



Bringing Mindfulness Practices (Meditation) into any Classroom

EDUO 9702 1 Semester Credit/Unit

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Public Course Syllabus – For a full syllabus, please email the instructor

Course Overview

Explore the different forms of meditation and the scientific and educational benefits of Mindfulness practices. Learn foundational techniques that you can apply to your classroom to benefit your students and yourself personally. After completing this course, extend your learning by enrolling in the course EDUO 9769.

Course Objectives:

In this course participants will have opportunity:

- To gain an understanding of the different forms and techniques of meditation.
- To understand concerns that might be raised in trying to bring these practices into the classroom and how to address / avoid these concerns.
- To learn some basic techniques of mindfulness that can be used in the classroom.

Course Relation to CCS or other Professional Standards

This course aligns to the standards for the National Health Education Standards

Standard 1 Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2 Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 4 Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 7 Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Standard 8 Students will demonstrate the ability to advocate for personal, family, and community health.

Course Assignments

Topic 1: Introduction to Meditation.

Since the main purpose of this course is to bring mindfulness practices, or meditation, into the classroom, it would be best if we first get a basic idea of mindfulness meditation. In this section, you will be watching a video that provides you with the basics of mindfulness practice.

Your assignment is to practice mindfulness practice for at least 15 minutes each day for 5 days. It is best to set aside the 15 minutes the same time each day as this will help you keep to your schedule, knowing during that time you will practice the instructions. You will then write up a short summary of your experience.

Topic 2: Types of Meditation

There are a lot of misconceptions about meditation. In this section, we will be exploring the most popular types of meditation so that you will understand where mindfulness fits in with the other types of meditation practices. There are two assignments for this section. One is on the exploration of different types of meditation. The second assignment takes what you have just learned and examines the goals you would like to achieve by bringing meditation into the classroom, or just for your own personal benefit.

Topic 3: Ethical Concerns

Although meditation and the benefits from it are becoming increasingly popular, "meditation", as was brought up earlier, can be a loaded term for some people. The same applies to "yoga", "qigong", or "tai-chi". As educators, you need to be aware of possible concerns for the population at your school. The hope is that having this course, you can address these concerns or avoid them all together with just a few simple guidelines.

Topic 4: Effects of Mindfulness Practices

In this section, we will examine studies and articles related to the effects of mindfulness practices in general and more specifically the effects that have been found within schools that have introduced some sort of meditation practice. There is a written assignment over what you have discovered.

Topic 5: Mindfulness Techniques

In this section, you will learn several techniques to bring mindfulness-awareness practice into the classroom or use on your own. Your assignment is to practice each of these techniques and reflect on your experience with them.

Topic 6: Final Project

Your final project will be to pick one of the techniques that has been presented in this course and actually bring it into the classroom.

Topic 7: Summary and Evaluation

Course Assessment Rubric

| <p style="text-align: center;">EXCELLENT</p> <p>Meets or Exceeds Course Objectives: A to A-</p> | <p style="text-align: center;">ACCEPTABLE</p> <p>Majority of Work Meets Course Objectives; B+ to B-</p> | <p style="text-align: center;">NOT ACCEPTABLE</p> <p>Needs Considerable Improvement: Resubmit Work Suggested: C or below</p> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Shows exemplary understanding of the different types and goals of meditation along with concerns associated with bringing these into the classroom. | Shows basic understanding of the different types and goals of meditation along with concerns associated with bringing these into the classroom. | Needs more time to develop an understanding of the different types and goals of meditation along with concerns associated with bringing these into the classroom. |
| Shows exemplary application of new knowledge evidenced by written assignments and final project. | Shows basic application of new knowledge evidenced by written assignments and final project. | Needs more time to develop the application of new knowledge evidenced by written assignments and final project. |
| Organized very well. Work is original. Supporting material easy to locate, clearly labeled and related to the corresponding assignment. | Organized fairly well. Work is original. Supporting material somewhat hard to locate and loosely related to corresponding assignment. Is generally organized and labeled. | Organized poorly. Not all work is original. Supporting material difficult to locate or not present and/or not related to corresponding assignment. Shows little or no organization and assignments are poorly labeled |
| Assignment content and projects are original. | Assignment content and projects are original. | Assignment content and projects may not be original. |
| Free of spelling and grammatical errors. Assignments are word processed using standard 12pt font. Presentation is neat with good use of white space and margins. | Organized fairly well. Supporting material somewhat hard to locate and loosely related to corresponding assignment. Is generally organized and labeled. | Organized poorly. Supporting material difficult to locate or not present and/or not related to corresponding assignment. Shows little or no organization and assignments are poorly labeled. |