there fears you have now that you might be able to overcome?</i>

WEEK TWO	Day 1	Day 2	Day 3	Day 4	Day 5
Other	- Opening Silence - Group participation - 5 min. Begin each day with an "opening silence" - a quiet moment to reflect on what the students entered the classroom living and what they're going to do now that they're here. If this does not work for your students, consider using five minutes of contemplative practice (journal writing, meditation, yoga, etc.) instead.	- Opening Silence - Group participation - 5 min. Begin each day with an "opening silence" - a quiet moment to reflect on what the students entered the classroom living and what they're going to do now that they're here. If this does not work for your students, consider using five minutes of contemplative practice (journal writing, meditation, yoga, etc.) instead.	- Opening Silence - Group participation - 5 min. Begin each day with an "opening silence" - a quiet moment to reflect on what the students entered the classroom living and what they're going to do now that they're here. If this does not work for your students, consider using five minutes of contemplative practice (journal writing, meditation, yoga, etc.) instead.	- Opening Silence - Group participation - 5 min. Begin each day with an "opening silence" - a quiet moment to reflect on what the students entered the classroom living and what they're going to do now that they're here. If this does not work for your students, consider using five minutes of contemplative practice (journal writing, meditation, yoga, etc.) instead.	- Opening Silence - Group participation - 5 min. Begin each day with an "opening silence" - a quiet moment to reflect on what the students entered the classroom living and what they're going to do now that they're here. If this does not work for your students, consider using five minutes of contemplative practice (journal writing, meditation, yoga, etc.) instead.

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Science	<p>- Crystals of Kaydor Gameplay (Part I) - Individual or Partner iPad use - 30 min.</p> <p>Students will engage in either individual play or partner play on the iPad to experience Crystals of Kaydor.</p> <p>Discuss their experiences after 30 minutes of free exploration and play. What are some game features they noticed? What are some skills required to find success in the game?</p>	<p>- Crystals of Kaydor Gameplay (Part II) - Individual or Partner iPad use - 30 min.</p> <p>Students will engage in either individual play or partner play on the iPad to experience Crystals of Kaydor.</p> <p>Today, call students' attention to the decoding of the aliens' facial emotions: what do they notice? How are they thinking about decoding emotion in order to do so?</p>	<p>- Crystals of Kaydor Gameplay (Part III) - Individual or Partner iPad use - 30 min.</p> <p>Students will engage in either individual play or partner play on the iPad to experience Crystals of Kaydor.</p> <p>Today, call students' attention to the aliens' body language: how is it used to convey emotion? Do the students think these movements/stances are universal (for example, does anger look the same across the globe)?</p>	<p>- Crystals of Kaydor Gameplay (Part IV) - Individual or Partner iPad use - 30 min.</p> <p>Students will engage in either individual play or partner play on the iPad to experience Crystals of Kaydor.</p> <p>Today, ask the student to follow gameplay with a ten minute discussion of how classroom practices throughout the week have connected to Crystals of Kaydor gameplay.</p>	<p>- Crystals of Kaydor Gameplay (Part V) - Individual or Partner iPad use - 30 min.</p> <p>Students will engage in either individual play or partner play on the iPad to experience Crystals of Kaydor.</p> <p>Finish yesterday's discussion of how classroom practices throughout the week have connected to Crystals of Kaydor gameplay.</p>
Math	<p>- Use of Mindful Bell throughout Regular Lesson - Intermittent (2-3 times throughout lesson)</p> <p>Students are expected to stop and reflect for a moment on their current emotional and physical state.</p>	<p>- Use of Mindful Bell throughout Regular Lesson - Intermittent (2-3 times throughout lesson)</p> <p>Students are expected to stop and reflect for a moment on their current emotional and physical state.</p>	<p>- Use of Mindful Bell throughout Regular Lesson - Intermittent (2-3 times throughout lesson)</p> <p>Students are expected to stop and reflect for a moment on their current emotional and physical state.</p>	<p>- Use of Mindful Bell throughout Regular Lesson - Intermittent (2-3 times throughout lesson)</p> <p>Students are expected to stop and reflect for a moment on their current emotional and physical state.</p>	<p>- Use of Mindful Bell throughout Regular Lesson - Intermittent (2-3 times throughout lesson)</p> <p>Students are expected to stop and reflect for a moment on their current emotional and physical state.</p>
Social Studies		<p>- Decoding Emotions - Interactive, Whole Group Game - 30 min.</p> <p>This activity will reinforce some of the main ideas players will learn from Game+Learning+Society's game "Crystals of Kaydor". Participants will draw a random emotion</p>	<p>- Emotions Through Narrative Voice - Individual Writing - 40 min.</p> <p>Within the Games+Learning+Society video game "Crystals of Kaydor," students are introduced to alien life forms, interacting and emotionally responding to</p>	<p>- Tumbling Emotions - Small Group Game - 40 min.</p> <p>Within the Games+Learning+Society video game "Crystals of Kaydor," students are introduced to alien life forms whose facial expressions dictate their emotional responses to</p>	

		<p>card from a stack and interact with their peers while portraying that emotion, demonstrating that recognition of emotion and body language is essential to effective communication and understanding emotion and nonverbal cues is essential to interpersonal relations.</p> <p>https://docs.google.com/document/d/1ZrIlyK1YONJwWIIH-PkUAUStLevUz3fmcnDxkqc0B-M/edit</p>	<p>these newfound creatures. By participating in a writing activity that examines emotional narratives and responses, students will access their social/emotional knowledge while working both independently and cooperatively with a partner.</p> <p>https://docs.google.com/document/d/1mTdoOB-D-iwWBWPB4ShUSB7jr6KqVmEGEIN6Hb7FpwM/edit</p>	<p>various situations. Students will utilize specially-labeled Jenga blocks to explore their own ability to display and deduce emotional expressions.</p> <p>https://docs.google.com/document/d/1Om3m0D9BNFFB8uxyXBo2C_7j3uW4KYo4o86ESCVQTms/edit</p>	
<p>Reading</p>		<p>- The Adventures of Polo [OR] a handful of Mo Willems' books - Read Aloud - 20 min. Students will listen to (and experience) a shared reading of one of the aforementioned books. See further details below within "language arts" designated time.</p>			
<p>Language Arts</p>	<p>- Comic Strip Writing: Day 1 - Individual Writing Planning - 40 min. Students will focus on the derivation of characters and setting. Focus on character traits when inventing characters; students need to aggregate at least two</p>	<p>- Comic Strip Writing: Day 2 - Individual Writing - 40 min. Start Language Arts time by reading the Adventures of Polo or a few of Mo Willems' books, calling attention to the way emotion is conveyed on the faces of the characters</p>	<p>- Comic Strip Writing: Day 3 - Individual Writing - 40 min. Make many comic books available for free exploration (the Adventures of Polo, Little Mouse Gets Dressed, and Lily Renee: Escape Artist are all good examples)</p>	<p>- Comic Strip Writing: Day 4 - Individual Writing - 40 min. Students should all be moving onto the longer frameworks and applying their story idea therein. Comic book writing: when artists create comics (which are devoid of</p>	<p>- Comic Strip Writing: Day 5 - Individual Writing - 40 min. Students should finish their comic strips/graphic novels, and then present them to the class, explaining how they used facial expression, speech bubbles, and colors/tones</p>

	<p>characters and at least one primary setting. Comic book writing: when artists create comics (which are devoid of traditional 'narrator' roles), they must use emotional facial expressions of the characters to convey feeling and response. Students should focus on this, as well as expression of speech bubbles, to convey the ideas within their comic strips.</p>	<p>and the way the colors/tone as well as their speech/body language is presented. Following read-aloud, the three panel (beginning, middle, end) draft is begun. Comic book writing: when artists create comics (which are devoid of traditional 'narrator' roles), they must use emotional facial expressions of the characters to convey feeling and response. Students should focus on this, as well as expression of speech bubbles, to convey the ideas within their comic strips.</p>	<p>during this period. Students may continue working on their 3-panel drafts, or may move onto the longer frameworks and applying their story idea therein. Comic book writing: when artists create comics (which are devoid of traditional 'narrator' roles), they must use emotional facial expressions of the characters to convey feeling and response. Students should focus on this, as well as expression of speech bubbles, to convey the ideas within their comic strips.</p>	<p>traditional 'narrator' roles), they must use emotional facial expressions of the characters to convey feeling and response. Students should focus on this, as well as expression of speech bubbles, to convey the ideas within their comic strips.</p>	<p>to convey emotions. Comic book writing: when artists create comics (which are devoid of traditional 'narrator' roles), they must use emotional facial expressions of the characters to convey feeling and response. Students should focus on this, as well as expression of speech bubbles, to convey the ideas within their comic strips.</p>
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Unit Objectives:

Science:

- Students will be able to designate behaviors as either “healthy” or “unhealthy”.

Math:

- Students will be able to incorporate mindfulness practices into their mathematical lives.

Social Studies:

- Students will be able to analyze their own body's needs.
- Students will be able to visualize and feel that higher quality work can be done with greater concentration and patience.
- Students will be able to recognize the emotional states of others and provide an appropriate response.
- Students will be able to utilize breathing and meditative techniques for stress-relieve and self-regulation.
- Students will be able to work independently to produce examples of stress-relief.
- Students will be able to work cooperatively during the sharing and sorting phases of the group-share.
- Students will be able to follow directions and stay on task over extended periods of time.
- Students will be acquire a new relaxation and concentration technique.
- Students will be able to control their breathing and extend it consciously with practice and concentration.
- Students will be able to tap into their breathing exercise knowledge to relieve self-identified stress.
- Students will be able to portray an emotion in their body language, actions, tone of voice and response to questions.

	<ul style="list-style-type: none"> • Students will be able to interpret the emotions of others based on their partner's body language, actions, tone of voice and response to questions. • Students will be able to discuss and understand the various physical indicators of emotion and the implications of that emotion. • Students will be able to respect and build off of the ideas of their peers in a constructive and thoughtful manner. • Students will be able to reflect on emotional aspects of game play.
Reading:	<ul style="list-style-type: none"> • Students will be able to critically listen to a shared story, or excerpt from a book. • Students will be able to discuss the relevant themes and ideas found within a shared story, or an excerpt from a book.
Language Arts:	<ul style="list-style-type: none"> • Students will be able to incorporate the required elements into an appropriate writing sample. • Students will be able to understand and convey multiple emotion-based vocabulary words. • Students will be able to thoughtfully participate in follow-up discussions. • Students will be able to work cooperatively during the sharing phases of comic strip writing. • Students will be able to actively put forth effort in a writing or drawing activity. • Students will be able to reflect on their game play to incorporate emotional narratives into their writing.

Common Core, NextGen, and Social/Emotional Educational Standards:

Science:	<ul style="list-style-type: none"> • (MS-LS1-3) Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.
Social Studies:	<ul style="list-style-type: none"> • (MMSD-SELS.6-8) Students will use language to interact with others and communicate effectively in activities and discussions. • (MMSD-SELS.6-8) Students will evaluate how external influences affect their ability to follow expectations. • (MMSD-SELS.6-8) Students will analyze factors that create stress and apply coping strategies. • (MMSD-SELS.6-8) Students will analyze ways their behavior may affect the feelings of others and adjust accordingly. • (MMSD-SELS.6-8) Students will show respect for other people's perspectives. • (MMSD-SELS.6-8) Students will demonstrate an ability to be a leader as well as a group member in achieving group goals. • (MMSD-SELS.6-8) Students will generate multiple problem solving strategies, a variety of solutions and possible outcomes to a problem. • (MMSD-SELS.6-8) Students will recognize and label a variety of emotions and describe how they physically respond to them. • (MMSD-SELS.6-8) Students will identify how others are feeling based on facial expressions and body language. • (MMSD-SELS.6-8) Students will associate words and gestures with a variety of emotions expressed by others. • (MMSD-SELS.6-8) Students will recognize multiple points of view/perspectives of others.
Literacy:	<ul style="list-style-type: none"> • (Literacy.RI.6.7) Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. • (Literacy.WHST.6-8.4) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • (Literacy.WHST.9-10.5) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach,

focusing on addressing what is most significant for a specific purpose and audience.

Notes for the Lecture (taken from *The Emotional Life of Your Brain*, authored by Richard Davidson, Ph. D. with Sharon Begley): A sense of well-being, the experience of joy, and enduring happiness are associate with eating a more healthful diet, exercising regularly, and sleeping better. All of these enhance health and the ability to fight off disease and decline, both physical and mental. Positive emotions can also act more directly on physiology, dampening the cardiovascular system and the neuroendocrine or hormone system. Blood pressure would also fall, reducing your risk of a stroke. Positive emotions have also been shown to increase levels of prolactin, oxytocin, and growth hormone - these decrease blood pressure and stress hormones, and also bind to white blood cell receptors to boost immunity.