



MindUP Grades 3-5 Curriculum

2.0 Core Lessons			
Lesson	Purpose	Concepts (Student-facing language)	Behavioral Objectives - Students will:
Unit 1: My Mindful Brain			
1. Creating the MindUP Learning Community	A caring environment helps children feel a sense of belonging and connection to their peers and educators. The purpose of Lesson 1 is to build connections amongst children, and children and educators, in order to foster a safe, kind and focused context.	<ul style="list-style-type: none"> I can contribute to our classroom community by being kind, focused, and safe. 	<ul style="list-style-type: none"> Establish a common understanding of what it means to feel safe, kind, and focused in the classroom. Collaborate and record strategies to contribute to their MindUP class community. Set a foundation upon which students can reflect on future MindUP lessons and add to the MindUP class community strategies.
2. Understanding the Brain	Students are introduced to the core theme of the MindUP program: the brain and how they can use it to focus their attention and calm down. They are introduced to three key brain structures that help them do that: the amygdala, hippocampus, and prefrontal cortex.	<ul style="list-style-type: none"> I can use my brain to focus my attention and calm down. Three parts of my brain help me focus, calm down, and learn: the amygdala, hippocampus, and prefrontal cortex. 	<ul style="list-style-type: none"> Identify the amygdala, the hippocampus and prefrontal cortex on a diagram of the brain. Define the basic functions of the amygdala, hippocampus, and prefrontal cortex.
3. Learning to be Mindful	Students are introduced to the concepts of being mindful and unmindful and relate them to their own experiences.	<ul style="list-style-type: none"> Being mindful means paying attention in the moment without judging. Being unmindful means not paying attention to the present moment. 	<ul style="list-style-type: none"> Define and discriminate between being mindful and unmindful. Articulate how experiences in their own lives relate to the concepts of being mindful and unmindful.
4. Focusing Our Awareness	Students are introduced to the core mindful awareness practices of the MindUp program: mindful listening and mindful breathing. Students will continue to do these practices throughout the program.	<ul style="list-style-type: none"> I can practice being mindful with mindful listening and breathing. When I focus my attention on the present moment, I'm using my prefrontal cortex to calm my amygdala. 	<ul style="list-style-type: none"> Practice mindful listening and breathing. Describe their experience and identify how it differed from how they typically breathe.

Unit 2: Mindful Senses			
5. Mindful Listening	Students train their attention through mindful and reflective listening practices.	<ul style="list-style-type: none"> • I can get better at listening and paying attention with practice. • I can describe the sounds that I hear. 	<ul style="list-style-type: none"> • Describe how mindful listening differs from typical listening. • Explain why listening skills are important.
6. Mindful Seeing	Students practice being mindful by focusing their attention on an external object with the sense of sight.	<ul style="list-style-type: none"> • Mindful seeing helps me practice focusing my attention. • I can look at something with curiosity and describe what I see. • It's okay to have trouble holding my attention on something. 	<ul style="list-style-type: none"> • Practice focusing their attention on an object with the sense of sight. • Recall visual details about the object using non-judgmental language. • Explain why paying attention to visual details helped them remember their object better.
7. Mindful Smelling	Students practice being mindful by focusing their attention on external items with the sense of smell.	<ul style="list-style-type: none"> • Mindful smelling helps me practice focusing my attention. • I can describe smells without judging if I like them or not. • Smells can remind me of different things I've experienced in the past. 	<ul style="list-style-type: none"> • Practice focusing their attention with the sense of smell. • Identify the scents and any thoughts or feelings that arise, without judgment.
8. Mindful Tasting	Students practice being mindful by focusing their attention on external items with the sense of sight, smell, and taste.	<ul style="list-style-type: none"> • Mindful tasting helps me practice focusing my attention. • I can describe my experience of a taste without judging if I like them or not. • Eating mindfully helps me slow down and listen to my body. 	<ul style="list-style-type: none"> • Practice focusing their attention with the sense of sight, smell, and taste. • Describe how mindful tasting differs from typical tasting experiences. • Describe how to experience a new taste with curiosity rather than judgement.
9. Mindful Touch	Students practice being mindful by focusing their attention on external items with the sense of touch.	<ul style="list-style-type: none"> • Mindful touching helps me practice focusing my attention. • I can use mindful touch as a Brain Break. 	<ul style="list-style-type: none"> • Practice focusing their attention with the sense of touch. • Describe how mindful touch differs from typical touch experiences.
10. Mindful Movement	Students practice being mindful by focusing their attention on internal bodily sensations.	<ul style="list-style-type: none"> • Mindful movement helps me practice focusing my attention. • Sensations in my body are information about how I'm feeling. 	<ul style="list-style-type: none"> • Practice focusing their attention on internal sensations in their body. • Compare sensations in their bodies in a relaxed state to an excited state.

Unit 3: Building Well-being with a Mindful Mindset			
11. So Many Feelings!	Students expand their emotional literacy skills by learning why naming emotions helps them manage them. They also expand their emotion vocabulary.	<ul style="list-style-type: none"> I use my prefrontal cortex when I name a feeling. This helps calm down the amygdala. Knowing many words for feelings helps me name them more exactly. 	<ul style="list-style-type: none"> Describe how the prefrontal cortex functions as an emotion regulation tool. Identify one or more specific emotion words for each of the six basic emotions. Create a feelings wheel with emotion words relevant to them.
12. Building Perspective-Taking and Empathy	Students practice perspective-taking by identifying the perspectives of characters in a story and connecting situations in the story to their own lives.	<ul style="list-style-type: none"> Perspective-taking means being mindful of what others are thinking or feeling. Perspective-taking helps me understand how others are feeling. Understanding how others are feeling is part of empathy. 	<ul style="list-style-type: none"> Explain how the perspectives of characters in a story differ. Identify how situations in the story relate to their own experiences.
13. Practicing Optimism	Students practice perspective-taking by identifying how optimistic and pessimistic views of a problem differ. They'll also consider how they can choose to view things with more optimism in their own lives.	<ul style="list-style-type: none"> Choosing to view things with optimism can make me happier. Considering alternative explanations to a problem can help me change negative thoughts and feelings to positive ones. 	<ul style="list-style-type: none"> Distinguish between viewing a problem with optimism or pessimism. Practice strategies to help them approach life with more optimism.
14. Savoring Happy Experiences	Students practice savoring happy experiences to boost their happiness.	<ul style="list-style-type: none"> Remembering a happy experience can help me change my mood. 	<ul style="list-style-type: none"> Describe thoughts and feelings they associate with a happy experience. Practice savoring a happy experience. Describe thoughts and feelings that arise while savoring a happy experience.
Unit 4: Mindful of Ourselves in the World			
15. Practicing Gratitude	Students practice gratitude to boost their happiness and satisfaction with life.	<ul style="list-style-type: none"> Practicing gratitude helps me focus more on the positives in life. 	<ul style="list-style-type: none"> Define gratitude. Identify three things they are grateful for.



16. Acts of Kindness	Students experience how performing kind acts and making mindful choices can help themselves and others be happier.	<ul style="list-style-type: none">• Performing kind acts helps make my life more joyful.	<ul style="list-style-type: none">• Recognize how mindful choices and actions benefit themselves and others.• Perform five acts of kindness.• Describe how performing kind acts affected them.
17. Mindful Actions in Our Community	Students build their understanding of the benefits of performing kind acts by planning an act of kindness to perform in the community and reflecting on their shared experience.	<ul style="list-style-type: none">• I can connect with my community in positive ways through mindful choices and actions.	<ul style="list-style-type: none">• identify and plan an act of kindness to perform as a group in their community.• Perform a group kind act in the community.• Reflect on their shared experience.