



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Chilliwack School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): #33
Developed by: Mary Casey	Date Developed: November 2024
School Name: Chilliwack Secondary School	Principal's Name: Mrs. Danielle Wicker
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Mindfulness	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): Mindfulness 11 Recommended

Special Training, Facilities or Equipment Required:

Training should include a Mindful Based Stress Reduction Course (John Kabat-Zinn) or training in mindfulness, training in some form(s) of mindful movement, & education in exercise physiology and human biology.

Facilities/equipment would include a quiet space with access to music, yoga mats, yoga blocks, & bolsters.

Course Synopsis:

Mindfulness is an abiding foundation of awareness during all of life's activities. It facilitates the ability to experience all situations (good and bad) without resistance and reactivity. In this course students will participate daily in gentle forms of mindful movement, such as yin yoga, qi gong, tai chi and walking. Students will explore various breathing techniques to learn how to manage stress and to regulate emotions. Students can expect to experience improvements in concentration and focus, productivity as well as quality of sleep.

This second level of the course will allow the students to deepen their self-awareness during our movement practices. They will become more able to participate fully in the longer stillness practices, continuing to practice bringing their mind back from internal and external distraction.

They will also develop the skills in expressing themselves in the post practice inquiry, which is an opportunity for further growth. They will be encouraged to practice mindfulness outside of class in their daily lives.

Goals and Rationale:

In accordance with the goals for the Physical Health Education, this course will develop: an understanding of the many aspects of well-being, including physical, mental and social; the skills needed for lifelong participation in a range of activities; and the knowledge and strategies for building respectful relationships, positive self-identity, self-determination and mental well-being.

With the number of students dealing with anxiety and stress, there is a need for some positive coping strategies. The gentle forms of exercise that are included will improve flexibility, strength and balance. With discussions around proper nutrition and self-care, students will see improvements in their overall wellness that will improve their focus in all of their courses.

Aboriginal Worldviews and Perspectives:

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves patience and time.

Learning requires exploration of one's identity.

Learning involves recognizing the consequences of one's actions.

BIG IDEAS

Giving back to our community can foster well-being and a positive sense of self.

Understanding that metaawareness is necessary for developing a healthy relationship with the mind.

Learning positive communication skills through interpersonal mindfulness will improve our interactions with others

Developing the language to describe one's inner experience will support mindfulness practice.

Understanding how the body responds to various types of stress can help us to minimize the effects of stress

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Mindful Movement Practices</p> <ul style="list-style-type: none"> • Participate daily in mindful movement activities designed to enhance and maintain wellness <ul style="list-style-type: none"> - Circle of Joy - Yin yoga - Walking - Flexibility sessions with the use of yoga props - Tai chi - Qigong - Zone exercises • Identify, apply, and reflect on strategies utilized to pursue personal wellness goals • Identify and describe the relationship between healthy eating, lifestyle, overall health, performance of fitness activities, and wellness <p>Mindfulness</p> <ul style="list-style-type: none"> • Learn to be attentive to different situations (good/bad) in the day and to recognize how the body reacts • Explain how developing mindfulness strategies can increase overall physical, mental and emotional wellness 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • The importance of posture, alignment, flexibility and strength to maintain physical balance in the body • The effects of daily habits and routines on mental health (social media, sleep routines, etc.) • The more advanced qualities of mindfulness and how to work towards them: <ul style="list-style-type: none"> - non-attachment - non-identification - non-striving - equanimity - forgiveness • The importance of developing a vocabulary to describe the states of being including emotions.

- Reflect on the practices in class and their use in everyday situations outside of class
- Develop a post-class plan to continue practicing mindfulness skills

Human anatomy and physiology

- Describe how proper posture affects all activities
- Develop breathing techniques during different activities and understand their effects on regulating the nervous system
- Understand the nervous system and the body's responses under stress

Social awareness and responsibility

- Demonstrate appropriate behaviours in different types of wellness activities
- Work positively in group situations with individuals of varying abilities
- Organize and facilitate a community service project in small groups
- Interact with others and the natural world in caring and respectful ways
- Support the development of welcoming and inclusive communities where people feel safe and have a sense of belonging
- Develop a positive personal and cultural identity through awareness, understanding and the appreciation of the factors that contribute to a healthy sense of self

Big Ideas – Elaborations

Giving back to our community can foster well-being and a positive sense of self.

Opportunities to support student inquiry

- How can a service project affect one's sense of well-being and connectedness? Students will propose and participate in a project of their choice that will benefit the school or the community.

Understanding that meta-awareness is necessary for developing a healthy relationship with the mind.

Opportunities to support student inquiry

- How can becoming aware of one's own thinking affect one's relationship with the inner narrative? Students will be guided during practice to become aware of the narrative and will participate in group discussions.

Learning positive communication skills through interpersonal mindfulness will improve our interactions with others.

Opportunities to support student inquiry

- How can the communication skills practiced in class affect interactions with family and friends? Students will participate in activities in class where they will be working with others giving them the opportunity to create positive relationships and work through potential challenging situations.

Developing the language to describe one's inner experience will support mindfulness practice.

Opportunities to support student inquiry

- How can learning the vocabulary to describe the experience support future awareness in practice? Students will participate in post-practice inquiries and personal reflections in their journals.

Understanding how the body responds to various types of stress can help us to minimize the effects of stress

Opportunities to support student inquiry

- How can understanding stress responses and their effects help students to manage stressful situations in daily life? Students will participate in class activities and discussions.

Curricular Competencies – Elaborations

Mindful Movement Practices

Sample opportunities to support student inquiry:

- These will be guided with by the teacher or by a special guest instructor if needed. Each class will have a mindful movement practice from 15 minutes to 45 minutes, always followed by some time for self-reflection.

Mindfulness

Sample opportunities to support student inquiry:

- There could be opportunities to participate in a Sweat Lodge Ceremony, Total Physical Response in Halq'emeylem and the use/creation of a Medicine Wheel with guest leaders.

Human anatomy and physiology

Sample opportunities to support student inquiry:

- Some topics will be covered in a lecture format, followed by relevant activities and applications to clarify the knowledge.

Social responsibility

Sample opportunities to support student inquiry:

- Working in partners, small groups and large groups, in movement practices and discussions and service projects, students will model social responsibility.

Content – Elaborations

The importance of posture, alignment, flexibility and strength to maintain physical balance in the body

- Yoga and stretching sessions will begin with a grounding that will give the participants to recognize how they are feeling on that particular day and will be focussed on individual accommodations and needs

The importance of using the breath to stimulate the parasympathetic nervous system

- Several breathing techniques will be practiced in the classroom so that the students will have the opportunity to determine which will work best for them in times of stress

The importance of proper nutrition in maintaining a healthy gut microbiome and its effect on mental health

- Learning about the microbiome, nutrition and mental health and using our opportunities for mindful eating to expose the students to new fruit and vegetable options

The qualities of mindfulness and how to work towards them

- We will work on non-judging, acceptance, non-identification, and non-striving during movement practices
- We will work on non-attachment, beginners mind, and equanimity during guided stillness practices
- We will develop trust, compassion and loving-kindness during our class activities and our service projects.

How to reflect on an experience and the value in that practice

- We will develop the vocabulary to talk about our experiences and reflect on them

Recommended Instructional Components:

An introduction to Mindfulness as “A New Way of Being”

Perception and Creative Responding

The Power and Pleasure of Being Present

The Shadow of Stress (the ongoing unconsciousness reactivity we experience towards what is pleasant, unpleasant and neutral)

Being caught in mental states and emotional states and over identifying with them

Interpersonal Mindfulness

Mindfulness in Obstacles

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

Assessment will be based on daily participation, effort in all activities and self-reflection.

Learning Resources:

Mindfulness for Beginners by Jon Kabat-Zinn

Resources from The Centre for Mindfulness, University of Massachusetts Medical School

How to Eat, Move and Be Healthy by Paul Chek

The Medicine Wheel by Cree Elder Frank Supernault and Angela Brady

Additional Information: