

## EDUC-942: Mindfulness Activities for the Classroom

### Independent Study Online Course Syllabus

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### Course Description

Mindfulness is the awareness and acceptance of each present moment in time. Mindfulness can be cultivated by paying attention to thoughts, feelings, senses, and surroundings. Neuroscience research shows that the practice of mindfulness grows connections in the brain that improve the ability to self-regulate emotions, thoughts, behavior, and attention. This is welcome news for teachers and their students as they co-navigate the many opportunities and challenges of school.

Mindfulness can be strengthened through regular exercise. Students who train in mindfulness can experience:

- decreased depression, stress, and anxiety
- a greater sense of interpersonal connection, compassion, and caring
- improved mood and sense of well-being
- increased internal calm and clarity
- enhanced creativity, problem solving, and adaptability
- expanded self-awareness, patience, and contentment
- improved focus, attention, and academic performance

This fully online graduate-level course will empower you to foster your students' social-emotional vibrancy through the practice of mindfulness. You'll discover engaging and immediately applicable activities to grow students' minds for:

- gratitude, joy, and positive thinking
- focus, concentration, calm, and purpose
- kindness, compassion, and self-care
- regulation of stress, anxiety, and difficult emotions

While the course explores a secular, research-based approach to mindfulness, initial readings situate mindfulness in the context of Christian spirituality and theology. My hope is that you will find the course and associated activities inclusive and accessible to extend the benefits of mindfulness to all students and teachers.

Course content draws on the CASEL (Collaborative for Academic, Social, and Emotional Learning) Framework for the following competencies:

- self-awareness
- self-management
- responsible decision making
- social awareness
- relationship skills

The course may be taken with or without students. This course is applicable towards the Social Emotional Learning Certificate.

**Note:** Required book must be acquired separately.

## Required Texts and Course Materials

**Book:** Armstrong, T. (2019). *Mindfulness in the classroom: Strategies for promoting concentration, compassion, and calm*. ASCD. ISBN-13: 978-1416627944. <https://www.amazon.com/Mindfulness-Classroom-Strategies-Concentration-Compassion/dp/1416627944>

**Note:** Students are responsible for purchasing their own textbook, analyzing the content, and applying what they learned to the course assignments. You are welcome to purchase used, e-book, or new versions to save money. You can order the book directly from the publisher or from one of several discount aggregators (for example): <https://amazon.com>

**Online Resources:** Relevant online resources that support the course content and encourage further investigation will be available throughout the course assignments. Active hyperlinks are utilized throughout the course and will link to the appropriate information when clicked. These include videos, podcasts, worksheets, online activities, journal articles and other resources.

**Canvas:** This course will be delivered totally online. Canvas is a web-based learning management system (LMS) that provides students access to online resources, documents, videos, assignments, quizzes, forums, etc. Canvas is easy to learn and has a user-friendly interface.

## Course Dates

Self-paced; students may enroll at any time and take up to one year, from the date of registration, to complete assignments. Students may complete assignments in no less than three weeks for a 3-unit course (one week per unit).

## National Standards Addressed in This Course

**National Board for Professional Teaching Standards (NBPTS)**  
(<http://www.nbpts.org/standards-five-core-propositions/>)

First published in 1989 and updated in 2016, [\*What Teachers Should Know and Be Able to Do\*](#) articulates the National Board's Five Core Propositions for teaching. The Five Core Propositions - comparable to medicine's Hippocratic Oath — set forth the profession's vision for accomplished teaching. Together, the propositions form the basis of all National Board Standards and the

foundation for National Board Certification. Course assignments have been designed so students can demonstrate excellence against these professional teaching standards whenever possible.

- Proposition 1: Teachers are committed to students and their learning
- Proposition 2: Teachers know the subject they teach and how to teach those subjects to students
- Proposition 3: Teachers are responsible for managing and monitoring student learning
- Proposition 4: Teachers think systematically about their practice and learn from experience
- Proposition 5: Teachers are members of learning communities

**CASEL (Collaborative for Academic, Social, and Emotional Learning) Framework**  
([casel.org/fundamentals-of-sel/what-is-the-casel-framework/](https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/))

The 5 core SEL competencies:

1. Self-Awareness
2. Self-Management
3. Responsible Decision Making
4. Social Awareness
5. Relationship Skills

**Common Core State Standards (CCSS)** ([www.corestandards.org](http://www.corestandards.org))

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

**Continuing Education Student Learning Outcomes (CE-SLO)**

CE-SLO 1	Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE-SLO 2	Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE-SLO 3	Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE-SLO 4	Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE-SLO 5	Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE-SLO 6	Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

## Course Student Learning Outcomes (C-SLO)

Student Learning Outcomes for This Course By the end of this course student will be able to:		National Standards Addressed*	CE-SLO Addressed**
C-SLO 1	Demonstrate an understanding of mindfulness and its applications to classroom teaching	NBPTS 1, 2	CE 1, 2, 4, 6
C-SLO 2	Articulate the research-based benefits of mindfulness training	NBPTS 1, 2, 4	CE 1, 2, 4, 6
C-SLO 3	Summarize guidelines and strategies for classroom practice	NBPTS 1, 2, 3, 4	CE 1, 2, 3, 4, 5, 6
C-SLO 4	Cultivate personal practice of mindfulness	NBPTS 2, 5	CE 1, 2, 5
C-SLO 5	Develop a repertoire of mindful awareness activities for classroom implementation	NBPTS 1, 2, 3, 4	CE 1, 2, 3, 4, 5, 6
C-SLO 6	Collaborate with teaching peers and online colleagues to share insights and deepen professional practice	NBPTS 2, 4, 5	CE 1, 2, 3, 4, 5, 6

\* Please refer to the section on **National Standards Addressed in This Course**

\*\* Please refer to the section on **Continuing Education Student Learning Outcomes**

## Topics, Assignments, and Activities

Module Title	Module Assignments and Activities	Points Possible for Each Assignment
<b>Module 1 –</b> Introductions	<ul style="list-style-type: none"> <li>• Introduction and goals for class</li> <li>• Read Preface (Armstrong)</li> <li>• 1.1 Assignment: Submit Orientation</li> <li>• 1.2 Forum: Class Introductions</li> </ul>	4 pts 4 pts
<b>Module 2 –</b> About Mindfulness	<ul style="list-style-type: none"> <li>• Read Chapters 1 &amp; 2 (Armstrong)</li> <li>• What is mindfulness?</li> <li>• Rationale for mindfulness in schools</li> <li>• A grounding in neuroscience</li> <li>• Benefits of mindfulness training</li> <li>• Mindfulness in Christian practice</li> <li>• 2.1 Assignment: Sketchnote or Concept Map (Select one)</li> <li>• 2.2 Forum: Ask One, Answer Two</li> </ul>	10 pts 4 pts
<b>Module 3 –</b> Cultivating a Mindfulness Practice (Beginning with You!)	<ul style="list-style-type: none"> <li>• Read Chapters 3, 4, &amp; 5 (Armstrong)</li> <li>• Basics of mindful awareness: focused attention, open awareness, and nonjudgmental attitude</li> <li>• The <i>Wheel of Awareness</i> and the eight senses</li> <li>• Educator self-care</li> <li>• Beginning practices: mindful breathing, mindful walking, mindful eating, etc.</li> <li>• Select and try three mindfulness training exercises</li> <li>• 3.1 Assignment: Mindfulness Exercise Journal (3</li> </ul>	30 pts

Module Title	Module Assignments and Activities	Points Possible for Each Assignment
	<ul style="list-style-type: none"> <li>entries)</li> <li>3.2 Optional Assignment: Teacher Burnout Checklist</li> </ul>	
<b>Module 4 –</b> Guidelines and Strategies for Classroom Practice	<ul style="list-style-type: none"> <li>Read Chapters 6, 7, &amp; 9 (Armstrong)</li> <li>CASEL Framework (Collaborative for Academic, Social, and Emotional Learning)</li> <li>Secular mindfulness</li> <li>Research-informed practices</li> <li>Talking to parents and administrators</li> <li>Adapting to students' developmental levels</li> <li>Applying to content areas</li> <li>Engagement and management strategies</li> <li>Principles of mindful communication</li> <li>4.1 Forum: 3-2-1</li> </ul>	4 pts
<b>Module 5 –</b> Introducing Students to Mindfulness	<ul style="list-style-type: none"> <li>Toolkit for getting started</li> <li>Breath-based practices</li> <li>Mindful movement</li> <li>Sample curricula</li> <li>5.1 Assignment: Mindfulness Toolkit 1 (at least three entries)</li> </ul>	CR
<b>Module 6 –</b> Activities for Gratitude, Joy, and Positive Thinking	<ul style="list-style-type: none"> <li>Positive psychology</li> <li>Emotions and the feeling wheel</li> <li>Generating and sustaining a positive classroom</li> <li>Gratitude practice</li> <li>Mindful arts</li> <li>6.1 Assignment: Mindfulness Toolkit 2 (at least three entries)</li> <li>6.2 Forum: Mindfulness Toolkit Favorites (Part 1)</li> </ul>	CR, 4 pts
<b>Module 7 –</b> Activities for Stress, Anxiety, and Difficult Emotions	<ul style="list-style-type: none"> <li>About difficult emotions and big feelings</li> <li>Trauma-sensitive mindfulness</li> <li>A hand model of the brain (Siegel)</li> <li>Flipping and calming your lid</li> <li>Co-regulation techniques</li> <li>Mindfulness for stress, anxiety, and overwhelm</li> <li>Conflict management: restorative justice and mindfulness</li> <li>7.1 Assignment: Mindfulness Toolkit 3 (at least three entries)</li> </ul>	CR
<b>Module 8 –</b> Activities for Focus, Concentration, Calm, and Purpose	<ul style="list-style-type: none"> <li>Read Chapters 8 &amp; 10 (Armstrong)</li> <li>Outdoor mindfulness exercises</li> <li>Focusing on the senses</li> <li>Calming/self-regulation techniques</li> <li>Helping students set intentions</li> <li>Encouraging mindfulness outside the classroom</li> <li>8.1 Assignment: Mindfulness Toolkit 4 (at least three</li> </ul>	4 pts

Module Title	Module Assignments and Activities	Points Possible for Each Assignment
	entries) • 8.2 Forum: Mindfulness Toolkit Favorites (Part 2)	
<b>Module 9 – Activities for Kindness, Compassion, and Self-Care</b>	• Cultivating student kindness and compassion • Self-awareness and self-compassion • Building supportive relationships in the classroom • Implement and reflect on a mindfulness activity • 9.1 Assignment: Mindfulness Toolkit 5 (at least three entries) • 9.2 Forum: Field Notes	50 pts 4 pts
<b>Course Wrap-up – Grading and Evaluation</b>	• Course Evaluation • Course Completion Checklist • Grade Request / Transcript Request	
	<b>TOTAL POINTS</b>	<b>118 points</b>

## Grading Policies, Rubrics, and Requirements for Assignments

### Grading Policies

- Assignments will be graded per criteria presented in the course rubrics.
- A = 90-100% and B = 80-89%, (anything below 80% will not receive credit.)
- The discernment between an A or a B letter grade is at the discretion of the instructor based on the quality of work submitted (see course rubrics).
- Coursework falling below a B grade will be returned with further instructions.
- All assignments must be completed to receive a grade and are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

### Grading Rubrics

Grade	Percent	Description	Rubric
A	90-100%	Excellent	Meets all course / assignment requirements with significant evidence of subject mastery and demonstration of excellent graduate level professional development scholarship.
B	80-89%	Very Good	Adequately meets criteria for all course/assignment requirements - demonstrates subject competency with very good graduate level professional development scholarship.
NC	Below 80%	Unacceptable	Does not meet the minimum criteria for all course/assignment requirements and demonstrated little, if any, evidence of acceptable graduate level professional development scholarship.

## Writing Requirements

- **Superior:** Writing is clear, succinct, and reflects graduate level expectations. Clearly addresses all parts of the writing task. Maintains a consistent point of view and organizational structure. Includes relevant facts, details, and explanations.
- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling. Addresses most parts of the writing task. Maintains a mostly consistent point of view and organizational structure. Includes mostly relevant facts, details, and explanations.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling. Does not address all parts of the writing task. Lacks a consistent point of view and organizational structure. May include marginally relevant facts, details, and explanations.

## Lesson Plan Requirements

- **Superior:** Instructional goals and objectives clearly stated. Instructional strategies appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is clearly delineated and authentic. All materials necessary for student and teacher to complete lesson clearly listed.
- **Standard:** Instructional goals and objectives are stated but are not easy to understand. Some instructional strategies are appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is present. Most materials necessary for student and teacher to complete lesson are listed.
- **Sub-standard:** Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Instructional strategies are missing or strategies used are inappropriate. Method for assessing student learning and evaluating instruction is missing. Materials necessary for student and teacher to complete lesson are missing.

## Instructor/Student Contact Information

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis using asynchronous posting forums. Students are provided with instructor contact information in the event they want to make email or phone contact. In addition, students are encouraged to email or phone the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

## Forums

Participation is an important expectation of this course and all online courses. Online forums promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. Forum postings are open to be viewed by all students in the course, so do not post sensitive or personal information about your students. While students may not be engaging with the same students throughout this course, they will be expected to offer comments, questions, and replies to the forum questions whenever possible. The faculty role in the forums is that of an observer and facilitator.

## Coursework Hours

Based on the Carnegie Unit standard, a unit of graduate credit measures academic credit based on the number of hours the student is engaged in learning. This includes all time spent on the course: reading the textbook, watching videos, listening to audio lessons, researching topics, writing papers, creating projects, developing lesson plans, posting to discussion boards, etc. Coursework offered for FPU Continuing Education graduate credit adheres to 45 hours per semester unit for the



900-level courses. Therefore, a student will spend approximately 135 hours on a typical 3-unit course.

## Services for Students with Disabilities

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Once documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to <https://www.fresno.edu/departments/disability-access-education>.

## Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled per the procedures set forth in the Fresno Pacific University Catalogue and Handbook - <https://handbook.fresno.edu/graduate/academic-policies>

## Technology Requirements

To successfully complete the course requirements, course participants will need Internet access, can send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet. Please remember that the instructor is not able to offer technical support. If you need technical support, please contact your Internet Service Provider.

**Getting Help with Canvas:** If you need help with Canvas, please contact the FPU Help Desk by phone: (559) 453-3410 or email: [helpdesk@fresno.edu](mailto:helpdesk@fresno.edu). Help is available Mon-Fri 8:00 am to 7:00 pm.

## Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Continuing Education website (<https://ce.fresno.edu/my-account>) and "Request Final Grade". Once the instructor receives the requests and submits the grade online, students may log back in to view their Final Grade Report or order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information, see the Continuing Education Policies and Procedures at <https://ce.fresno.edu/ce-policies-and-procedures>.

## University Policies and Procedures

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of university policies may be found on the university website at <https://www.fresno.edu/departments/registrars-office/academic-catalogs>.

## Fresno Pacific University Student Learning Outcomes (FPU-SLO)

FPU-SLO 1	<b>Student Learning Outcomes Oral Communication:</b> Students will <i>exhibit</i>
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	clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
FPU-SLO 2	<b>Written Communication:</b> Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
FPU-SLO 3	<b>Content Knowledge:</b> Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
FPU-SLO 4	<b>Reflection:</b> Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.
FPU-SLO 5	<b>Critical Thinking:</b> Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.
FPU-SLO 6	<b>Moral Reasoning:</b> Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian worldview.
FPU-SLO 7	<b>Service:</b> Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
FPU-SLO 8	<b>Cultural and Global Perspective:</b> Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
FPU-SLO 9	<b>Quantitative Reasoning:</b> Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
FPU-SLO 10	<b>Information Literacy:</b> Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information.