

## Connecting Mindful Education Lessons to Other SEL Frameworks

This document is our effort to address the question many educators have on their minds: *How do I link mindfulness curriculum with Common Core and other national standards?* We have gone through each lesson in the five realms of mindfulness literacy from the *Mindful Education Workbook* curriculum and considered how the objectives align with national standards.

### Common Core Standards:

The Common Core Standards do not specifically address social-emotional learning outcomes. However, below are the four most compelling examples of standards you could use if you need to document Common Core Standards in your lesson plans. The English Language Arts Standards are drawn from the Career and College Readiness Anchor Standards which describe broad standards (i.e. general exit outcomes for K-12 education). You can find the specific standards for your grade that correspond to the number. The mathematics standards are from the Standards for Mathematical Practice which are relevant across grade levels.

- ✓ CCSS.ELA-LITERACY.CCRA.SL.1  
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.  
*This standard applies to each and every lesson as students learn to reflect on their experiences, self-express, and listen to the ideas and perspectives of others.*
  
- ✓ CCSS.ELA-LITERACY.CCRA.SL.3  
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.  
*This standard links directly with the objectives of Empathy and Open-Mindedness that show up most often in the Social and Global Literacy lessons.*
  
- ✓ CCSS.MATH.PRACTICE.MP1  
Make sense of problems and persevere in solving them.  
*This standard links directly with the objectives of Cognitive Flexibility and Resilience as students learn to hold multiple concepts simultaneously and self-regulate when faced with a challenge.*
  
- ✓ CCSS.MATH.PRACTICE.MP6  
Attend to precision.  
*This standard links to the objective of Focused Attention which is relevant in the Mental, Emotional, Social, and Global Literacy lessons, as children strengthen their "attention" muscles.*

### Social and Emotional Learning Core Competencies:

The Collaborative for Academic, Social and Emotional Intelligence (CASEL) recognizes the need for SEL standards and created the Social and Emotional Learning Core Competencies that we have referenced in the chart below. To learn more about each of the five competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making) you can go to the CASEL website: <http://www.casel.org/social-and-emotional-learning/core-competencies/>

**IB Learner Profile:**

Additionally, the non-profit foundation, International Baccalaureate (IB), has developed the IB Learner Profile that describes what they call “human capacities and responsibilities that go beyond academic success.” We have also linked the Mindful Education lessons to the 10 attributes of engaged learners they have identified: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, reflective. It is notable that each and every lesson, beginning with the very first physical literacy lesson, address four of their ten attributes – inquirers, risk-takers, balanced, reflective. To learn more about the IB Learner Profile you can go to the IB website: <http://www.ibo.org/benefits/learner-profile/>

### ***Physical Literacy Lessons***

<b>Lesson</b>	<b>Objectives</b>	<b>Students will:</b>	<b>CASEL Core Competencies</b>	<b>IB Learner Profile</b>
<b><i>Shake It Off</i></b>	Stress reduction, impulse control, cognitive flexibility, contentment	Experience and articulate the sensations in their bodies in movement and in stillness.	Self-awareness	Inquirers, risk-takers, balanced, reflective
<b><i>Language of Sensation</i></b>	Focused attention, stress reduction, contentment, metacognition	Generate a vocabulary of sensations in the body. Notice what sensations are arising in different parts of their bodies.	Self-awareness	Inquirers, risk-takers, balanced, reflective
<b><i>Playing Mindfulness (Animal Breathing)</i></b>	Focused attention, stress reduction, impulse control, contentment, cognitive flexibility	Take deep, conscious breaths. Connect to the sensations in their body as they breathe. Engage in dialogue with their classmates about physical sensations.	Self-awareness, self-management	Inquirers, risk-takers, balanced, reflective
<b><i>Deep Relaxation (Body Scan)</i></b>	Stress reduction, impulse control, contentment, wellbeing, self-compassion	Notice what sensations are arising in different parts of their bodies. Use the breath to help relax any areas of tension.	Self-awareness, self-management	Inquirers, risk-takers, balanced, reflective
<b><i>Slow Motion Mindfulness</i></b>	Stress reduction, focused attention, impulse control, metacognition	Practice moving their bodies in slow motion during everyday activities. Reflect on what sensations they feel during daily activities. Note experiences of which they are usually unaware.	Self-awareness, self-management	Inquirers, risk-takers, balanced, reflective

## ***Mental Literacy Lessons***

<b>Lesson</b>	<b>Objectives</b>	<b>Students will:</b>	<b>CASEL Core Competencies</b>	<b>IB Learner Profile</b>
<b><i>Anchor Breathing</i></b>	Executive functioning, emotional self-regulation, metacognition, focused attention, stress reduction, impulse control	Identify the sensory experience of the breath in their body. Establish deep belly breathing as a core mindfulness practice.	Self-awareness, self-management	Inquirers, risk-takers, balanced, reflective
<b><i>Mindful Seeing</i></b>	Focused attention, executive functioning, impulse control, motivation, resilience	Notice and articulate when they are focused and when they are distracted. Directly experience the thoughts and sensations in their bodies when exercising impulse control.	Self-awareness, self-management	Inquirers, risk-takers, balanced, reflective
<b><i>Mindful Listening</i></b>	Executive functioning, metacognition, focused attention, impulse control, open-mindedness, cognitive flexibility, developing memory	Pay close attention to the sounds they hear around them. Notice sounds that are usually there that they might have been missing.	Self-management	Inquirers, risk-takers, balanced, reflective
<b><i>Popcorn Thoughts</i></b>	Executive functioning, metacognition, focused attention, impulse control, open-mindedness, resilience, cognitive flexibility	Practice resting their attention on the breath. Notice when thoughts “pop” up, without judgement. Practice returning their attention to the breath.	Self-awareness, self-management	Inquirers, open-mindedness, risk-takers, balanced, reflective
<b><i>The Distraction Game</i></b>	Executive functioning, metacognition, focused attention, resilience, motivation, impulse control	Practice maintaining focus on the breath. Notice sensations in their bodies when distractions arise. Practice returning their attention to the breath.	Self-awareness, self-management	Inquirers, risk-takers, balanced, reflective

## ***Emotional Literacy Lessons***

<b>Lesson</b>	<b>Objectives</b>	<b>Students will:</b>	<b>CASEL Core Competencies</b>	<b>IB Learner Profile</b>
<b><i>Heartful Phrases</i></b>	Contentment, empathy, self-compassion, prosocial behavior, focused attention, open-mindedness, cognitive flexibility	Send positive wishes to themselves, other students, and the whole world. Reflect on how generating these wishes feels in their bodies.	Self-awareness, self-management, social awareness	Inquirers, open-mindedness, caring, risk-takers, balanced, reflective
<b><i>Roots of Emotions</i></b>	Empathy, executive functioning, emotional self-regulation, metacognition, focused attention, stress reduction, resilience, self-compassion, open-mindedness, contentment, cognitive flexibility	Notice areas of tension in the body. Practice relaxing and regulating tension with the “vacuum” breath.	Self-awareness, self-management	Inquirers, open-mindedness, caring, risk-takers, balanced, reflective
<b><i>Difficult Emotions</i></b>	Emotional self-regulation, focused attention, stress reduction, resilience, open-mindedness, contentment, cognitive flexibility	Visualize scenarios that evoke strong emotion. Notice sensations in the body when emotions arise. Practice using “vacuum” breaths to ease tension in the body.	Self-awareness, self-management	Inquirers, open-mindedness, risk-takers, balanced, reflective
<b><i>Generating Gratitude</i></b>	Empathy, executive functioning, emotional self-regulation, metacognition, focused attention, resilience, self-compassion, open-mindedness, contentment, cognitive flexibility	Bring to mind things for which they are grateful. Notice sensations that arise in the body when generating gratitude.	Self-awareness, self-management	Inquirers, open-mindedness, caring, risk-takers, balanced, reflective
<b><i>Positive Qualities</i></b>	Emotional self-regulation, executive functioning, metacognition, empathy, focused attention, stress reduction, resilience, open-mindedness, contentment, cognitive flexibility	Identify positive qualities that they would like to embody. Visualize people/animals that exemplify each quality and imagine themselves as that person/animal. Notice sensations in the body when imagining themselves embodying those qualities.	Self-awareness, self-management, social awareness	Inquirers, principled, open-mindedness, caring, risk-takers, balanced, reflective

## ***Social Literacy Lessons***

<b>Lesson</b>	<b>Objectives</b>	<b>Students will:</b>	<b>CASEL Core Competencies</b>	<b>IB Learner Profile</b>
<b><i>Just Like Me</i></b>	Empathy, executive functioning, emotional self-regulation, focused attention, self-compassion, open-mindedness, contentment, cognitive flexibility	Generate positive wishes for themselves. Visualize a personal/animal they like and send them the same positive wishes. Repeat visualization for someone they are a little annoyed with.	Self-awareness, self-management, social awareness	Inquirers, open-mindedness, caring, risk-takers, balanced, reflective
<b><i>Flow and Tell</i></b>	Empathy, emotional self-regulation, metacognition, focused attention, self-compassion, open-mindedness	Practice communicating about present moment experience, including body sensations (what they see, hear, smell, feel, taste) and emotions. Practice mindful listening.	Self-awareness, self-management, social awareness, relationship skills	Inquirers, communicators, principled, open-mindedness, caring, risk-takers, balanced, reflective
<b><i>Rose and Thorn</i></b>	Empathy, emotional self-regulation, metacognition, focused attention, stress reduction, cognitive flexibility, self-compassion, open-mindedness	Notice their “emotional weather patterns.” Share one thing they feel good about and one thing they don’t feel good about. Reflect on how it feels before and after sharing.	Self-awareness, self-management, social awareness, relationship skills	Inquirers, communicators, principled, open-mindedness, risk-takers, balanced, reflective
<b><i>Questioning Assumptions</i></b>	Empathy, executive functioning, emotional self-regulation, metacognition, focused attention, stress reduction, cognitive flexibility, self-compassion, open-mindedness	Notice unconscious assumptions that “pop” up in their minds when looking at everyday objects or pictures. Note emotions and physical sensations that arise. Reflect upon the variety of responses, assumptions and reactions to a single object.	Self-awareness, self-management, social awareness, relationship skills, responsible decision-making	Inquirers, communicators, principled, open-mindedness, caring, risk-takers, balanced, reflective
<b><i>Mindful Engagement</i></b>	Empathy, self-compassion, open-mindedness, contentment	Visualize a moment when someone was kind and notice accompanying body sensations. Visualize being kind to someone else and notice accompanying body sensations. Make one personal commitment for kind actions.	Self-awareness, self-management, social awareness, relationship skills, responsible decision-making	Inquirers, principled, open-mindedness, caring, risk-takers, balanced, reflective

## **Global Literacy Lessons**

<b>Lesson</b>	<b>Objectives</b>	<b>Students will:</b>	<b>CASEL Core Competencies</b>	<b>IB Learner Profile</b>
<b><i>Mindful Eating</i></b>	Empathy, focused attention, open-mindedness, contentment	Track where a food comes from and what it is made of. Use their senses, one-by-one, to fully experience the food. Reflect on how this experience might change what happens when they eat in the future.	Self-awareness, self-management, social awareness, relationship skills, responsible decision-making	Inquirers, knowledgeable, thinkers, principled, open-mindedness, caring, risk-takers, balanced, reflective
<b><i>Mindful Spaces</i></b>	Emotional self-regulation, metacognition, cognitive flexibility, open-mindedness	Explore how a change in their outer worlds (environment) can change their inner worlds. Continuously notice and reflect on how their body sensations and emotions change as the environment changes.	Self-awareness, self-management, social awareness, relationship skills, responsible decision-making	Inquirers, knowledgeable, thinkers, open-mindedness, risk-takers, balanced, reflective
<b><i>Natural World</i></b>	Executive functioning, emotional self-regulation, focused attention, stress reduction, open-mindedness, contentment, cognitive flexibility	Visualize (or experience outdoors) the 5 elements of earth, water, fire, air and space. Reflect on how it felt to be each element.	Self-awareness, self-management, social awareness, relationship skills, responsible decision-making	Inquirers, knowledgeable, thinkers, principled, open-mindedness, caring, risk-takers, balanced, reflective
<b><i>Know Your World</i></b>	Empathy, metacognition, focused attention, open-mindedness	Integrate inner and outer awareness by exploring questions related to local environment, history and culture. Reflect on how their actions might change now that they are more aware of their surroundings.	Self-awareness, self-management, social awareness, relationship skills, responsible decision-making	Inquirers, knowledgeable, thinkers, principled, open-mindedness, caring, risk-takers, balanced, reflective
<b><i>Life Cycle Assessment</i></b>	Empathy, executive functioning, focused attention, self-compassion, open-mindedness, cognitive flexibility	Explore the origin of natural and human-made objects. Reflect on how researching the “life cycle” of an object effects how they interact with the object.	Self-awareness, self-management, social awareness, relationship skills, responsible decision-making	Inquirers, knowledgeable, thinkers, principled, open-mindedness, caring, risk-takers, balanced, reflective