



Keep Calm and Mindfully BE in French

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This curriculum unit is recommended for:
6th-12th grade Dual Language Immersion Literacy

Keywords: Mindful awareness, self-management, mindfulness, mindful breathing, contemplative writing, guided meditation, body scan, journaling, mindful breathing, mindful writing, affirmations.

Teaching Standards: See Appendix 1 for teaching standards addressed in this unit.

Synopsis: In this unit, “Keep Calm and Mindfully BE in French ” sixth grade students will use a variety of culturally relevant texts to learn about the meaning of mindfulness. In addition, the students will explore several mindful practices, reflect on personal data collection, and create resources in the target language to teach others about the benefits of mindfulness. Using the research behind mindfulness, teachers and students will learn how mindfulness relieves stress and positively enhance academic performance and social-emotional health. This unit is an introduction to mindfulness and aims to educate students, parents and administrators about its importance in everyone’s lives. This unit is design to use the target language to help students become more self-aware and learn strategies that will help them cope with daily stressors. Students will participate in a variety of self-reflection and introspection activities that aim to make them more self-aware of their surroundings, their physical and emotional feelings, and learn how to become lifelong mindful learners.

I plan to teach this unit during the coming year to 19 students in 6th grade French Dual Immersion Literacy class.

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Keep Calm and Mindfully BE in French

Kathy Melendez

Introduction

This year, more than ever, there is a need for teachers, administrators, and parents to look into how the physical and emotional well-being of the children greatly influence their academic performance and social wellbeing. In 2020, more than ever, children are living sedentary life: They play more inside, meet with family and friend online instead of face-to-face, and go to school online. Even when in the buildings, the expectations are that students are to attend and complete their schoolwork using their electronic devices. All of which causes them to become more dependent on technological devices. Many are using their devices for longer hours in order to meet their academic, social and leisure time needs. With that said, in addition to normal daily stressors, these long hours spent in front of the screen can trigger additional physical and emotional stress. While everyone is trying to raise and educate all children, the school systems are looking into ways to foster the social-emotional, physical and emotional health of the students.

In order to foster the students' development, the educational system incorporating research-based programs that facilitate the integration of social-emotional learning in its curriculum. Educators are learning new strategies so that in return they can teach the children techniques that will help them cope with stress in addition to helping them to become more resilient. Today, schools are exploring ways to implement these new social-emotional lessons in order to better support all children's development and success in the academia. Schools teach all educators about Abraham Maslow, an American psychologist who developed a hierarchy of needs. "His theory suggests that all basic needs such as breathing, sleeping, health, sense of connection and belonging must be met before people move up the hierarchy to pursue more social, emotional, and self-actualizing needs."¹ Maslow refers to self-actualizing as a state of mind where one can learn and achieve his full potential and creative goals. In other words, the desire for learning happens when basic needs are met. A child under stress for example may not be able to achieve his full potential. In this time of change to role of educators, administrators and parents is to provide, teach, foster social-emotional and mindful practices in order to support the whole child development and the future of the community.

School/Student Demographics

E.E. Waddell Language Academy is a K-8 urban magnet school in the Charlotte Mecklenburg School District (CMS). With 175 schools, this is one of the largest school districts in the state of North Carolina. E.E. Waddell Language Academy is one of six dual language/ immersion schools in CMS. With its unique immersion instruction programs in French, German, Mandarin, and Japanese, the school received the recognition as a Magnet School of Distinction by the Magnet Schools of America in 2016. E.E. Waddell Language Academy serves students with the following mission statement "create bright futures in six different languages." The school was a North Carolina Honor School of Excellence for several years. It received the award of the

national 2012 American Council on the Teaching of Foreign Languages (ACTFL) Melba D. Woodruff Prize of Exemplary Foreign Language Program. This prize recognizes schools that align their curricula with the World Readiness Standards for Language Learning and integrate languages with content areas. In 2019-20, the school's progress report data showed the student population at 1,341 students with 896 students at the elementary school level and 445 in the middle school. Racially, the school's demographics for this year consists of 43.6% Caucasian (many coming from Europe and America), 21.5% African-American, 23% Latino, 6.3% Asian, 0.1% American-Indian, and 6.3% mixed race. The group selected for this curriculum unit counts nineteen students. There are seven boys and twelve girls. Among them 26.3% are Latin-American, 21% are African-American, and 52.6% are European-American. This group does not have any EL learners who are currently receiving direct services. Four of them exited the EL program. French is the native language of two students. All seventeen others are learning French as a second or third language.

Rationale

My unit will differ from one created for a traditional middle school. Instead of following the 75 minutes A/B day schedule, I chose my fifth block for this curriculum unit, during which I see my 6th grade dual language immersion students every day for 50 minutes. Most students in this dual immersion literacy course are at an intermediate proficiency level. Some are at a novice high proficiency level.

From an emotional standpoint, students are entering their last block with all the stressors the day brought to them: mentally and physically exhausted. They are hungry, thirsty, tired, agitated and overstimulated by technology. It is interesting to notice that while they are overly exposed to electronic devices, this is also the tool they reach out to as a mean to relax their minds, which seems to become a vicious circle. The overall goal for this curriculum unit is to encourage the students to disconnect from the daily stressors and reconnect with themselves so that they develop an awareness of how their body and mind feel now. This unit can be implement during or after any health related topics. Use this curriculum unit to introduce mindfulness to your students, and establish a mindful culture in your classroom as well as in your community. This unit connects to English language art, health and physical education as well as art.

In the classroom, the students will begin the course by exploring the meaning of mindfulness using a variety a media. Throughout this unit, the students will be introduced to mindful breathing, mindful writing, and meditation. At the beginning of each class, the students will take part in a variety of mindful writing activities that will guide them in developing a deeper awareness of their emotions, senses and surroundings. Through mindful writing, students will explore their inner thoughts and feelings, and learn not to judge them. In addition to daily mindful writing practices, the students will also explore a few mindful breathing techniques, and meditations. All this to help all students rest and focus the mind. After each mindful activity, the students will write freely about their experiences and note their observations. This is also a time to engage in interpersonal conversations in French in order for students to ask questions and talk about their personal experiences. This unit can help establish a mindful culture and your classroom routine. The goal is to help them learn more about mindfulness, learn how to use mindful techniques independently in order to calm their minds whenever and wherever they feel

the need to do so. Finally, the unit is designed to encourage them to educate others about the benefits of mindfulness in hope that they too will benefit from mindfulness.

Unit Goals

Throughout this unit, students will:

- Improve their language proficiency skills.
- Learn about the meaning of mindfulness.
- Practice mindful awareness (mindful writing, mindful breathing, meditation) to reduce stress, improve their attention span, and improve their overall well-being.
- Reflect on their personal data collection to analyze the effect of mindful practices on their level of stress.
- Draw conclusions based on their personal experiences.
- Learn ways to manage their stress independently. in hope that they will continue with their own practice and will be able to teach others about the benefits of mindfulness
- Create resources in the target language to teach others about the benefits of mindfulness.
- Summarize main ideas and a few details in short conversations and some forms of media in the target language using various forms of media.
- Compare fiction texts and non-fiction texts in order to draw conclusion about the meaning of mindfulness.
- Use the target language to share their experiences and thoughts.

Content Research

Mindfulness

Definition of mindfulness

To help us understand what mindfulness is, I would like to focus on what it is not. What is mindlessness? We can define mindlessness as the mind functioning on autopilot. A mind that goes through life without focusing on the present because it is too busy dwelling on past actions or worrying about the unknown. Mindlessness is like an untamed mind. A mind that comes and goes: drifting in a temporal universe of past and future events without really paying attention to the present moment. Lao Tzu, a Chinese philosopher credited with founding the philosophical system of Taoism once said, “If you are depressed, you are living in the past. If you are anxious, you are living in the future. If you are at peace, you are living in the present.”² With that said, let us focus on the meaning of mindfulness.

Mindfulness is “simply paying attention to the present moment as it is. It’s noticing your thoughts, your emotions, noticing what’s going on for you in the present moment without judgement.”³ In addition, “it is not about being happy all the time. It is about being aware of your whole self, in your moment, countering life as it is.”⁴ In other words, mindfulness is to control the mind conscientiously. Mindfulness is a state of mind that brings back your attention to what is happening around you and inside of you now. “It is a natural capacity that we all have that may arise when we are deeply absorbed in something, or in a situation that demand our full

attention.”⁵ Focusing the mind is not an easy task but many have come up with a secular practice called mindfulness. Mindfulness provides a variety of techniques and strategies that guide us in our journey in learning how to focus on the now without judging it.

In her presentation, Amy Burke explains, “Mindfulness is trending, the wave of mindfulness is cresting in the corporate world and mental health arenas and even some governments and it is slowly trekking into education.”⁶ To better support our students’ emotional and social wellbeing, many school districts in the United-States are implementing research-based social-emotional learning (SEL) programs such as CARE (Cultivating Awareness and Resilience in Education) and Caring School Community. Kevin Hawkins supports the benefits of such programs and explains that SEL trains everyone to be less judgmental and more compassionate to oneself and others. He adds that “these programs, however, need to be more than just cleverly designed ‘academic’ programs: they need to have authentic experimental components.”⁷ Jon Kabat-Zinn, who I will present later, describes SEL as a big movement in the United States that is cognitively oriented and that teaches about what to do when certain things happen.⁸ He also says that SEL is very cerebral and that what mindfulness does is that it brings a practice that we can actually do. In other words, “mindfulness teaches strategies and techniques that show us how.”⁹ “A key component of training in mindful awareness is learning how to bring our attention out of thinking mode and into our bodies and senses-into sensing mode.”¹⁰

Origin of mindfulness

While the practice of mindfulness has already existed in many cultures for centuries. Jon Kabat-Zinn played any important role in the implementation of mindfulness in America. In the 60s, Jon Kabat-Zinn traveled in Asia and, in the 70s; he adapted the traditional Buddhist practice to fit the Western world. Later, he founded the Center for Mindfulness at the University of Massachusetts Medical School. He then popularized mindfulness in North America with his research-based practice: Mindfulness-Based Stress Reduction practice also known as MBSR.

In his book, Hawkins expresses his concerns about the mainstream education in the United States and explains that the American educational system “prioritizes academic, analytical and competitive skills above social, emotional and collaborative competencies.”¹¹ Many educators agree with Hawkins. Often times our focus as educators revolves around cognitive performance and competition while in fact there is more to education than focusing on cognitive abilities. In 2014, at the Heart-Mind Summit, the Dalai Lama said something similar and reminded us that all of us, educators and parents must take responsibility for what he calls “educating the hearts of our children”¹². Many educators are familiar with the Bloom Taxonomy, but some may have never known that there exist three domains in the Bloom Taxonomy – Domains of Learning: Cognitive, Affective and Psychomotor domains. “The taxonomy we are familiar with is just one of three that were drawn up by Bloom’s committee at the time” The one that we all know is the taxonomy of Cognitive development – dealing with Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation. Somehow the other two – Psychomotor (physical) skills and Affective (emotional) skills – have been largely forgotten.”¹³ More than ever, educators today are facing a need to include the psychomotor skills but principally the affective skills in their curriculum in order to focus on educating the whole child. Especially during a pandemic or any historical turmoil put in our path.

Research behind mindfulness

Incorporating mindfulness in our daily lessons is a positive step towards educating not only the mind but also the heart of the younger generations. It is also a step towards literally healing the minds and hearts of our students and teachers. For many years, researchers have looked into the benefits of practicing mindfulness. This curriculum unit will focus on research-based evidences to show how mindfulness can help teachers and students with alleviating physical and mental stress caused by our school system's rigorous expectations and our increasing exposure to technology.

“A large number of studies showed that teachers are exposed to great work-loads resulting in particularly stress and strain. According the results of studies across different countries at least one third of teachers can be seen as suffering under extreme stress and/or burnout.”¹⁴ While the development of 21st century skills is essential, its rigor and demands can also put many strains on teachers. It is important for teachers to learn ways to cope with stress. Not paying attention to teachers' well-being can affect the students' academic experience. In addition to teachers, students must also meet rigorous expectations in order to be able to perform in a global world.

As quoted by Hawkins “The World Health Organization predicted that by 2030 depression will be the single biggest cause of ill health world-wide (WHO, 2012).”¹⁵ Physical distancing and stay-at-home orders during the pandemic forced all of us to insulate and pushed us to become more dependent of our digital device (cause of stress, anxiety and depression). The uncertainties and fear the pandemic causes on our lives and the sudden changes everyone must face are also increasing our level of stress. As previously referred to, Reese demonstrated that “prolonged stress in any form not only can affect have our physical health, but also negatively impacts our mental health. In addition to several physical illnesses, the study also shows that, prolonged stress leads to depression, sleep loss, and burnout.”¹⁶ Unfortunately, according to the CDC, in 2020, symptoms of anxiety disorder and depressive disorder increased considerably in the United States. During April-June of 2020, compared to the same period in 2019, anxiety was three times that reported (25.5 % versus 8.1%) and depression four times that reported (24.3% versus 6.5%).¹⁷ These studies were performed on adults, but it does not take another study for us to understand that everyone, including children and adolescents are also showing increased levels of depression and anxiety.

Of course, mindfulness will not cure all the problems we are currently facing, but it can help with alleviating physical and mental illnesses causes by stress. Let's remember that 50 years ago John Kabat-Zinn created a program named Mindfulness-based stress reduction (MBSR). This research-based program offers secular mindfulness training to help people suffering from depression, anxiety, stress and pain. The Mindfulness-based approaches have been found to be beneficial in fighting disorders such as eating disorders, addiction, psychiatric conditions, psychological distress, pain managements and depression in cancer care, sleep disorders, and much more.

While mindfulness is a state of mind that can heal the mind and the heart of our teachers and students, simple techniques such as breathing and meditation, can easily be practiced in order to fight and prevent physical illnesses caused by stress, depression and anxiety. While stressful

circumstances can increase one's breathing rate, it is also important to note that changes in breathing affect both thought and feelings.¹⁸ Respiration can be used to induce relaxation, as well as signal moments of higher stress.¹⁹ In his book, *Mindful Teacher Mindful School*, Kevin Hawkins talks about the benefits of the breathing techniques. He says also that the natural physiological flow of activity and rest, of activation and relaxation, can be seen even in the space of a single breath. When we breathe in, we activate the SNS and minutely raise our heart rate. When we breathe out, we engage the PNS and minutely lower our heart rate.²⁰ In her book, *Mindfulness for Children*, Dr. Tracy L. Daniel, founder and director of Mindful Child Aerial Yoga, stresses the importance of mindful breathing. She says, "It is important to learn the basis of mindful breathing" before engaging in specific activities. She tells us that breathing has positive effects on multiple systems in the body. She simply explains that fast breathing or shallow breathing tend to excite our nervous system while slow breathing calms it. She reinforces the idea that mindful breathing reduces blood pressure, improves concentration and slows the heart rate, which can prevent chronic disease.²¹

Today, students ought to not only learn how to compete and perform but also to develop resilience. In addition to the increasing demands, teachers and students must face, we will see that 21st century learners are also seeing an increase in exposure to technological devices, which affect them physically and mentally. This unit will explore how prolonged exposure to technological devices affects our students and how mindfulness can increase students' attention span, which can lead to better academic performance. We will also look at data on the general mental health of adolescents, and explore how mindfulness can offer support. We will look at how teachers and students can benefit from mindfulness to learn how to manage their stress, and explore the research behind some strategies that can be implemented in the literacy class.

As the pandemic continues to control our lives, students and teachers anxiously continue to face all of the unknowns that life is throwing at them. Confinement and isolation, also force many of us to be less active and less social. More than ever, this sedentary life has led us to become more dependent on our technological device. Most of us are using their devices for longer hours in order to meet our vocational, academic, societal and recreational needs. Let's explore how these long hours spent in front of the screen can trigger physical and emotional stresses.

In her dissertation, Reese refers to a study performed by Meeker in 2015 that "shows that the average American spent 9.9 hours per day on screens."²² In 2017, Dr. Adam Alter, professor of psychology, conducted a study and found out that the average adult spent 3-4 hours on an electronic device per day (this does not include possible hours spent on the computer at work).²³ Dr. Alter led a study group of adolescents for a period of 6 weeks. During those 6 weeks, he came up with this staggering observation that in contrast to average adults who spend 3 to 4 hours, teenagers spend 6-12 hours per day in front of a screen. If the amount of hours spent in front of the screen seems to be high in 2015 and 2017, it is probably even greater in 2020 as the pandemic continues to force us to become more dependent on our technological devices.²⁴

Prolonged exposure to technological device affects our physical health. In her research, Reese referred to several studies that came to the same conclusion: Prolonged exposure to technological devices causes physical health complications such as eyestrain, back/neck pain, increase heart

rate, headaches, cognitive overload, fatigue, and diminished breathing quality.²⁵ Prolonged exposure to technology also leads to stress. Reese also found evidences that prolonged stress in any form can have a detrimental impact our physical health. The studies demonstrated that prolonged stress leads to chronic hypertension, atherosclerosis, sleep loss, abdominal obesity, diminish immune system functioning, and potentially the onset of other severe diseases.²⁶ Today, teachers and students use their devices for longer hours than before, which can lead to a decrease in physical health. Another study quoted by Reese shows evidence that 80% of people do not breathe properly while using screen-based devices, which results in an increase in stress-level.²⁷ Therefore, not breathing properly can create tension in the body and lead to physiological malfunctions such as a decrease or fluctuation in both blood pressure and heart rate, which can lead to fatigue and other long-term physical complications.

Today, the educational system requires that teachers use technology to deliver their lessons. In addition, students and teachers spend longer hours during instructional time on electronic devices. This prolonged period on electronic devices can lead to physical and emotional stress. Another study led by Microsoft in 2013, demonstrated that extensive use of the computer was a threat to the neuronal development of the social and emotional circuitry, as well as the reduction in sustained engagement.²⁸ In other words, this prolonged exposure to technology and stress may affect our ability to retain information. The results showed that our average attention span is declining from 12 seconds in 2000 to 8 seconds in 2013. The report concluded that ‘Overall, digital lifestyles have a negative impact on prolonged focus.’²⁹

Mindfulness is a practice that leads to a mental state achieved by focusing one’s awareness on the present moment. Choosing to focus on anything requires attention. Humans receive approximately eleven million bits of sensory information per second subconsciously, yet individuals are only consciously aware of about forty of them.³⁰

Mindfulness offers strategies that guide us in our quest to focus the mind actively. In her works, Reese quotes Rheingold who states that setting an intention or purposeful goal to focus upon something utilizes the executive functions of the brain. In essence, intention fuel attention.³¹ Therefore, while millions of stimuli per second bombard our brain, it is possible to train the mind to focus using simple mindfulness practices such as breathing and meditation. These practices may not only decrease our risks to suffer from physical illness, but also decrease our chances to suffer from anxiety and depression. Mindfulness help increase concentration and memory. Mindfulness helps us focus, remember and therefore to learn more and better.

Education and Mindfulness: Benefits of mindful practices for teachers and students

Today, more than ever, teachers and students need tools to fight against the threat of physical and emotional distress. Teachers must learn to practice self-care and teach their students ways to cope with depression, anxiety and other physical and emotional pain. It is our role to learn and to introduce mindfulness to our students in order to improve our overall well-being and the well-being of our students. Teachers and parents can teach their children the concepts and practices of mindfulness so that in return these children have tools in their pockets to self-regulate when needed, become more self-aware, become more resilient, and teach other in return. In her book, *Mindfulness for Children*, Dr. Tracy L. Daniel, founder and director of Mindful Child Aerial

Yoga, talks about the benefits of mindfulness on the executive functioning of the brain, the child's mental and physical health, well-being, and learning skills. While her book focuses on the child's mental and physical well-being research also demonstrates that adults also benefit from the same positive outcomes.

Dr. Tracy L. Daniel says "just ten minutes a day of mindfulness practice can produce an impact on children's well-being fairly quickly."³² A consistent practice can reduce the symptoms of a variety of conditions such as depression, anxiety, attention-deficit hyperactivity disorder and much more. Mindfulness can reduce these symptoms and help children (and adults), be calm, resilient, happy, confident, kind, and grateful. She also supports the idea that mindfulness practice plays a role in the developmental of cognitive and academic skills. She says, "When children are mindful they are able to prioritize, stick with difficult problems, avoid distractions, and not become frustrated."³³

To achieve mindfulness, breathing exercises are essential. This is why they were included in this curriculum unit. Here are some of the reasons why it should be taught and how. "Respiration can be used to induce relaxation, as well as signal moments of higher stress"³⁴. In other words, shallow/automatic breathing is often times a way of reacting to environment stressors but causes anxiety. When not mindfully breathing, our body "thinks" it is dealing with a stressful event and it sets off the sympathetic nervous system. In other words, your body is stressed so it breathes more rapidly, which in return causes more stress to your body.

Mindful breathing is a very basic yet powerful relaxation technique. It is a simple exercise, which requires us to focus our attention on our breath. It implies focusing on the natural rhythm and flow and the way it feels on each inhale and exhale. It can be practiced anywhere at any time. The benefits of this exercise are lower heart rate and blood pressure, reduction in depression and possibility of burnout, and increased ability of the body to better respond to stress and fatigue. Research found that "the natural physiological flow of activity and rest, of activation and relaxation, can be seen even in the space of a single breath. When we breathe in, we activate the SNS and minutely raise our heart rate. When we breathe out, we engage the PNS and minutely lower our heart rate."³⁵

This curriculum unit introduces mindful breathing gradually so that it becomes part of a daily practice in the classroom. This practice is beneficial to the physical and mental health of teachers and students and is a simple practice that can have a positive outcome on everyone's lives. This unit introduces a variety of mindful breathing strategies. The students will take part in mindful breathing practices using the eight or "infinity" figure, the circular breathe, and hand breathe. Other visual aid can be use such as calm breathe bubble, square breath, and breathing gifs, just to name a few.

Mindful meditation is another technique introduced in the curriculum unit. Mindful meditation is about paying close attention to the present moment: your own thoughts, emotions and sensations in the present moment. Like mindful breathing, mindful meditation offers quite a few benefits for teachers and students. Among these benefits are decrease anxiety, help with depression prevention, improve sleep quality, improve attention span, temporary banishment of negative feelings and improve gray matter in the brain, just to name a few. In order to familiarize

themselves, the students will read and listen to a few meditations, so that later they can create their own. They will also explore the effects of meditation on their minds and bodies.

In addition to guided meditation, the students will explore body scan meditation. Body scan is a kind of meditation during which the attention focuses on one part of the body and the time. This meditation practice follows a gradual sequence from feet to head. It brings awareness to every single part of the body and notice any kind of sensations. Body scans are beneficial for teachers and students. Dr. Tracy L. Daniel says “it teaches body awareness and mindful awareness. It is relaxing and calming to the nervous system, so it reduces stress and tension. Body scanner also increases attention, concentration, and focus”³⁶

Daily, the students will use their journal to take part in several mindful writing activities. Mindful writing allows the students to write without judgement. The goal is to allow the students to connect with their inner thoughts, accept them for what they are and learn to let them go. Mindful writing also guides the students to focus on the task in the present moment. It helps them focus the mind. For example, they will write freely about what their senses are experiencing now. Their attention will be focused on what they are seeing, hearing, smelling, tasting, and feeling as they are writing in their journal.

Along with mindful writing, students and teachers will also benefit from creating their own affirmations. Affirmations are positive statements that help the mind drift away from negative thoughts. “Research has shown that children are more likely to focus on negative thoughts than positive ones. Yet negative attitudes increases stress chemical (...) Emphasizing positive thinking and positive affirmations allows children to build (...) resiliency, confidence, and positivity.”³⁷

Instructional Implementation

Teaching Strategies

Project Based learning

In order to increase the students’ level of interest and motivation, this curriculum unit is designed following a Project Based learning approach. How can you use mindfulness to reduce stress? To increase their level of engagement the students will show their understanding of mindfulness from a variety of media, reflect of their personal data collection to analyze and draw conclusions from their personal experiences with mindful practices. Using the target language, the students will demonstrate their knowledge and skills by creating a presentation for a real audience.

Guided practice

Through guided practice, the teacher will introduce the mindful practices and exercise of breathing, and meditation. For mindful breathing the teacher will model, then guide the students through three types of breathing exercises. For the meditations, the teacher will introduce the new practice and use age appropriate videos in French that they use to meditate or practice body scan. The teacher will also guide the students through three mindful journal-writing activities.

Affirmations

Through this unit, the teacher will use affirmations to create a positive classroom community. Affirmations are positive statements that one can use to focus on positive thoughts. Affirmations will be introduced to students, and combined with one of the selected breathing practices. After that, we will remind each other of our personal affirmations. The teacher can also use affirmation as a greeting or dismissal activity.

Bar graph

Before class and after the daily mindful awareness practice, students will fill in a bar graph. The bar graph serves to evaluate their level of stress and guide the students to collect personal data and draw conclusions about the effect of mindful practices on their personal experiences.

Rubric

The rubric is used to assess the student's understanding of the unit's learning objectives as well as each student's language proficiency level. The rubric will help students understand the expectations for the final presentation.

Mindful writing

In this curriculum unit, mindful writing is used as a warm up activity. It is used to allow students to reconnect with their inner-selves as they come in the class. It is also used to bring nonjudgmental awareness to their thoughts, feelings, senses, and life surrounding them in the present moment.

Journal writing for Self-Assessment Reflections

Through this unit, the students will take part in daily self-assessments and reflections. The self-assessment is a "temperature check" performed as soon as the students are seated. They will first assess their level of stress using the bar graph, reflect, and free write in their journal. At the end of each class, following the mindful awareness daily practice, the students will return to their journal, complete the second portion of the bar graph and again reflect on their mindful practice.

Discussion Groups

At the end of each class, the students will have the opportunity to use the target language to share their experiences and thoughts. Discussions will be on specific teacher-prompted questions in relation to the daily lesson, mindful practice or personal experiences.

Unit Objectives:

The goal for this unit is to improve students' language proficiency while discovering the benefits of mindfulness. Students will practice a variety of contemplative activities and reflect on their experiences in order to draw conclusions based on their personal experiences. They will learn ways to manage their stress in hope that they will continue with their practice and teach others.

Note: The resources were create for an audience of 6th grade French immersion students. Feel free to modify them as needed.

This unit can be added to any health or healthy living unit. The teacher should do and teach the following prior to starting this unit:

- Provide each student a notebook.

- Descriptive words

- Comparative and superlative

- Feelings and emotions.

- Body Parts

- Present tense verbs

- Commands

“Temperature check” warm up activity. This is a daily activity. It serves as a daily pre-assessment also used to collect data.

Step 1: Ask the students to take their journal (notebook), sit quietly at their seat, and fill in their personal bar graph. The students will complete this graph twice. Once at the beginning of the class, as soon as they enter, and the second time at the end of the class right after the daily mindful practice. The students should also use two different colors: one for the pre-observation and another one for the post-observation. These two colors should remain the same throughout the unit. The goal for this task is to collect data, facilitate the students’ personal observation and help them draw conclusion about their personal mindful experience.

Step 2: After filling in their bar graph, the students will write about the daily prompt. Explain that there are no wrong answers and encourage them to let their thoughts flow without judging them. Students will write anything that comes in mind and slowly bring their awareness on their emotions, feelings, senses, and their environment. Always encourage the students to write in the target language. However, the main goal for this warm up activity is to let the words flow as they come in the moment. If needed, if the words do not come easily, while continuing to encourage them to use the target language, let them know that it is perfectly fine to use single words from their preferred language. Remind them that while their text should be written in the target language, the main purpose of these mindful writing activities is to encourage the flow of thoughts, ideas and writing about what they are experiencing in the moment. Remind them also not to worry about the structure, grammar, organization of their text. Remind them that it is fine to write single words, list of random thoughts, draw images.

Before the students arrive, you may want to have a soft background music (no words), and pleasant aromatic diffuser (some students may not like the scent you are using and this may influence their level of comfort). I recommend consulting students about what fragrance they prefer.

Post-observation and Reflection activity. This is a daily closure activity.

Step 1: After the daily mindful practice, ask the students to take their journal (notebook), sit quietly at their seat, and fill in their personal bar graph using the post-observation color. The goal

for this task is to collect data, facilitate the students' personal observation and help them draw conclusion about their personal mindful experience.

This unit was created to be taught in consecutive days. While the activities should be presented in this order, you may choose to introduce one mindful lesson a week or follow an A/B schedule. I recommend however, on the day you choose to teach the lesson; you start the class with the temperature check, present the mindful practice and encourage the students to complete the post-observation and reflection activity.

Lesson 1: *Keep Calm and Mindfully Breathe in French*

Day 1

Resource and material: Journal, bar graph, guided notes part A (appendix 4), video “La petite fille aux oiseaux, une histoire pour comprendre ce qu'est la pleine conscience”, video “Heart Coherence Breathing Exercise - 10 Minutes for STRESS RELIEF”.

Lesson focus and Objectives: The first part of this lesson is designed to help students infer the meaning of mindfulness from authentic text presented in the target language. The students will listen to a short story and summarize the main idea using the guided notes part A. The second part of this lesson is designed to introduce the students to mindful breathing. The teacher will introduce the mindful practice, demonstrate how it is done and guide the students perform the activity.

Task 1: “Temperature check” warm up activity. Today, you will introduce the warm up activity. Give the students a copy of the bar graph (appendix 3), and ask them to staple it in the back of their front cover page. Explain that for the next three weeks they will collect data about their stress level two times a day: once as they come in the classroom and the second time at the end of class. Then, explain that every day, after completing the temperature check, the class will spend 5-10 minutes free writing in their personal journal. Tell them that each day; the students will have a new prompt. Give them today's prompt: Without judging your thoughts, write about all the thoughts that are going through your mind as they come.

Task 2: Activity 1.1 Listening activity

For this task, students will listen to a fictional story about the meaning of mindfulness. Students complete their guided notes part A (appendix 4) while watching the following video https://youtu.be/Hz_OgKnRMkk. Ask the students to complete the guided activity while listening to the video. After completing the activity sheet, the class participates in a whole group conversation. Teacher encourages the students to share their answers and add details to their notes.

Task 3: Mindful practice: Breathing 1 –Anchor Breathing Circle Wave-

During this lesson, the focus is to learn about mindful breathing and participate in simple breathing practices. The teacher will explain what mindful breathing is. Demonstrate how it is done and guide the students using one of the following links <https://youtu.be/TsTRvxUruJo>.

Task 4: Post-observation and Reflection activity.

After each daily mindful activity, the students will reopen their personal journal and fill in their daily bar graph. Then, they will reflect on their personal experience with the today's mindful practice. At the end of each class, the teacher will give the students the opportunity to use the target language to share their experiences and thoughts.

Day 2

Resource and material: Journal, bar graph, guided notes part B (appendix 4), video "En un mot avec Christophe André : la pleine conscience" (excerpt 0.00 until 1.16s), a piece of paper and a pencil.

Lesson focus and Objectives: The first part of today's lesson is designed to help students continue making inferences about the meaning of mindfulness from authentic text presented in the target language. The students will listen to a non-fiction text and answer the guided questions on the guided notes part B. The second part of this lesson introduces another mindful breathing activity. The teacher will introduce the mindful breathing practice, demonstrate how it is done and guide the students perform the activity.

Task 5: "Temperature check" warm up activity Ask the students to complete their temperature check (bar graph) quietly. Then give them 5-10 minutes to complete the following statement: In this moment, I am fully aware of ... Ask the students to write anything that comes in mind without judging their writing. Remind them to continue writing until you tell them to stop.

Task 6: Activity 1.2 Listening activity <https://youtu.be/NC86pJWA7k> (excerpt 0.00 until 1.16s)

For this activity, the students will listen to a video about mindfulness (non-fiction). Using evidences from the text, students will use the guided notes part B (appendix 4) to infer the meaning of mindfulness. Note: If you would like, you could mute the video and use the script in order to transform this activity into a reading activity. After completing the activity sheet, the class participates in a whole group conversation. Teacher encourages the students to share their answers and add details to their notes.

Task 7: Mindful practice: Breathing 2 -Hand Breathing and Affirmations-

For this mindful breathing activity. Ask the students to trace their hands slowly on one page of their journal. The goal is not so much to trace their hand but to focus on their breathing. The teacher can first demonstrate the activity. As the pencil goes up the thumb, inhale slowly until you reach the tip of the finger. Then at the tip hold your breath for three seconds and then exhale as the pencil goes down to reach the crest of the hand. Exhale completely. Then inhale and let the pencil move up the index, hold your breath at the tip of the pointer finger and exhale as you trace down your finger. Continue like this until three more times until the whole hand is traced.

Task 8: Post-observation and Reflection activity

After each daily mindful activity, the students will reopen their personal journal and fill in their daily bar graph. Then, they will reflect on their personal experience with the today's mindful

practice. At the end of each class, the teacher will give the students the opportunity to use the target language to share their experiences and thoughts.

Day 3

Resource and material: Journal, bar graph, blank pieces of paper, color pencils, markers.

Lesson focus and objectives: Today's lesson is designed to assess the students' understanding of mindfulness. The second part of this lesson introduces another mindful breathing activity. The teacher will introduce the mindful breathing practice, demonstrate how it is done and guide the students perform the activity.

Task 9: "Temperature check" warm up activity

Prior to the warm up activity, the teacher will explain the meaning of affirmations, and how everyone can benefit from writing and says affirmations. The teacher may provide a few examples of affirmations and point to their specific characteristics. For instance, affirmations are formed in the present tense. They should be short statements. They should only use meaningful and positive words.

Following the mini lesson, ask the students to create their personal affirmation. Then, ask them to go back to yesterday's hand breathing activity and write their affirmation repeatedly following the line they traced. You can see a model on (appendix 5).

Task 10 Activity 1.3 Using their notes, students will engage in unrehearsed conversation about what they think mindfulness means. After sharing their thoughts in small groups, students create a drawing that represent mindfulness. Here is an example of what it may look like (appendix 6).

Task 11: Mindful practice: Breathing 3

During this lesson, the focus is to learn about mindful breathing and participate in simple breathing practices. The teacher will explain what mindful breathing is. Demonstrate how it is done and guide the students using one of the following links. <https://youtu.be/dGBdt16sJUg>

Task 12: Post-observation and Reflection activity

A few minutes before the end of class, let the students fill in their daily bar graph. Then, they will reflect on their personal experience with the today's mindful practice. Give the students the opportunity to use the target language to share their experiences and share their drawing with the rest of the group.

Lesson 2 Keep Calm and Mindfully Feel in French

The following objectives should be taught/reviewed prior to this lesson.

Descriptive words

Body parts

Use sensory details

Commands

Day 4

Resource and material: Journal, bar graph, image of a landscape (mountains, beach, forest, any image will do), video "La grenouille, meditation pour les enfant", worksheet (appendix 7).

Lesson focus and objectives: Today's lesson is to analyze the language used in meditation and introduce the students to meditation practices.

Task 13: "Temperature check" warm up activity

Ask the students to complete their temperature check (bar graph) quietly. Then ask them to look at the picture you selected for them. Today, tell them that they will look at this image and write as much as they can about all five senses. Tell them that they will write nonstop for 5-10 minutes focusing on each sense. You may want to guide them and say, "Take a moment to look at this picture and write about all the things you see. Then, imagine that you are there and write about all the smells your nose can detect. Then move your attention to your ears. What can you hear? How does your body feel? Your skin? Can your hand touch anything? How does it feel? How about your feet? Ask the students to write anything that comes in mind without judging what they are writing in their journal. Remind them to continue writing until you tell them to stop.

Task 14: Activity 2.1 Listening activity "La grenouille, meditation pour les enfant." Autor : Eline Snel <https://youtu.be/WnxOoifQ398>

Students will familiarized themselves to the language used in guided meditation and body scan. Give each student a guided script. The script is a text with holes that the students must fill in (appendix 7). Depending on the language proficiency level of your students, you may or may not provide a word bank. Go over the vocabulary, play the audio only on your promethean or projector, ask the students to listen to the meditation while filling in the missing words. In addition, depending on the level of your students and their needs, you may have to replay the audio more than once. At the end of this activity, go over their answer and discuss any particularities they are noticing.

Task 15: Mindful practice: Guided Meditation et Respiration

<https://youtu.be/EAwZVjYg5m0>

Today's mindful practice is an initiation to guided meditation. The students will listen to another meditation and participate. You may want to use the meditation provided, create your own, or use another meditation presented in the target language you are teaching. Tell the students that in a few minutes they will close their eyes and experience what meditation feel like. Students will follow the directions played in the video.

Task 16: Post-observation and Reflection activity

A few minutes before the end of class, let the students fill in their daily bar graph. Then, they will reflect on their personal experience with the today's meditation. Give the students the opportunity to use the target language to share their experiences with the rest of the group.

Day 5

Resource and material: Journal, bar graph, paper bag filled with Silly Putty, a piece of candy, paper clip, animal shaped erasers, bubble stickers, cotton ball, or anything fun you may think of. Paper and pencil or google document. You will also need "*Méditation guidée pour les ados*" by Eline Snel.

Lesson focus and objectives: Today, students will write their own meditation and practice body scan meditation.

Task 17: “Temperature check” warm up activity

Before the students arrive, give a paper bag filled with a variety of small objects inside. Make sure the objects are safe. You may want to use Silly Putty, a piece of candy, paper clip, animal shaped erasers, bubble stickers, cotton ball, or anything fun you may think of.

When the students arrive, ask them to complete their temperature check (bar graph) quietly. Then ask them to take the paper bag on their desk. Ask them that they are only allow to touch the object. No one can look inside the bag. The students will touch one object in the bag and write as much details as possible about this object. You may also want to ask them the following questions based on what they are feeling with their fingers. What would be the smell? What color is it? What sound does it make? In addition to writing about the objects, you can also ask them to draw what their fingers are seeing.

They students will write nonstop for 5-10 minutes focusing on each sense. Ask the students to write anything that comes in mind without judging what they are writing in their journal. Remind them to continue writing until you tell them to stop. At the end of this activity, you can let them take out the objects and share their experience with the class. The goal is to produce language in the target language but principally to draw the attention to the present moment.

Task 18: Activity 2.2

In groups of 2-3, ask the students to create their own meditation. Encourage them to use the models provided to guide their writing. The meditation should include at least ten body parts and verbs in the imperative form.

Task 19: Mindful practice: Body Scan Méditation guidée pour les ados Eline Snel

<https://youtu.be/JRanZ-YQdL4>

Today’s mindful practice offers another example of meditation. The students will listen to this meditation and follow along. You may want to use the meditation provided, create your own, or use another meditation presented in the target language you are teaching. Tell the students that in a few minutes they will close their eyes and experience what body scan meditation feels like. Students will follow the directions played in the video.

Task 20: Post-observation and Reflection activity

A few minutes before the end of class, let the students fill in their daily bar graph. Then, they will reflect on their personal experience with the today’s meditation. Give the students the opportunity to use the target language to share their experiences and share their drawing with the rest of the group.

Day 6

Resource and material: Journal, fruit basket, electronic device to record students’ voices, video “Méditation pour les ados, gérer les émotions désagréables”

Lesson focus and objectives: Students will create their own meditation audio.

Task 21: “Temperature check” warm up activity

Ask the students to complete their temperature check (bar graph) quietly. Then ask them to come and take on piece of fruit from the fruit basket. Tell them that in a few minutes they will use their five senses to write about the fruit they chose. Remind them that they will write nonstop for 5-10 minutes focusing on each sense. You want to guide them so that no one starts eating until you tell them to do so. You may say, “Take a moment to look at the fruit you picked then write about all the things you see. Then, smell you fruit. What does it smell like? Write about all the smells your nose can detect. Then move your attention to your fingers. How does the outside of the fruit feels? Then, move to your ear? When you peel it or take a bite, what are the sounds you hear? How does the inside look like? Move to your mouth. Describe all the tastes your mouth can detect, the texture, etc. Ask the students to write anything that comes in mind without judging what they are writing in their journal. Remind them to continue writing until you tell them to stop.

Task 22: Activity 2.3 Students will create a meditation recording

Informal assessment: With their assigned partner(s), the students will create their own meditation recording. The recordings should not last longer than 3 minutes.

Task 23: Mindful practice: Méditation pour les ados, gérer les émotions désagréables
https://youtu.be/wlr9C_UgOBs

Once more, the students will listen to this meditation and follow along. You may want to use the meditation provided, create your own, or use another meditation presented in the target language you are teaching. Tell the students that in a few minutes they will close their eyes and experience what body scan meditation feels like. Students will follow the directions played in the video.

Task 24: Post-observation and Reflection activity

A few minutes before the end of class, let the students fill in their daily bar graph. Then, they will reflect on their personal experience with the today’s meditation. Give the students the opportunity to use the target language to share their experiences and share their drawing with the rest of the group.

Lesson 3 Keep Calm and Mindfully Spread the Love of Awareness in French

Final Presentation

Resource and material: Poster board or tri-fold display board, drawings from task 10, bar graphs located in the student journal.

Lesson focus and objectives: This project is designed to encourage students draw conclusions based on their personal observations and experiences. Use the target language to share their experiences and thoughts with others. Reflect on their personal data collection and analyze the effect of mindful practices on their level of stress. Practice to manage their stress independently. Create resources in the target language to teach others about mindfulness and one of their favorite mindful practices.

Audience: 3rd or 4th grade French immersion students. The audience will vary from one school to another. Students can present to any group speaking the same target language.

Pacing: The pacing to complete this project may vary from one group to another. Allow at least three class periods for students to prepare their tri-fold display and a few more days for presentations.

Poster/ tri-fold expectations: For their presentation, the students should display their drawings from task 10. The tri-fold display should at least have a bar graph representing the collection of students' data. They students should explain the data and draw conclusion based on their observations. Finally, the tri-fold should display the name of their favorite mindful practice and provide systematic explanation on how to do the mindful practice they selected.

Step 1: Using the same groups as in task 22, the students will share their drawing from task 10 and explain how their drawing defines mindfulness. The group will use the drawing for their final display and collectively they will create a definition of mindfulness based on everyone's interpretation.

Step 2: The students will analyze the data they collected for the past 6 days and draw conclusions about the effects the mindful practices had on their daily level of stress. Students may choose to display each team member's graphs or recreate one graph that compiles all data. The student should also write a brief summary of their observations.

Step 3: The group will discuss and choose which mindful exercise they want to present. The students should have in mind the age of their audience. On their tri-fold/poster, each group should have any image representing the mindful practice of their choice, and write step-by-step directions on how to perform the mindful practice.

To grade the students' project, you may refer to the attached rubric (Appendix 2).

Appendix1: Implementing Teaching Standards

Application of Standards in Curriculum Unit

This curriculum unit is built around the theme of mindfulness. During this curriculum unit, students improved their language proficiency level while learning and practicing mindful awareness through mindful breathing, mindful meditation, and mindful writing exercises. These exercises helped the students reduce their stress and develop a better sense of awareness. Using the target language students inferred the meaning of mindfulness from a variety of media, reflected of their personal data collection to analyze and draw conclusions on their personal experiences with mindful practices. The students demonstrated their knowledge and skills by creating a presentation for a real audience.

IL.CLL.1.1 Carry out unrehearsed conversations on familiar topics with some details.

This standard is addressed in tasks 4, 8, 9, 12, 16, 20, and 24. Throughout the unit, students shared their thoughts and experiences with one another.

IL.CLL.2.1 Summarize main ideas and a few details in short conversations and some forms of media.

This standard is addressed in tasks 2,6,10, when the students have to listen/read information from authentic sources and explain the meaning of mindfulness.

IL.CLL.3.1 Use a series of phrases and sentences to create descriptions with some details about familiar topics and experiences.

This standards is addressed in tasks 1, 4, 5, 8, 12, 13, 16, 17, 20, 21, and 24. Throughout this unit, students are invited to mindfully become aware and write about their experiences. The students also use a series of sentences to create a final presentation about familiar topics and experiences.

IL.COD.3.1 Use academic content terminology in a series of phrases and sentences with a few details to give spoken or written presentations in the target language on familiar topics.

This standard is addressed in tasks 10, 12, and the project. The students create an image about the meaning of mindfulness and present to the class. In small groups, the students create a recording of a meditation they created. Finally, in small groups, the students present information about what they learned, and observed throughout the unit to an audience.

IL.COD.3.2 Produce a series of phrases and sentences about familiar themes related to other disciplines.

This standard is addressed in tasks 10, 12, and the project. The students present information about mindfulness and health.

IL.CMT.1.1 Carry out unrehearsed interactions in familiar situations with people from the target culture or communities of learners of the same target language.

This standard is addressed in the project. The students will present their project and will answer questions the audience, community of learners of the same target language, may have. This standard is also addressed each time they share their thoughts and personal experiences with the whole group: tasks 4, 8, 9, 12, 16, 20, and 24.

IL.CMT.1.2 Use the language to exchange information with people from the target culture about shared experiences.

This standard is addressed in the project. In the target language, students present their drawings about mindfulness. They also present the results of their observations by showing their bar graphs, talking about the results, and their findings. They will also select one of their favorite mindful activities, explain what it is, and prepare a short lesson for a younger audience and the classroom teacher (3rd or 4th grade students from the same immersion language. Teachers at our school are people from the target culture).

IL.CMT.4.2 Create resources in the target language for use in the community.

This standard is addressed in the project. In the target language, students present their drawings about mindfulness. They also present the results of their observations by showing their bar graphs, talking about the results, and their findings. They will also select one of their favorite mindful activities, explain what it is, and prepare a short lesson for a younger audience and the classroom teacher. Students can display their work so that all members of the community have access to the information.

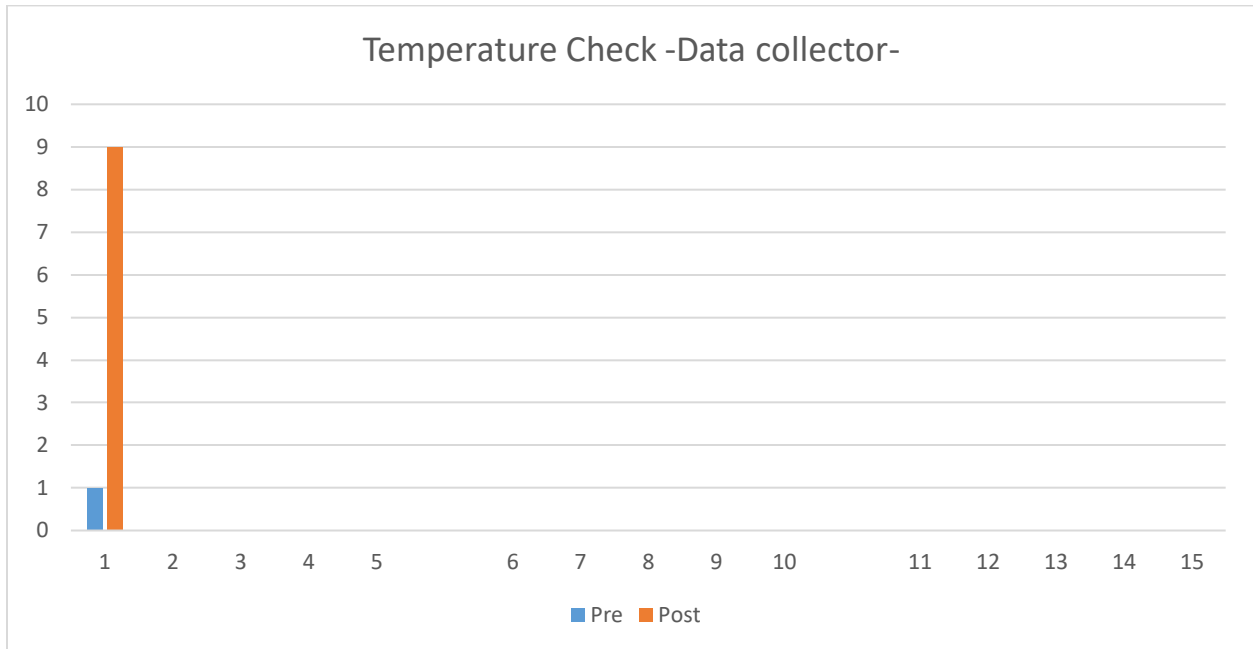
Additional Appendices
 Appendix 2: Curriculum Unit Rubric

Teachers can use this rubric in addition to the PALS rubric (usually used to assess students' proficiency level).

Task completion	4 pts Superior Completion of task	3 pts Completion of task	2 pts Partial completion	1 pt. Minimal Completion
<p>1. Display their drawings from task 10. at least have one bar graph representing the collection of students' data.</p> <p>2. Written Interpretation of graph(s)/data.</p> <p>3. Display an image representing their favorite mindful practice</p> <p>4. Step-by-step explanation on how to do the mindful practice they selected.</p>	<p>All required elements present Uses a variety of vocabulary and language structures Well organized and cohesive</p>	<p>All required elements present Sufficient info or detail based on learned material May show organization</p>	<p>Response relevant but lacks details Required portion of task missing</p>	<p>Student makes effort, but falls short, missing required elements Response unrelated to assigned task Very little ratable material</p>
Definition of mindfulness	<p>4 pts Superior completion of the task</p> <p>Students went above and beyond to explain what mindfulness is by provided</p>	<p>3 pts Accurate definition of mindfulness</p>	<p>2 pts Definition is too short lacking details</p>	<p>1 pts Definition inaccurate, not in the target language and/or missing</p>

	concrete examples.			
What are the data telling us	<p>4 pts</p> <p>Students take the time to talk about their bar graphs. Draw conclusions about the benefits of mindfulness on their lives by providing examples. Students present a chart and analyze, talk about the data they collected.</p>	<p>3pts</p> <p>Students take the time to show their bar graphs and briefly talk about the results over time. Students present a chart and briefly conclude the results.</p>	<p>2pts</p> <p>Students talk about two benefits of mindfulness but fail to explain the bar graphs. Students show the graphs but fail to explain their observations.</p>	<p>1 pt.</p> <p>Incomplete or missing bar graphs.</p>
Favorite practice	<p>4pts</p> <p>Students explain, demonstrate and guide audience. Talk about the benefit of this practice and after the activity, they take the time to ask the students for their opinions.</p>	<p>3 pts</p> <p>Students demonstrate and show them how to perform the practice they chose.</p>	<p>2 pts</p> <p>Students talk about their favorite practice, but fail to demonstrate to the audience.</p>	<p>1 pt.</p> <p>Forgot to talk about their favorite practice.</p>

Appendix 3:
Example of the Temperature Check- Data Collector



Appendix 4:

Leçon 1: Questions (vidéo 1 et 2)

Partie A (jour 1) **Activity 1.1 Listening activity** https://youtu.be/Hz_0gKnRMkk

1. Pourquoi les gens appellent-ils la jeune fille *La petite fille aux oiseaux*?

2. À force de voler sans jamais se poser, la petite fille devint _____, puis terriblement _____ et tomba _____.

3. Que lui a offert la grenouille le premier jour? À quel sens cet objet fait-il appel?

4. Qu'a fait la grenouille le deuxième jour? À quel sens cette activité fait-elle appel?

5. Dans tes propres mots explique ce que la petite fille avait découvert et qui l'a guérie.

Partie B (jour 2) **Activity 1.2 Listening or reading activity**

https://www.youtube.com/watch?v=Hz_0gKnRMkk&feature=youtu.be (excerpt 0.00 until 1.16s)

6. C'est cette attitude mentale qui consiste à se rendre pleinement _____ à ce que nous sommes en train de vivre. _____ présent à notre _____, à nos _____ corporelles, aux _____ qui traversent notre esprit.

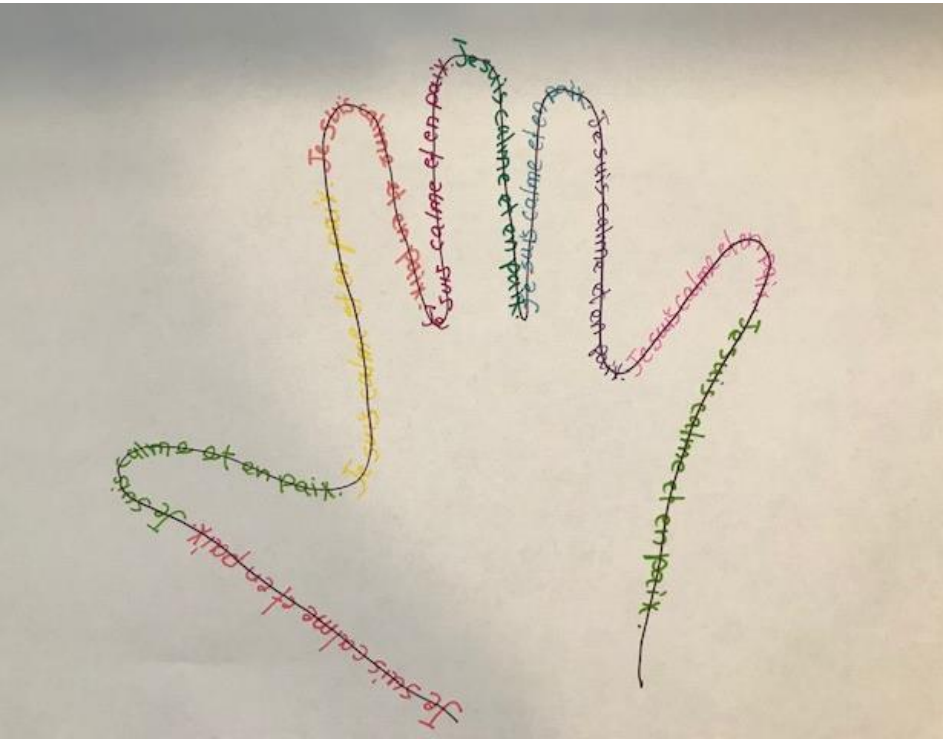
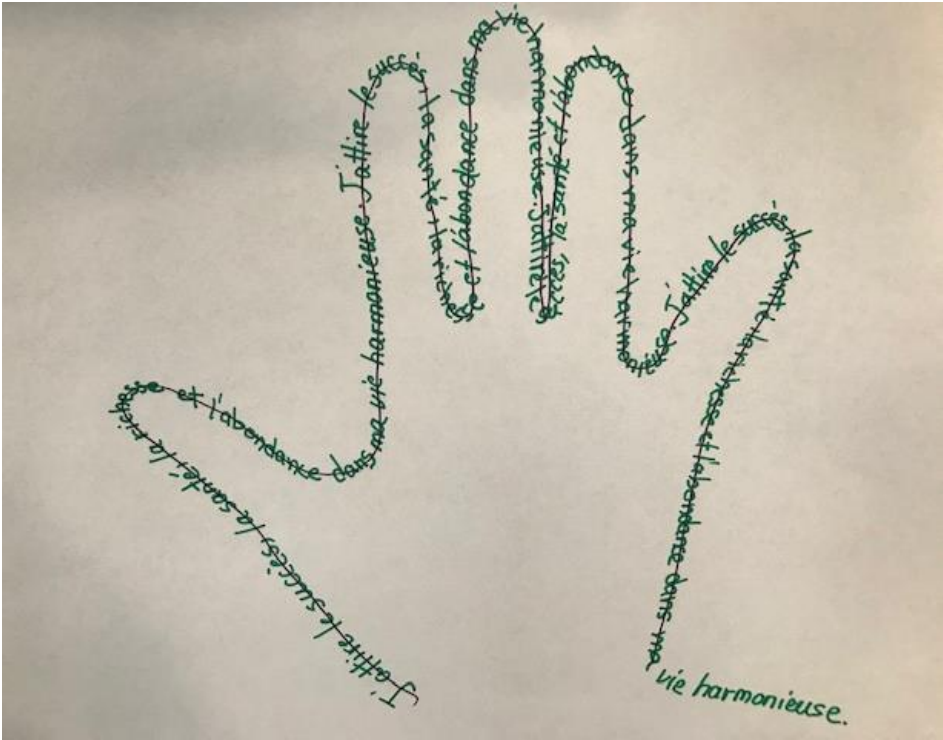
7. Nomme quatre problèmes qui sont des résultats possibles de ne pas vivre dans le moment. L'esprit pense à des choses qui se sont passées ou à des choses du futur mais n'est pas présent et après un moment cela peut causer des problèmes mentaux et physiques. Lesquels? _____

Conclusion:

C'est quoi la pleine conscience?

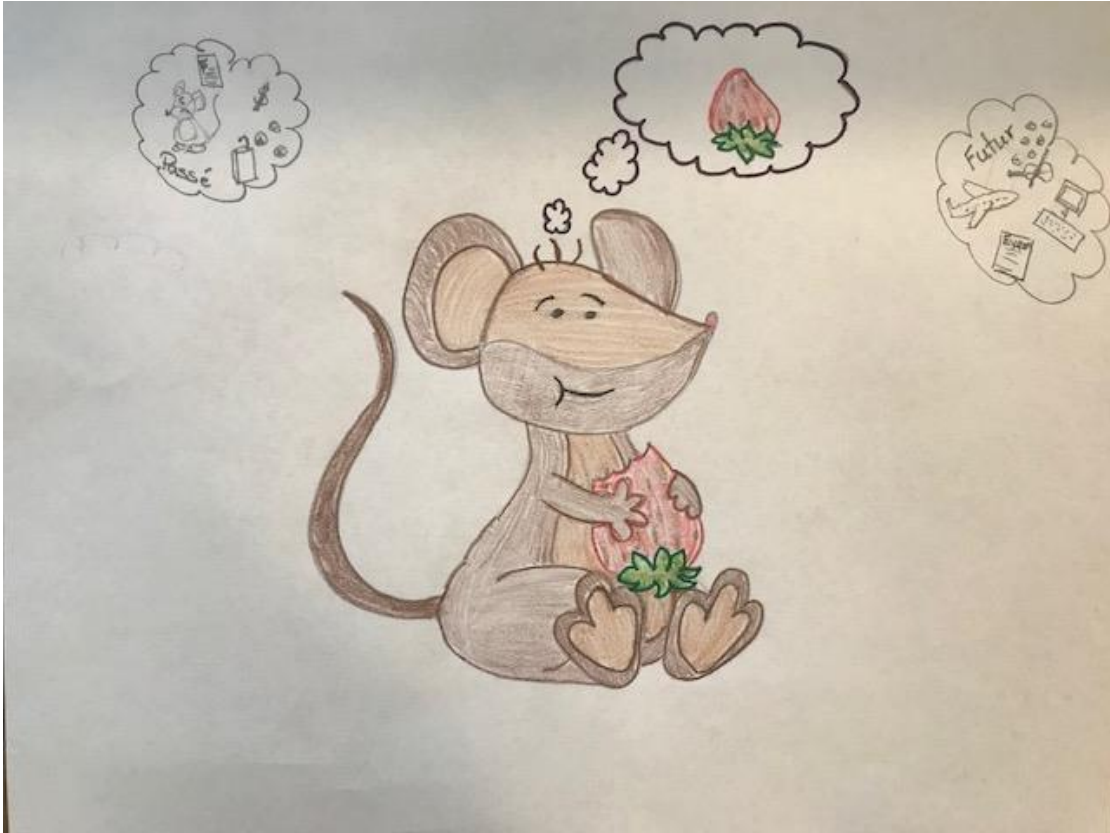
Selon les documents utilisés en classe, explique ce qu'est la pleine conscience dans tes propres mots.

Appendix 5: Examples of hand and affirmations



Appendix 6:

Example of drawing about the meaning of mindfulness.



Appendix 7:

La grenouille, méditation pour les enfants.

Voici les paroles d'une méditation pour apprendre à se concentrer et à rester calme. Extrait du livre *Calme et attentif comme une grenouille* d'Eline Snel. <https://youtu.be/WnxOoifQ398>

Mots

rester	asseoir	les jambes	fâché
le dos	les paupières	tes cuisses	calme
tranquille	les yeux	ta tête	ton ventre
tes bras	un doigt	fatigué	

Texte

Dans cet exercice, je vais t'apprendre à _____ aussi tranquille qu'une grenouille. Tu dois seulement t'_____ quelque part avec _____ droit, _____ devant toi et toute ton attention près de toi.

Les grenouilles peuvent sauter très loin. Elles peuvent coasser très fort mais elles peuvent aussi rester complètement immobile et ne rien faire. Même les grenouilles trouvent que c'est difficile au début de rester tranquille comme ça. Les bras veulent bouger, les jambes aussi tout le temps. Mais plus tu feras cet exercice plus ça marchera et alors...

Alors cela devient agréable de ne rien avoir à faire. De ne rien faire d'autre que rester _____: aussi tranquille qu'une grenouille.

Si c'est agréable, tu peux baisser _____ ou bien fermer complètement _____. Fais seulement ce que toi tu trouves agréable et reste tranquille comme la grenouille. Aussi tranquille que possible. Et pour pouvoir rester assis aussi tranquille tu as besoin de faire attention.

Faire attention et rester tranquille.

Tes jambes sont tranquilles.

_____ sont tranquilles

_____ sont tranquilles

et même _____ se tient tranquille. Elle est en repos.

Quand tu es ainsi tranquille, tu remarques peut-être qu'il y a toujours quelque chose qui bouge en toi. Peut-être les yeux ou _____ ou tes cuisses qui ne peuvent pas arrêter de remuer mais ce n'est pas grave.

Il ne s'agit pas d'être complètement immobile mais de se rendre compte comme quelque chose bouge. Et sais-tu ce qui continuent de bouger même quand tu es tout à fait _____? C'est la respiration.

La respiration dans _____.

Pose maintenant les mains sur son ventre.
Sens comme il monte et comme il descend avec la respiration.

Un peu en haut un peu en bas ainsi va ton ventre un peu en haut un peu en bas.

Sens bien cette respiration calme.

Et tout comme la grenouille, tu es encore tranquille aussi tranquille que tu peux l'être en ce moment et tu continues à faire attention à ta respiration dans ton ventre.

C'est bien.

Faire attention à sa respiration c'est très utile lorsqu'on s'est fait mal, lorsqu'on est _____, _____ ou qu'on veut tout simplement se reposer et qu'on n'y arrive pas. Demain peut-être auras-tu encore envie d'exercer à être tranquille comme une grenouille. Qui sait?

Quand tu entendas la clochette tu te lèveras lentement et tu continueras ta journée.

Je te souhaite beaucoup de plaisir aujourd'hui.

Material List

Mindfulness Journal (one for each student)
Projector (for music)
Aromatic diffuser
Journal,
Bar graph,
Rubric (Appendix 2)
Guided notes part A and B (Appendix 4),
Worksheet (Appendix 7),
Pieces of paper and pencils, color pencils or markers,
Image of a landscape (mountains, beach, forest, any image will do),
Paper bag filled with Silly Putty, a piece of candy, paper clip, animal shaped erasers, bubble stickers, cotton ball, or anything fun you may think of.
Fruit basket,
Electronic device to record students' voices,
Poster board or tri-fold display board.

Videos:

“La petite fille aux oiseaux, une histoire pour comprendre ce qu'est la pleine conscience”,
“Heart Coherence Breathing Exercise - 10 Minutes for STRESS RELIEF”.
“En un mot avec Christophe André : la pleine conscience” (excerpt 0.00 until 1.16s),
“La grenouille, méditation pour les enfant”, worksheet (appendix 7),
“Méditation pour les ados, gérer les émotions désagréables”

Resources for Students

Christophe André, “En un mot avec Christophe André : la pleine conscience,” Sens & santé, accessed, November 15, 2020, <https://youtu.be/NC86pJWA7k>.

- This is for older students. In this video, Christopher André explains mindfulness with simply and clearly. Christophe André wrote several books and videos on mindfulness, meditation, spirituality, self-esteem, happiness, health, and more.

Eline Snel, “La grenouille, méditation pour les enfant,” Les Arènes du Savoir, accessed November 13, 2020, <https://youtu.be/WnxOoifQ398>.

- Students participate in guided meditation with online audio/videos. This meditation video is in French and guide the students with their mindful meditation practices.

Gilles Payet, “Exercice de respiration en cercle variante 1,” Sophroschool, accessed November 14, 2020, <https://youtu.be/TsTRvxUruJo>.

- Students participate in teacher led breathing exercises with online videos. This circle breathing video is in French and guide the students with their mindful breathing practices.

“Heart Coherence Breathing Exercise - 10 Minutes for STRESS RELIEF,” Gaia Meditation, accessed November 14, 2020, <https://youtu.be/dGBdt16sJUg>.

- The video is a visual aid to help students participate in teacher led breathing exercises. This circle breathing video is in French and guide the students with their mindful breathing practices.

“La petite fille aux oiseaux, une histoire pour comprendre ce qu'est la pleine conscience,” Les Arènes du Savoir, accessed November 9, 2020,

https://www.youtube.com/watch?v=Hz_0gKnRMkk&feature=youtu.be

- Les Arènes du Savoir is a website that has a multitude of resources for kids and adults. In addition, Les Arènes du Savoir has several videos and activities that focus on health, mindfulness; mindful awareness, mindful breathing, and mindful meditation just to name a few.

Resources for Teachers

Daniel, Tracy L., PhD. *Mindfulness for Children*. Avon: Adams Media, 2018.

- This book is a great compilation of mindful activities. Dr. Tracy Daniel’s book is filled with ideas to support teachers and parents inspire children to become more resilient.

Hawkins, Kevin. *Mindful Teacher, Mindful School : Improving Wellbeing in Teaching & Learning*. Los Angeles: SAGE, 2018.

- Kevin Hawkins is a former education, school head and social worker you worked with in several schools around the world. His book offers a lot of theories and personal experiences. It also provides a lot of mindful activities and exercises that can be used in the classroom.

Langer, E. *The power of mindful learning*. Reading, MA: Addison-Wesley, 1997.

- In her book, Ellen Langer uses her theory of mindfulness to explain that mindful learning happens with an awareness of context. Her research demonstrates that mindful learning add to the quality of learning and retention of the information.

Notes

¹ Kendra Cherry, “The 5 Levels of Maslow's Hierarchy of Needs,” Verywell Mind, June 3, 2020,1.

² “Lao Tzu Quotes.”

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