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Ideas with IMPACT

idea packet

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Mindfulness With a Growth Mindset

Mindfulness with a Growth Mindset

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Project Description

The purpose of this project is to teach students the value of responsibility for their daily thoughts and actions and how to successfully grow exponentially in their educational and personal lives by continuing to strive without giving up. Utilizing these skills will help students to better cope with their ever-changing emotions, deal with every day stressors, and propel them to strive towards their goals. Most students are taught that the most valuable characteristic is to be smart and that intelligence will be the main asset that leads to their success. The problem with this concept is that it can leave students feeling defeated if they believe they are not smart or less intelligent than their peers. Because students often gauge their progress against other peers' progress in a competitive way, they constantly compare one another regarding who is the "smartest" in the class. Children are taught the best kids earn A's, and while striving for an A is laudable, they have a very difficult time if they earn anything less. Often, due to this self-defeating behavior, they also fail to miss the message to keep trying and striving because they have already given up. This can leave a student feeling less in control of their own educational outcome and can lead to many negative results because they feel inadequate. They are also not taught to be reflective about their mistakes. With these lessons, they will learn and eventually easily accept that mistakes are not only acceptable, but incremental to the learning process and achievement. Their attitude and effort towards learning will make such a difference in the level of their accomplishments and will promote a positive self image. Through the techniques described in this project, students will learn how to successfully cultivate their own progress beyond the classroom and hopefully will positively impact them lifelong.

What we think, we become.
-Gautama Buddha

Goals & Objectives

This project can be infused with any curriculum that you teach and any age level you wish. I have included some Objectives that this project coincides with although, like I stated before, these valuable skills are suitable for any subject and grade level so feel free to adapt these lessons however you need to in order to use it in your instruction. These standards are geared toward 8th grade which is the level I teach however, these lessons can be taught to any grade level and infused with any school subject.

HEALTH

HE.8.B.6- Demonstrate the ability to use goal setting skills to enhance health.

HE.8.B.5- Decision Making- Demonstrate the ability to use decision-making skills to enhance health.

HE.1.B.2.2- Describe good listening skills to enhance health. (e.g., positive body language; don't interrupt; focus on the speaker).

HE.8.P.7- Self Management- Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.

HE.8.B.3- Accessing Information- Demonstrate the ability to access valid health information, products and services to enhance health.

HE.5.B.2.3- Illustrate effective conflict resolution strategies. (e.g., expressing emotions; listening; body language)

HE.4.B.2.3- Discuss nonviolent strategies to manage or resolve conflict. (e.g., resource officer; "cool off" period; physical activities; quiet time; compromise)

HE.8.B.2.3- Examine the possible causes of conflict among youth in schools and communities. (e.g., relationships; territory; jealousy)

HE.8.P.7- Advocacy- Demonstrate the ability to advocate for individual, peer, school, family, & community health.

SOCIAL STUDIES

SS.2.C.2.2- Define and apply the characteristics of responsible citizenship (e.g., respect, responsibility, participation, self-reliance, patriotism, honesty).

SS.1.C.2.3- Identify ways students can participate in the betterment of their school and community (e.g., responsible decision making, classroom jobs, and school service projects).

SS.1.C.2.1- Explain the rights and responsibilities students have in the school community (e.g., do not litter, come to school on time, have a safe learning environment).

SS.K.C.2.1- Demonstrate the characteristics of being a good citizen (e.g., taking turns, sharing, taking responsibility, following rules, understanding the consequences of breaking rules, practicing honesty, self-control, participating in classroom decision making).

SS.912.A.1.7- Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications

LANGUAGE ARTS

LAFS.8.W.1.1- Write arguments to support claims with clear reasons and relevant evidence.

LAFS.8.W.1.2- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

LAFS.8.W.2.4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.8.W.2.5- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

LAFS.8.W.4.10- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

What is Mindfulness?

Mindfulness- The goal behind teaching students mindfulness is to:

- Help students to become more fully aware of their actions
- Show students how to better control their inner-dialogue and distractive thoughts
- Help students improve their performance by becoming more centered and self-aware
- Show students how to live in the present moment rather than tune out and lose focus
- Show students how to take more control of their stress, emotions and anxiety
- Teach students to become more motivated to self-monitor and take more interest in their educational progress and learning
- Set future goals and work towards them
- Promote overall self-improvement

What is a Growth Mindset?

Growth Mindset- The goal behind teaching students about Growth Mindset is to:

- Teach students that their brains have enormous capacity to learn and make connections and that their brains are not "fixed" with a limited amount of information when they are born.
- Help students understand the value of learning and embrace its ongoing process and not think it is a means to an end.
- Help students to understand the value behind the mistakes they make and that mistakes are a stepping stone to their learning process.
- Students will also learn the value of grit.

What is Grit?

Grit- The goal behind teaching students about Grit is to:

- Teach students to continue to strive and give their best despite setbacks.
- Let students know there will be problems that get in their way, but that they can overcome those problems and their success depends on how they learn to deal with/handle those obstacles.
- Encourage them to continue to be their best selves and put their best foot forward.
- Teach students that everyone has issues and problems to deal with and no matter what they are dealing with, they cannot afford to give up.

Special Note: You can be flexible in how you teach these lessons. Initially, a certain pattern might be best to follow such as using: “Mindful Meditation” method first before teaching, "Clear the Roadblocks”. For example: you can use the meditation and visualization methods to set your goals with your students once school begins and then you can repeat the guided meditation or visualization with them once a week, bi-weekly or whatever manner you choose to check-in on whether or not your students are still on track to achieve their goals. As a matter of fact, the order of the lesson plans in this project are the order in which I would suggest you teach them; but really all these lessons plans can be conducted in a flexible manner. A major plus to the guided meditation lessons is that once you conduct the meditation with them, your students will be more relaxed and focused and ready to learn. Lastly, I did not include a rubric because along with the lessons, the way you choose to grade is flexible as well. Whether you would like to grade the writing/journaling or the participation, or both it is up to you.

Student Learning Style and Personal Goals Surveys

Materials: There are 3 Student Learning Surveys. You can use 1 or all 3.

Purpose: I chose to use all 3 surveys to get to know my students better. It also lets them know that I care to know about their likes, dislikes and individuality. This exercise helps students to become more aware about their own likes, habits and learning styles which, is necessary in order for them to make positive progress in the many facets of their lives.

Activity:

Step 1:

Have the students fill out the surveys. (I allowed them to do it at home so they felt comfortable with enough time and privacy to be honest about their answers. Also, it doesn't take up any valuable instructional time during the class period).

Step 2: Take the time to read and learn about your students likes/dislikes and learning habits. Once you take stock of their learning styles, you can cater your lessons to better fit their needs. Most likely you will have all or most of the learning styles in one classroom. Daily, I try to use techniques and lesson plans that encompass all the learning styles to make sure every student's modality is reached. If you do this all year, the learning gains from your students will be immense.

Note: I often play various types of music in the background while they are working (Classical music is the biggest genre on my playlist but I also incorporate songs that coincide with a theme I am teaching at the moment since I am a History teacher). Once in a while if it coincides with the activity, is appropriate, and they stay focused, I surprise them and play a song or style of music that they have indicated they like in their surveys. This lets them know I cared to read their responses and often times they are willing to work more or harder just to be able to enjoy the music while working.

Learning Style Inventory

To better understand how you prefer to learn and process information, place a check in the appropriate space after each statement below, then use the scoring directions at the bottom of the page to evaluate your responses. Use what you learn from your scores to better develop learning strategies that are best suited to your particular learning style. This 24-item survey is not timed. Respond to each statement as honestly as you can.

	Often	Sometimes	Seldom
1. I can remember best about a subject by listening to a lecture that includes information, explanations and discussions.			
2. I prefer to see information written on a chalkboard and supplemented by visual aids and assigned readings.			
3. I like to write things down or to take notes for visual review.			
4. I prefer to use posters, models, or actual practice and other activities in class.			
5. I require explanations of diagrams, graphs, or visual directions.			
6. I enjoy working with my hands or making things.			
7. I am skillful with and enjoy developing and making graphs and charts.			
8. I can tell if sounds match when presented with pairs of sounds.			
9. I can remember best by writing things down.			
10. I can easily understand and follow directions on a map.			
11. I do best in academic subjects by listening to lectures and tapes.			
12. I play with coins or keys in my pocket.			
13. I learn to spell better by repeating words out loud than by writing the words on paper.			
14. I can understand a news article better by reading about it in a newspaper than by listening to a report about it on the radio.			
15. I chew gum, smoke or snack while studying.			
16. I think the best way to remember something is to picture it in your head.			

17. I learn the spelling of words by "finger spelling" them.			
18. I would rather listen to a good lecture or speech than read about the same material in a textbook.			
19. I am good at working and solving jigsaw puzzles and mazes.			
20. I grip objects in my hands during learning periods.			
21. I prefer listening to the news on the radio rather than reading the paper.			
22. I prefer obtaining information about an interesting subject by reading about it.			
23. I feel very comfortable touching others, hugging, handshaking, etc.			
24. I follow oral directions better than written ones.			

Scoring Procedures

Directions: Place the point value on the line next to the corresponding item below. Add the points in each column to obtain the preference score under each heading.

OFTEN = 5 points SOMETIMES = 3 points SELDOM = 1 points

VISUAL		AUDITORY		TACTILE	
NO.	PTS.	NO.	PTS.	NO.	PTS.
2		1		4	
3		5		6	
7		8		9	
10		11		12	
14		13		15	
16		18		17	
19		21		20	
22		24		23	
VPS =		APS =		TPS =	
VPS = Visual Preference		APS = Audio Preference		TPS = Tactile Preference	

Learning Styles Assessment

Read each statement and select the appropriate number response as it applies to you.

Often (3) **Sometimes (2)** **Seldom/Never (1)**

Visual Modality

_____ I remember information better if I write it down.
_____ Looking at the person helps keep me focused.
_____ I need a quiet place to get my work done.
_____ When I take a test, I can see the textbook page in my head.
_____ I need to write down directions, not just take them verbally.
_____ Music or background noise distracts my attention from the task at hand.
_____ I don't always get the meaning of a joke.
_____ I doodle and draw pictures on the margins of my notebook pages.
_____ I have trouble following lectures.
_____ I react very strongly to colors.
_____ Total

Auditory Modality

_____ My papers and notebooks always seem messy.
_____ When I read, I need to use my index finger to track my place on the line.
_____ I do not follow written directions well.
_____ If I hear something, I will remember it.
_____ Writing has always been difficult for me.
_____ I often misread words from the text-(i.e.,"them" for "then").
_____ I would rather listen and learn than read and learn.
_____ I'm not very good at interpreting an individual's body language.
_____ Pages with small print or poor quality copies are difficult for me to read.
_____ My eyes tire quickly, even though my vision check-up is always fine.
_____ Total

Kinesthetic/Tactile Modality

_____ I start a project before reading the directions.
_____ I hate to sit at a desk for long periods of time.
_____ I prefer first to see something done and then to do it myself.
_____ I use the trial and error approach to problem-solving.
_____ I like to read my textbook while riding an exercise bike.
_____ I take frequent study breaks.
_____ I have a difficult time giving step-by-step instructions.
_____ I enjoy sports and do well at several different types of sports.
_____ I use my hands when describing things.
_____ I have to rewrite or type my class notes to reinforce the material.
_____ Total

Total the score for each section. A score of 21 points or more in a modality indicates a strength in that area. The highest of the 3 scores indicates the most efficient method of information intake. The second highest score indicates the modality which boosts the primary strength. For example, a score of 23 in visual modality indicates a strong visual learner. Such a learner benefits from the text, from filmstrips, charts, graphs, etc. If the second highest score is auditory, then the individual would benefit from audio tapes, lectures, etc. If you are strong kinesthetically, then taking notes and rewriting class notes will reinforce information.

Characteristics of Learning Styles

Three of your senses are primarily used in learning, storing, remembering and recalling information. Your eyes, ears, and sense of touch play essential roles in the way you communicate, perceive reality and relate to others. Because you learn form and communicate best with someone who shares your dominant modaility, it is a great advantage for you to know the characteristics of visual, auditory and kinesthetic styles and to be able to identify them in others.

Visual

- Mind sometimes strays during verbal activities
- Observe rather than acts or talks
- Likes to read
- Usually a good speller
- Memorizes by seeing graphics or pictures
- Not too distractible
- Finds verbal instruction difficult
- Has good handwriting
- Remembers faces
- Uses advanced planning
- Doodles
- Quiet by nature
- Meticulous, neat in appearance
- Notices details

Auditory

- Talks to self aloud
- Enjoys talking
- Easily distracted
- Has difficulty with written directions
- Likes to be read to
- Memorizes sequentially
- Enjoys music
- Whispers to self while reading
- Distracted by noise
- Hums or sings
- Outgoing by nature
- Enjoys listening activities

Kinesthetic

- Likes physical rewards
- In motion most of the time
- Likes to touch people when talking
- Taps pencil or foot when studying
- Enjoys doing activities
- Reading not a priority
- Poor speller
- Likes to solve problems by physically working through them
- Will try new things
- Outgoing by nature; expresses emotions by physical means
- Uses hands while talking
- Dresses for comfort

Personal Interest Survey

School

1. What is your favorite class or activity in school and why?

2. What is your least favorite class or activity in school and why?

3. Which subject is the biggest challenge for you?

4. Is the challenge positive or negative to you? What makes it challenging?

5. Which subject do you feel like you learn the most?

6. Why do you think this is? What can teachers do to capture your interest?

7. Do you usually feel respected by your teachers? Why or why not?

8. Do you usually feel respected by your peers? Why or why not?

9. Give an example of a classroom activity where you felt you really learned a lot. Why do you think that was?

10. Do you prefer to work alone, in small groups, or in large groups? Why?

11. Do you feel safe at school? Why or why not?

12. What do you want to do after high school?

13. What careers can you picture yourself in?

14. Do you participate in extracurricular activities like sports or a club? Which ones?

15. What do you like to do in your spare time?

16. How many hours per day do you use technology such as a computer, tablet, or smart phone?

17. What do you mainly use them for?

18. Do you have any particular responsibilities outside of school? Describe it? (for example, watching siblings, chores etc.)
19. Do you have a part-time job or work with your family? If so, what is it and how many hours do you work per week?

General interest

1. Describe yourself using only three words.
2. Do you like to read? Why/why not?
3. Tell me about a favorite book or movie and why you liked it.
4. If you could learn more about any subject, what would it be? Why?
5. If you could interview anyone, dead or alive, who would it be and why?
6. If you could travel anywhere in the world, where would you go and why?
7. Do you have a special talent or an interest? What is it?
8. What is your favorite type of music? Why?
9. Who is your favorite music artist? Why?
10. Tell me about a past accomplishment that made you feel proud of yourself.
11. Is there anything else you want me to know about you?

Growth Mindset

Purpose: The value of reflection can be such a helpful instrument for your students. So often we do things and forget to reflect on whether our goals were met and if the process was conducted in the best way possible to achieve that result. There is also major value in recognizing that we may not have accomplished a goal only later to realize that the goal may not have been best for us anyway. Once we look at our progress, or lack of, then we can readjust our action plan or goal or create a new one.

Materials: Smart board or device to show your students the Growth Mindset video, computer, internet connection, YouTube, journal/composition notebook/lined loose leaf paper, pen or pencil, markers/colored pencils/crayons, ruler

Activity:
Step 1: Begin a discussion: Ask your students if they believe they were born with a set level of intelligence or do they have the capability to learn as they grow up. Answers will obviously vary and some may say they have both. Then ask them, "What if I told you, you were born with some talents or capabilities, but that success in your life really depends on your outlook and belief in yourself?" Then ask them if they believe they can be their most successful selves due to persistent effort or if their I.Q. is the most important variable to success.

Step 2: Next, show the Growth Mindset video to your students (choose which one is appropriate for your students' age group from the Resource page).

Step 3: Continue the earlier discussion; but, now let the students talk about what they learned from the video. Repeat the same question, "Do you believe you can be the most successful just because of your persistent effort, or do you believe your I.Q. is the most important to success?"

Step 4: Now have your students draw a line down the middle of their paper. Tell them to draw two brains- one each side. On the left side tell them to draw a fixed mindset brain and on the other side to tell them to draw a growth mindset brain.

Step 5: Conduct a final discussion with your students about the differences in their drawings and ask them which brain they would prefer to have. Stress the importance to your students how significant it is to remember that the brain can always grow and learn and that they are not just born with a set level intelligence. Also emphasize to them that it is not only acceptable to make mistakes, but as a matter of fact, it is a necessary component to their success. In order for them to change their negative

thinking they will have to learn to say, “I don’t understand yet”, instead of, “I don’t get it, I must be dumb”. (You as their teacher will have to consistently correct their negative language to positive if you want your students to embrace the growth mindset concept.)

Mindful Meditation

Purpose: To teach students how to let go of stress so they feel able to re-center, re-focus and, "lighten the load", so to speak. We get so bogged down by the daily grind, not to mention what emotional stressors we carry with us on a daily basis that can prohibit us from being as prosperous and successful as possible.

Materials: Essential oil diffuser, Lavender oil or other scent/combination (sets a calming atmosphere for the students), timer or watch, CD player or device to play a CD or music file, "Reiki" CD

Activity:

Step 1:

Add your essential oils to your diffuser as is directed. To set the atmosphere in your classroom before the students enter, let it diffuse for about 5-10 minutes beforehand.

Step 2:

Set up whatever calming music you plan to use in the background. (I find the music helps calm my students and helps to mask or drown out other sounds outside your room. I also have 2 sets of light switches in my room where I am able to shut off one and it dims the room slightly. If you are able to do this, I recommend it.) Now play the music at a soft enough volume before you begin the meditation to set the tone.

Step 3:

Tell your students to get in a suitable relaxing position; but, remind them to keep their spine straight. In a calming, quiet tone, guide your students through the meditation by telling them to close their eyes and relax their eyelids. Next tell them to breathe in deeply as you count to eight, hold it for a couple seconds, and then let it go while breathing out the air. Repeat this process two to three more times.

Step 4:

Set your timer or set a time allotment you choose for this activity. For their first time, five minutes is sufficient enough for them to learn how it works. Work up to 15 minutes if possible. While they sit quietly with their eyes closed, tell them to clear their minds of any thoughts and that if a thought or idea comes to mind while they are meditating, to imagine putting that thought into a bubble or cloud and push it away to let it go so it won't come back. Tell them to imagine this process each time a thought comes to their mind. Meditation is meant to allow the person to "disconnect", they should not be thinking about what they will do in the future, or something that has recently happened. The sole purpose is to "just be" and NOT think.

Step 5: Keep track of the time and when time is up; quietly tell your students they can open their eyes when ready.

Step 6: De-brief with your students to see how they felt and if they feel different and calmer than when they began. Chances are they will be very surprised at how calm and peaceful they feel. Discuss with them the benefits of meditation. Relay to them that the more often they meditate, the easier it will be to get more centered and feel more in control, not to mention stress free. The peaceful feeling lingers for awhile afterwards and can only positively affect the rest of their day! (Believe it or not, my students always beg me to do it more often).

Step 7: Now would be a great time to conduct the, "Set your educational and personal goals for success", lesson.

Note: One the first day of school, I introduced my students to not only the growth mindset and grit concepts; but, I also conducted a simple couple minute meditation, to get them used to the concept and learn to be as still and relaxed as possible. A gradual buildup in time might be best. As teachers, we all know that some students have a difficult time sitting still, so gauge what timeframe is best for your students. If you have space for them to sit on the floor or would like to change up your typical lesson plan for the purpose of your students to get a little more comfortable, then feel free to do so.

Set Your Goals for Success

Purpose: The purpose of this lesson is to engage students in planning their goals and outlining the steps to achieve these goals.

Materials: Journal/Composition book, lined paper or any other material you deem suitable for this purpose. (You could also have the students write their goals on letter paper to be sealed in an envelope and re-read at a later date like the end of the year.), Smart board or whiteboard to show the growth mindset video and to display your goal setting instructions and questions.

Activity:

Step 1: Have the following written on your board before your students enter the room in big letters at the top of your board: "My Goals for Success". Leave these following instructions underneath the title so your students can think and write about their answers:

1. Define a reasonable specific goal or 2 using a measurable outcome that you really want to achieve. It has to be something you personally will want to give time to. Make sure you write your goal clearly and concisely. For example, "I will achieve 80% in my next Algebra exam."

2. Then write the steps that you need to take to achieve it. It has to be something you can actually achieve without expecting someone else's help.

3. Now describe what obstacles could get in the way of you achieving your goal and how you will deal with them.

4. Set a time specific deadline to not only assess whether your goal has been achieved but with enough time to revise if needed.

Step 2:

Tell your students they are going to set a couple goals for themselves. At least one will be personal and the other one will be educational. If they want to they can set two for each category if they like but encourage them not to get too ambitious. Too many goals might cause them to feel like it is too much to keep up with and they could get discouraged.

Step 3: Allow them time to think about and write their goals.

Step 4: Allow them time to share and discuss their goals with each other.

Picture It!

Purpose: The power of visualization can be extremely beneficial to help one obtain a goal. You can give your students more self-confidence by teaching them to not only practice the steps to success on a daily basis, but to also teach them to visualize themselves carrying out the steps to success of the educational and personal goals they outlined earlier.

Materials: Comfortable seating, you can use the previous tools such as the Essential Oils and calming music if you would like. If you use the calming music each time you conduct a lesson from this Idea Packet, they will attribute that calming music as a signal that they will be working on their mindfulness and it sets the tone automatically for the assignment.

Activity:

Step 1:

Add your essential oils to your diffuser as is directed if you choose to use it for this exercise. To set the atmosphere in your classroom before the students enter, let it diffuse for about 5-10 minutes beforehand.

Step 2:

Tell your students to get in a suitable relaxing position. In a calming, quiet tone, guide your students through the visualization by telling them to close their eyes and relax their eyelids. Next tell them to breathe in deeply as you count to eight, hold it for a couple seconds, and then let it go while breathing out the air. Repeat this process two to three more times.

Step 3:

Tell them to think of one of the goals that they wrote earlier that they want to achieve. Tell them to picture themselves taking the steps it takes to reach that goal. Tell them to picture each step that is needed. Give them time to picture it, about 30 seconds or more. Next tell them to picture themselves being successful in reaching that goal. Ask them what that success would look like.

Step 4:

De-brief with your students to see how they felt about the exercise. Tell them it can work with just about any goal that follows the same guidelines as the, “Set Your Goals for Success” lesson. Let them share their visualizations if you would like.

Step 5: Lesson Extension: You can have the students journal about their goal and their visualization if you would prefer and then allow them to share with each other if you choose to.

What Are the Chakras?

In order to teach the next lesson, “Clear the Roadblocks”, this explanation is necessary to understand. According to Michelle Fondin, an online author for the Chopra Center, “The Sanskrit word *Chakra* literally translates to wheel or disks or… wheels of energy throughout the body”. Sanskrit is one of the oldest languages in the world, and describes in many ancient texts, what the Chakras are and their purpose. If your Chakra wheels are balanced, you will feel happy, relaxed and balanced. If they are not balanced, you will feel like your mind and your life is unbalanced as well. Imagine your spine like it was a stick standing upright. Now imagine attaching these seven wheels to the stick and it looked like a pinwheel with 7 spinning colorful disks that twirl in the wind like you see in some gardens. Each disk has a color and represents the important aspects of one’s life. (See attached Chakra Chart for further understanding). At the bottom of the spine is the first wheel known as the Root Chakra(Muladhara) and its function is what grounds you to the Earth, it acts just like the roots of a flower or tree does for itself and this Chakra governs your bladder and colon. It is represented by the color red. The second wheel above the bottom located just below your belly button is the Sacral Chakra(Svadhisthana) which governs the reproductive/sexual (also creation of waste) area, creativity and your emotions and is represented by the color orange. Next is the Solar Plexus(Manipura), the third wheel traveling up the spine located where your ribs meet, called the sternum. This Chakra governs your energy, vitality and personal power, as well as your lungs and is the color yellow. Fourth, is the Heart Chakra(Anahata) located in the heart region and rules over your love and compassion and is the color green. After that, is the Throat Chakra(Vishuddha) located in the throat region which, is all about communication and healing and is characterized by the color blue. Second to last, is the Third Eye Chakra(Ajna) which sits in between both eyes at the top of the bridge of your nose and encompasses the color indigo. Lastly, at the top of your head, is the Crown Chakra(Sahaswara) which resides over your capability of

understanding and enlightenment and is known as the color violet. By visualizing the clearing of life's obstructions, one will feel better and balanced as aforementioned. Teaching students to do this can amplify their results both educationally and personally and I have had students return to me years later praising how they are glad they learned these techniques and some went on further to learn yoga and meditation on their own.

Clear the Roadblocks

Purpose: To teach students how to not only let go of stress so they feel able to re-center, re-focus and, "lighten the load"; but, according to many theorists, this technique is used to target and heal specific areas in one's life. Aside from de-stressing, the benefit of clearing these so called "roadblocks" will allow the students to become aware and mindful of their actions and how to help themselves become balanced.

Materials: Essential oil diffuser, Chakra picture (attached above), Lavender oil or other scent/combination you choose, CD player or device to play a CD or music file, "Reiki" CD

Note: Please pre-read the insert entitled, "What are the Chakras", in order to truly understand the purpose of this lesson well.

Activity:

Step 1:
Add your essential oils to your diffuser as is directed. To set the atmosphere in your classroom before the students enter, let it diffuse for about 5-10 minutes beforehand.

Step 2:
Set up whatever calming music you plan to use in the background. Play the music before you begin the meditation to set the tone.

Step 3:
Display for your students the picture of the woman with the Chakras provided above. Explain what the Chakras are in as little or as much detail you deem necessary for them to understand before learning this practice. At the very least, explain what each area of their body/life of each wheel is "responsible" for. This will help them place a value to each one and understand what area of their life they are working on while meditating at the moment. It may also help them to picture it better if you remind them which color wheel you are describing when you conduct the meditation.

Step 4:
Tell your students to get in a suitable relaxing position; but, make sure they keep their spine straight. In a calming, quiet tone, guide your students through the meditation by telling them to close their eyes and relax their eyelids. Next tell them to breathe in deeply as you count to eight, hold it for a couple seconds, and then let it go while breathing out the air. Repeat this process two to three more times. This should also help to quiet and calm them.

Step 5:
While they sit quietly with their eyes closed, tell them to clear their minds of any thoughts and that if a thought or idea comes to mind while they are meditating, to imagine putting the thought into a bubble or cloud and push it away.

Step 6:
Begin by telling your students they will have to use their imagination like they did in the, "Picture It!" lesson. Tell them to imagine seeing themselves with the Chakra wheels located on the corresponding parts of their body that they saw from the picture. Starting from the bottom, tell them to picture the first wheel and notice its color. Also, notice if it is spinning in a clockwise motion and if it looks "clean" or not. Pause every so often to let them picture and experience everything. Remind your students to keep breathing deeply and slowly. Now tell your students to imagine pushing out dust and dirt from that wheel as they breathe out. Instruct them to do this a few times until the wheel looks "clean and dirt free" and until the wheel looks like it is shining brightly. Repeat this process with all seven Chakras. Once the "cleansing" is done, tell them to open their eyes when they are ready to "come back". Slowly they will open their eyes and most likely will want to talk about their experience.

Step 7: De-brief with your students to see how they felt and if they feel different and calmer than when they began. Chances are they will be very surprised at how calm they feel. Discuss the benefits with them of meditation; the more often they meditate, the easier it will be to do it and the more centered, stress free and in-control they will feel.

Step 8: Have your students journal their experience if you wish.

Check-In

Were your goals met?

Purpose: The purpose of this lesson is to help your students understand the results of their actions or lack of actions and reassess their goals. After you have conducted these lessons with your students throughout the semester, you can check in with them bi-weekly, semester to semester, or however you deem necessary for your students to achieve their best success. Some teachers may want to initially start out weekly if they feel their students need the most support and then slowly extend the time between "Check-ins" as their students become more independent.

Materials: Journal or loose leaf paper, pen or pencil and you can use the previous tools such as the Essential oils and calming music if you would like. If you use the calming music each time you conduct a lesson from this Idea Packet, they will attribute that calming music as a signal that they will be working on their mindfulness and it sets the tone automatically for the assignment.

Activity:

Step 1:

Write the following question on the board or somewhere your students can see it: Write the goal you set for yourself in the, "Set Your Goals for Success", lesson. Were you successful in achieving the goals you initially set for yourself? Why or Why not? If yes, explain why. Give details. If not, explain why not and what you could have done better. What did you learn from this experience?

Step 2:

Tell your class that they will be reassessing their goals and progress and rate how successful they have been. Let them know it is best that they are honest with themselves in order to achieve the best result. (I tell my students I will not count it against them if they don't make as much progress as they originally projected). Have them now think what they need to do to achieve the goal such as: lengthen the time needed to achieve the goal, rewrite the goal to better fit what they now see as a better way to achieve it or abandon the goal and create a new one.

Step 3:

Give them time to think and write their answers (approximately 10-15 minutes)

Step 4:

Allow them to share their responses. Learning from peers is a valuable tool.

End of Year Reflection

Purpose: The value of reflection can be such a helpful instrument for your students. So often we do things and forget to reflect on whether our goals were met and if the process was conducted in the best way possible to achieve that result. There is also major value in recognizing that we may not have accomplished a goal only later to realize that the goal may not have been best for us anyway. Once we look at our progress or lack of, then we can readjust our action plan or goal or create a new one.

Materials: Journal or loose leaf paper, pen or pencil, smart board or whiteboard and you can use the previous tools mentioned in the earlier lessons, such as the Essential oils and/or calming music if you would like.

Activity:

Step 1: Write the following questions/directions on the board: 1) Look back at all the goals you wrote this year. Notice the amount of progress or lack of progress you made this year. Write whether you believe you accomplished each one or not. 2) Then describe why you either achieved the goals or not. 3) What could you do better to achieve this goal next time? 4) Will you keep this goal and continue to work on it, or will you create a new one in its place? 5) Did you enjoy these lessons on goal setting? 6) Describe why or why not. 7) Is there something I can do as a teacher to improve this project? What do you suggest?

Step 2:

Tell your class that they will be looking at all the goals they previously set and will gauge their progress towards those goals.

Step 3:

Now have your class write the questions/directions in the journals or notebook paper. Give them time to think and write their answers (approximately 15-20 minutes)

Step 4:

Allow them to share their responses.

Step 5:

Read over your students' answers to gauge your own progress in teaching these lessons.

Step 6:

Further reflection: How did you enjoy teaching these lessons? Would you teach it again? What would you change in conducting these lessons?

Resources

BOOKS:

Dweck , Carol S. *Carol Dweck's Mindset: The New Psychology of Success*. Ballantine Books, 2016.

Online Resources:

https://www.youtube.com/watch?v=hiiEeMN7vbQ (Growth Mindset- Carol Dweck talks for teachers)

https://www.youtube.com/watch?v=Yl9TVbAal5s(Growth Mindset- for students who are middle school or older in age)

https://www.youtube.com/watch?v=KUWn_TJTrnU (Growth Mindset video for elementary)

https://www.mindsetworks.com/science/ (More Growth Mindset online info)

https://www.mindful.org/what-is-mindfulness/ (Mindfulness)

https://www.ted.com/talks/angela_lee_duckworth_grit_the_power_of_passion_and_perseverance (Grit)

https://www.edutopia.org/blog/grit-help-students-overcome-inner-obstacles-vicki-zakrzewski (Grit)

https://www.edutopia.org/blog/smart-goal-setting-with-students-maurice-elias (Setting goals)

http://www.goodcharacter.com/BCBC/Goals.html (Setting goals)

https://www.mcas.k12.in.us/cms/lib5/IN01001792/Centricity/.../SMART-GOAL.pdf (Setting goals)

https://www.edutopia.org/blog/grit-help-students-overcome-inner-obstacles-vicki-zakrzewski (teaching grit)

http://www.kings.k12.ca.us/EdServices/Learning%20Styles%20Assessment/Grades%207-12%20Learning%20Styles%20Inventory.pdf (The Learning Style & Learning Characteristics worksheets were provided to me during a workshop many years ago; here's the online address)

http://www.chopra.com/articles/what-is-a-chakra#sm.000dpwbnq177yfi0z1v22k6106hjh (Meditation Chakra picture & meditation lesson information)

CD:
"Reiki:" written by Anuvida, and Nik Tyndall. 1997.
The CD price is approximately $16.
*Note music like this is best because it constantly stays at the same volume and time measure to create calmness and floats in the background; whereas, classical music although it can be soft, can fluctuate in volume, tone, and timing and can be too jarring to relax.

Essential Oils:
There are many Essential Oils you can use. Lavender, Orange, Ginger, Ylang Ylang, and Marjoram are amongst some of the best to use in this project. Used properly with an Essential Oil Diffuser should work perfect in your classroom to amplify the calmness and readiness for the meditation and visualization exercises. I have purchased some through an online store called www.wellingtonfragrance.com. Their prices are reasonable and their essential oils (not fragrance oils) are 100% pure which is what you should look for if you want to buy some. Beware of oils that do not say they are 100% pure essential grade. Those oils will not have the effect you will need and could likely be combined with another oil or lower grade oil as filler.

Essential Oil Diffuser:
There are many diffusers you can purchase to use with your Essential Oils. The prices can range anywhere from $7.50 to $150.00. The most important aspects besides the price of a good diffuser are:

- It can diffuse the oil throughout the whole room not just a few feet
- You can buy one that shuts off automatically
- Some periodically diffuse the oil throughout the day intermittently.
- Some operate quietly and aren't intrusive sounding
- Power operated is better than battery operated

Note: A good diffuser will not mist heavy amounts of water. You should not see a big cloud of smoke or water mist coming from the diffuser. If you clean your diffuser well periodically and according to its instructions, it should last a long time.

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