



Torres Jonama School
Laura Solà Ortega

Generació Plurilingüe (GEP)

Year 2
2019-2020

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Identification of the GEP project

Title	Mindfulness
Authorship	Laura Solà Ortega
School	Torres Jonama
Students' CEFR Level (A1, A2...)	Working towards A1
Grade	4th
Content area(s)	Physical Education
Number of sessions (4, 6 or 9)	4
Teacher(s) involved	-
Keywords	MINDFULNESS, COOL/CALM DOWN, EMOTIONS, MIND, HEALTH.

Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/cliisi/>



1. OUR PROJECT

Introduction:

Incorporating a consistent mindfulness practice into our curriculum is a great way to promote social and emotional learning in our classroom. It helps students cultivate confidence in life and creates a classroom environment that's primed for learning.

Taking a few minutes each day to encourage our students to “check-in” on themselves and reflect on their day can have a tremendous impact in the classroom and on our students' lives. The benefits of incorporating a mindfulness practice into the curriculum include:

- Increased focus and alertness.
- Students will be more interactive.
- Increased awareness and understanding of one's feelings and emotions.

As a result, students become more engaged and empowered to learn!

Teaching our students mindfulness practices can build students' attention, respect for fellow classmates, self control, and empathy, all while reducing stress, hyperactive behavior and depression.

Giving kids the tools to help them fend off negative thoughts and behaviors, build self-confidence, focus, and treat others and themselves with respect and appreciation is a gift they will have for the rest of their lives.

Driving question: How mindfulness can improve my life?

Final product:

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Creation of a mindfulness poster for the school that will reflect everything we have learned about mindful practices, our emotions, what we have felt, steps to follow, and the conclusion of how our lives have improved after practice. The poster will be displayed at the school's corridor so that everyone within the school community can see it.

2. GOALS	2. HOW DO YOU KNOW STUDENTS ARE MAKING PROGRESS? (assessment criteria)
1. <u>Identify</u> what mindfulness is.	1.1. They can recognize situations where they feel nervous or angry, and they don't know how to act. 1.2. They can recognize situations where they feel confused about their feelings. 1.3. They can explain the meaning of PBS (Pause - Breathe - Smile).
2. <u>Encourage</u> our students to practice mindfulness strategies, in order to understand how they feel and how to react in different situations	2.1. They can explain some situations, where they have used some mindful strategies. 2.2. They can practice mindful strategies, by themselves. 2.3. They can help their classmates or friends, when they notice they are sad or angry.
3. Make our students <u>able to</u> express their emotions.	3.1. They can express their emotions through the "Hello game". 3.2. They can express how they feel after every practice.
4. <u>Advice</u> others on how to practice a mindful strategy or activity.	4.1. They can create posters giving advice on how to rectify a non-mindful situation. 4.2. They can explain some mindful practices.

3. CURRICULUM CONNECTIONS SPECIFIC COMPETENCES AND KEY CONTENTS

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Subject-matter curriculum		Foreign language curriculum	
Specific Competences	Key Contents	Specific Competences	Key Contents
<p>Competència 2. Valorar els efectes d'un estil de vida actiu a partir de la integració d'hàbits saludables en la pràctica d'activitat física</p> <p>Competència 3. Aplicar de manera eficaç les tècniques i tàctiques pròpies dels diferents esports o pràctiques.</p> <p>Competència 5. Gaudir amb la pràctica d'activitats físiques recreatives, amb una atenció especial a les que es realitzen en el medi natural</p> <p>Competència 8. Utilitzar activitats amb suport musical, com a mitjà de relació social i integració comunitària</p>	<ul style="list-style-type: none"> Qualitats físiques. Hàbits de salut. Esports o pràctica individual. Esports o pràctica col·lectiva. Valors i contravalors de la societat aplicats a l'esport. Activitats en el medi natural. Esport per a tothom. Valors i contravalors de la societat aplicats a l'esport. Comunicació i llenguatge corporal. Ritme i moviment. 	<p>Competència 1: obtenir informació bàsica i comprendre textos orals senzills o adaptats de la vida quotidiana, dels mitjans de comunicació i de l'àmbit escolar.</p> <p>Competència 2: planificar i produir textos orals breus i senzills adequats a la situació comunicativa.</p> <p>Competència 3: interactuar oralment d'acord amb la situació comunicativa utilitzant estratègies conversacionals bàsiques.</p> <p>Competència 12: utilitzar estratègies plurilingües per a la comunicació.</p>	<ul style="list-style-type: none"> Tipus de textos orals i audiovisuals de tipologia i contingut diversos (instruccions d'aula, diàlegs, descripcions, instruccions de jocs). Funcions del llenguatge: saludar, acomiadar-se, felicitar, disculpar-se, demanar permís, donar les gràcies, comentar festes i sortides, suggeriments, expressar opinions. Lèxic: vocabulari freqüent i específic Elements no verbals i prosòdics: el gest i l'entonació. - Lèxic: vocabulari usual de l'àmbit escolar i de l'entorn més immediat.

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			<ul style="list-style-type: none"> Aspectes sociolingüístics i culturals bàsics: salutacions, fórmules de cortesia, horaris habituals...
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4. 21st CENTURY COMPETENCIES

Collaboration	X	Information, media and technology	X
Communication	X	Leadership & Responsibility	X
Critical Thinking and Problem Solving	X	Initiative & Self-direction	X
Creativity & Innovation	X	Social & Cross-cultural	X
Others:			

5. KEY COMPETENCES

Communicative, linguistic and audiovisual competence	X	Digital competence	X
Mathematical competence		Social and civic competence	X

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Interaction with the physical world competence	X	Learning to learn competence	X
Cultural & artistic competence		Personal initiative and entrepreneurship competence	X

6. CONTENT (Knowledge and Skills)

CONTENT-RELATED KNOWLEDGE	CONTENT-RELATED SKILLS
<ol style="list-style-type: none"> 1. The cooldown functions. 2. Mindfulness meaning. 3. Mindfulness benefits. 4. Mindfulness strategies or activities. 5. New vocabulary related to the topic. 	<ol style="list-style-type: none"> 1. Practicing some games and physic activities and observe how we feel after. 2. Feeling a moment. 3. Mindful listening and seeing through mindful practices, as guided meditations, sound ball game, Simon says, etc. 4. Practicing a mindful activity by themselves at PE class. 5. Being able to explain what and how they feel, after mindful practice. 6. Being able to choose the best way to calm down in different situations, through the different mindful strategies learned.

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7. REFERENCES

<https://mindfulnessinschools.org/>

<https://www.the-guided-meditation-site.com/>

<https://www.yogajournal.com/>

<http://www.plickers.com>

<http://www.mentimeter.com>

[Meditation channel](#)

<https://parentingchaos.com>

SAINZ VARA DE REY, P. (2015) *Mindfulness para niños. Cómo crear un hogar más feliz a través de la meditación.* Barcelona: Zenith editorial.

8. COMMENTS (optional)

Having worked on this mindfulness-focused teaching unit, from now on, we will practice these learned strategies, as a calm down part of future PE sessions.

9. ACKNOWLEDGEMENTS (optional)






Of the 7 sessions scheduled, 4 are the ones that are developed in the following document, although the aim is that they will all be carried out.

Skills: R: reading , S: speaking, L: listening, W: writing, I: Interaction

Interaction: T-S: teacher-student, S-S: student-student, SG: small groups, WG: whole group, S-Expert, S-World

Assessment: PA: Peer assessment, SA: Self-assessment, TA: Teacher assessment, AT: Assessment tools

10. UNIT OVERVIEW

Session	Activities	Timing 	Skills 	Interaction 	ICT 	Assessment 

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1	Brainstorming through images	15'	L-W-S	IG WG	PDI	Observing what their previous knowledge about the topic is. (Teacher assessment).
	Previous knowledge Word Cloud.	20'	L-W-S	T-S S-S WG	Mentimeter PDI Chromebooks	Observing, listening and writing the keywords.
2	"Kids explain Mindfulness" Video. https://www.youtube.com/watch?v=2s_nklo3TwM	15'	L-R-S	T-S S-S	Youtube PDI	Observing, listening, and commenting on the video (teacher assessment and self-assessment).
	Fill in the gaps worksheet.	20'	L-W-S	S-S SG	PDI	Peer assessment.
	Body scan meditation	15'	L	T-S		Teacher assessment
3	Sound Ball Game	15'	L	T-S S-S		Teacher assessment

	Simon says	15'	L-S	T-S S-S		Observing the student following the instructions (Teacher assessment)
	Hello Game	25'	L-S	T-S S-S		Observing how the students talk to their classmates, and at the end of the game asking the, how they felt during the game (Teacher assessment). Answering the Hello Game questions worksheet. (Self-assessment)
4	Dance tag	15'	-	S-S		Teacher-assessment
	Yoga Cards	20'	L-R	T-S		The teacher presents the Yoga Cards, reads the different

						positions and shows how to make every position correctly. (Teacher-assessment)
	Breath Meditation Breath Meditation	6'	L	T-S	Youtube	Teacher-assessment
5	Mindfulness Pickers Mindfulness	20'	L-R	T-S	PDI Tablet Picker cards	Pickers results (teacher and self-assessment).
	Yoga Cards	20'	L-R	T-S S-S		The teacher goes around, checking their reading and pronunciation (teacher assessment). In pairs, one will read the pose and the other has to represent

						it. They will correct themselves (Peer-assessment).
	Mindfulness relaxation	10'	L	T-S		Observing the students following the instructions given by the teacher (teacher assessment).
6	Mindfulness Dictogloss Mindfulness dictogloss and card roles	45'	L-W-S-R	TS SG WG	PDI	Observing how the students write down the text, observing the interaction of the different roles in the small groups (teacher assessment). Every group will correct their text (self assessment).
7	Conclusion / Reflection	10'	L-S	WG		Teacher-assessment.

	Color Therapy Dance Final Poster	40'	L-W-R	WG		<p>Observing the students how they dance, paint and write what they know about Mindfulness (Teacher-assessment).</p> <p>Observation of the poster when it's finished, and recognize all that we have learned (self-assessment).</p>
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11. SESSION PLANNING

SESSION 1: *What is mindfulness?*






Objectives of the session:

- To know the previous knowledge of the students, related to the topic.
- Through the video, engage the students to know more about it.






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	<p>Content-obligatory language for the session:</p> <ul style="list-style-type: none"> Vocabulary related to the topic: Language support Interrogative pronouns: what, where, how, who and why. Present simple to express their feelings and give their opinion. 					
	<p>Activities</p> <p><i>include : Name and description; Assessment tool (if any); Material (including language support)</i></p>					
1.1	<p>Brainstorming through images: the teacher presents the word "Mindfulness" (at the PDI), and there will be some images (flashcards) related to the topic, hanging around the class.</p> <p>The students have to say what comes to their minds with that word, and from the different hung images.</p> <p>The teacher writes down different ideas and student contributions.</p> <p>Assessment: Observing what are their previous knowledge about the topic. (teacher assessment).</p> <p>Material: flash cards Brainstorming flash cards</p>	15'	L-W-S	T-S S-S	PDI	TA
1.2	<p>Previous knowledge Word Cloud. The teacher gives each student a Chromebook, and from the previous activity, they choose individually, three words they think to define the most what mindfulness is. From all the words</p>	20'	L-W-S	T-S S-S	Mentimeter	TA

<p>contributed by the different students, we will create a word cloud, from which we will see an idea of the meaning of it.</p> <p>After that, we will print the word cloud and it will be hung at the gym.</p> <p>Assessment: Observing, listening and writing the keywords (teacher assessment). Material: Chromebooks.</p>				PDI Chrome Books	
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<p>SESSION 2: PBS (Pause Breathe & Smile)</p> <p>Objectives of the session:</p> <ul style="list-style-type: none"> - Recognize situations where we lose our control. - Explain the meaning of PBS (Pause - Breathe - Smile). - Express our emotions. 					
<p>Content-obligatory language for the session:</p> <ul style="list-style-type: none"> • Vocabulary related to the topic: Language support • Interrogative pronouns: what, where, how, who and why. • Present simple to express their feelings and give their opinion. 					
<p>Activities</p> <p><i>include : Name and description; Assessment tool (if any); Material (including language support)</i></p>					






1.1	<p>Video "Kids explain Mindfulness". Kids explain Mindfulness</p> <p>We will watch this video twice on youtube. The teacher explains and writes down the unknown words. We will comment on the video.</p> <p>Questions to ask our students:</p> <ul style="list-style-type: none"> - Do you feel identified with what these children have said? - What ways to relax or to calm down do you use when you are angry? <p>Assessment: Observing, listening, and commenting on the video (teacher assessment). They can identify themselves in video situations, and their own ways to face that(self-assessment).</p> <p>Material: -</p>	25'	L-S	T-S S-S	Youtube	TA SA
1.2	<p>Worksheet: After that, in pairs, the students fill in the gaps of the worksheet.</p> <p>Assessment: Students will interchange the worksheet with another couple, so that they can correct it. All together (whole group), will discuss the solutions orally (peer-assessment).</p> <p>Material: Fill in the gaps worksheet Fill in the gaps</p>	20'	S-W	S-S		PA
1.3	<p>Body Scan meditation.</p> <p>We don't need any material. The activity will be realized in the same class. Every student will be seated in their own chair and will follow the teacher's instructions.</p>	15'	L	T-S		TA

	<p>Assessment: Observation of students behavior, and monitoring of the given instructions. (Teacher assessment).</p> <p>Material: Body Scan meditation (teacher's sheet) Body Scan Meditation</p>					
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	SESSION 3: <i>Practices at the gym</i> Objectives of the session: <ul style="list-style-type: none">• Mindful listening and seeing.• Focus.• Awareness• To increase spontaneity, teamwork, and participation and to decrease the tendency to think ahead instead of listening.					
	Content-obligatory language for the session: <ul style="list-style-type: none">• Vocabulary related to the topic and to the different games Language support• Present simple to express their feelings and give their opinion.					
	Activities <i>include : Name and description; Assessment tool (if any); Material (including language support)</i>					

1.1	<p>Sound Ball game</p> <p>The game can be realized at the gym.</p> <p>Assessment: Observation of students behavior, and monitoring of the given instructions (teacher assessment).</p> <p>Material: Sound Ball game instructions Sound Ball Game</p>	15'	L	T-S S-S		TA
1.2	<p>Simon says</p> <p>The classic Simon Says game.</p> <p>When you are done playing, talk about the experience. Ask your child if it was hard or easy to pay attention to the instructions. Was it hard to pay attention to the instructions when they were excited and having fun?</p> <p>Discuss how paying attention to what we see and hear could be helpful.</p> <p>Assessment: Observing the student following the instructions and the vocabulary they use to give the instructions (teacher assessment). They can observe themselves to check if they did right the orderS (self-assessment).</p> <p>Material: Simon says Instruction Simon says</p>	15'	L-S	T-S S-S		TA SA

1.3	<p>Hello Game</p> <p>The game can be realized in a large empty room or space.</p> <p>Flow</p> <ol style="list-style-type: none"> 1. Ask players to sit down in a circle. 2. Ask them to pay attention to three things, and make them know that we are going to talk about it after. 3. Explain that there's three things we can notice while we are staying around saying good morning to each other. 4. One is what it is like to look into somebody's eyes and say "Good morning!" Example: Good morning Laia, your eyes look dark brown. 5. The second one, is what is it like when somebody is saying good morning to you. 6. And the third one, is what it is like to watch other people saying good morning to each other. 7. After that, we will ask a few students what and how they feel in the different situations. <p>Assessment: Observing how the students talk to their classmates, and at the end of the game asking the, how they felt during the game (teacher assessment). Answering the <i>Hello Game</i> questions worksheet (Self-assessment).</p> <p>Material: Hello Game worksheet Hello Game</p>	25'	L-S	T-S S-S	TA SA
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	<p>SESSION 4: Are you a good yogui?</p> <p>Objectives of the session:</p> <ul style="list-style-type: none"> • Check if the students have reached the meaning of the “mindfulness” content. • Ensure that students have mindfulness strategies, to use in their daily lives.
	<p>Content-obligatory language for the session:</p> <ul style="list-style-type: none"> • Vocabulary related to the topic: Language support • Interrogative pronouns: what, where, how, who and why. • Present simple to express their feelings and give their opinion.
	<p>Activities</p> <p><i>include : Name and description; Assessment tool (if any); Material (including language support)</i></p> <div>      </div>
1.1	<p>Plickers:</p> <p>Completion of the questionnaire, by Plickers on mindfulness. The text is the same as they did in one of the previous sessions (session 2). The whole group will read the text again, before starting the questions.</p> <p>The text and the following questions will be projected at the PDI.</p> <p>The students will answer the questions using their Plickers cards. Each student has their own one in their diary.</p> <div> <div>20'</div> <div>R-L</div> <div>T-S S-S</div> <div>PDI Plicker Cards</div> <div>TA SA</div> </div>

	<p>Assessment: Using pickers, the teacher uses Scoresheet to monitor student progress. The teacher will be able to see the breakdown of student answers and the overall percentage for every question (Teacher assessment). Each student would see if they answer correctly or not at the PDI (Self assessment).</p> <p>Material: “Mind full or mindful?” text. Mind full or mindful? Pickers questions Mindfulness Pickers Pickers cards.</p>					
1.2	<p>Yoga Cards: In groups of four, one of them will pick up a yoga card and read it to the rest of the members. Then, they have to represent the position it describes. If they do it well, they get a point. All the members of the group have to read at least one card.</p> <p>The student with the highest points wins.</p> <p>Assessment: The teacher goes around, checking their reading and pronunciation (teacher assessment). In pairs, one reads the pose and the other has to represent it. They will correct themselves (Peer-assessment). After that, they will complete their own rubrique, where they assess themselves.</p> <p>Material: Yoga Cards Ocean Yoga Yoga Cards Rubrique Yoga Cards rubrique</p>	20'	L-R-S	S-S		TA PA

1.3	<p>Guided Relaxation:</p> <p>Relaxation guided by the teacher. It is recommended to play background relaxation music.</p> <p>Assessment: Observing the students following the instructions given by the teacher (teacher assessment).</p> <p>Material: Teacher's relaxation sheet Guided relaxation</p>	10'	L	T-S		TA