



## MindUP Grades 6-8 Curriculum

2.0 Core Lessons			
Lesson	Purpose	Concepts (Student-facing language)	Behavioral Objectives - Students will:
<b>Unit 1: Building Awareness</b>			
1. Creating the MindUP Learning Community	A positive learning environment helps students feel a sense of belonging and connection to their peers and teachers. The purpose of this lesson is to help students build connections between each other and with the teacher to establish a safe, kind, and focused learning environment.	<ul style="list-style-type: none"> <li>I can contribute to our classroom community by being kind, focused, and safe.</li> </ul>	<ul style="list-style-type: none"> <li>Establish a common understanding of what it means to feel safe, kind, and focused in the classroom.</li> <li>Collaborate and record strategies to contribute to their MindUP class community.</li> <li>Set a foundation upon which students can reflect on future MindUP lessons and add to the MindUP class community strategies.</li> </ul>
2. Understanding the Brain	Students learn about three parts of their brain--the amygdala, hippocampus, and prefrontal cortex--and how strong emotions and stress affect their functioning. They also practice breathing techniques to calm their bodies.	<ul style="list-style-type: none"> <li>Neuroplasticity means my brain can change in response to experience and practice.</li> <li>I can influence how my brain grows and changes.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the functions of the amygdala, hippocampus, and prefrontal cortex.</li> <li>Describe stress physiology and how it relates to emotion regulation.</li> <li>Articulate how deep breathing may help regulate stress.</li> </ul>
3. Mindful Awareness and the Brain Break	Students are introduced to the concept of mindful awareness. They are also introduced to the MindUP Brain Break, a mindful awareness practice utilizing mindful breathing and listening.	<ul style="list-style-type: none"> <li>Being mindful means focusing my attention on what is happening in the present moment.</li> <li>Mindful awareness is paying attention in the moment on purpose and without judgment.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize the difference between being mindful and unmindful.</li> <li>Consider the consequences of being mindful versus unmindful on task performance.</li> <li>Practice focused breathing.</li> </ul>
<b>Unit 2: Mindful of Our Senses and Understanding the Adolescent Brain</b>			
4. Mindful Awareness Practice: Using Our Senses	Students practice mindful awareness through sensory experiences involving touch, sight, sound, smell, and taste.	<ul style="list-style-type: none"> <li>Practicing mindful awareness through the senses strengthens my ability to focus and reduces stress and anxiety.</li> </ul>	<ul style="list-style-type: none"> <li>Practice mindful awareness through sensory experiences.</li> <li>Consider ways to integrate mindful awareness of senses into their daily lives.</li> </ul>

<p>5. Mindful Awareness in the Body</p>	<p>Students practice mindful awareness using their bodies and learn how to use the body as a way to focus attention and develop self-awareness.</p>	<ul style="list-style-type: none"> <li>• I can use my body to focus my attention and develop self-awareness.</li> </ul>	<ul style="list-style-type: none"> <li>• Practice mindful awareness using their bodies (mindful walking, body scan).</li> </ul>
<p>6. The Adolescent Brain</p>	<p>Students develop an understanding of the changes taking place in the adolescent brain and how they can affect their behaviors and decisions.</p>	<ul style="list-style-type: none"> <li>• My brain is changing a lot right now.</li> <li>• Learning about how my brain is changing right now can help me make better decisions for my well-being.</li> </ul>	<ul style="list-style-type: none"> <li>• Recall major changes happening in the adolescent brain.</li> <li>• Determine how their changing brain creates opportunities and challenges for them.</li> <li>• Identify strategies to cope with the challenges of the changing adolescent brain.</li> </ul>
<p><b>Unit 3: Mindful of Myself and Others</b></p>			
<p>7. Getting Granular About Feelings</p>	<p>Students learn how emotional granularity helps them be more reflective about their feelings and make better decisions about what to do.</p>	<ul style="list-style-type: none"> <li>• Emotion granularity is the ability to put feelings into precise, specific words.</li> <li>• Feelings are information. Having precise words for my feelings helps me make better decisions about what to do.</li> </ul>	<ul style="list-style-type: none"> <li>• Generate lists of granular emotions for six emotion categories: love, joy, surprise, sadness, anger, and fear.</li> <li>• Explain how feelings are related to their decisions.</li> <li>• Create if/then statements for scenarios relevant to them: If I'm feeling _____, then I can decide to _____.</li> </ul>
<p>8. Empathy: Relationship Builder</p>	<p>Students explore how having empathy for others contributes to building and maintaining relationships.</p>	<ul style="list-style-type: none"> <li>• Perspective-taking helps me have empathy for others because I can understand their point-of-view.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the perspectives of characters in a story.</li> <li>• Define empathy.</li> <li>• Explain how perspective-taking and empathy help them have positive relationships with others.</li> </ul>
<p>9. Fostering an Optimistic View</p>	<p>Students become familiar with the concept of optimism and the research supporting the link between positive thinking and life success. They also learn a strategy that helps overcome the brain's negativity bias and fosters a more optimistic view.</p>	<ul style="list-style-type: none"> <li>• Neuroplasticity means I can train my brain to focus more on the positive and view things with optimism.</li> </ul>	<ul style="list-style-type: none"> <li>• Connect neuroplasticity to their brain's ability to overcome its negativity bias.</li> <li>• Recognize that optimism can be developed over time with practice.</li> <li>• Practice writing down three good things to train their brain to focus on the positive.</li> </ul>
<p>10. Practicing Gratitude</p>	<p>Students practice expressing gratitude, and learn how gratitude and well-being are related.</p>	<ul style="list-style-type: none"> <li>• Choosing to express gratitude can help me focus on the positive and be happier.</li> </ul>	<ul style="list-style-type: none"> <li>• Practice expressing gratitude.</li> <li>• Understand the relationship between a gratitude practice and well-being.</li> <li>• Connect the practice of expressing gratitude with changes in their levels of happiness.</li> </ul>

Unit 4: Mindful of Ourselves in the World			
11. Acts of Kindness and Compassion	Students perform acts of kindness and explore how kindness is related to their own and others' happiness.	<ul style="list-style-type: none"> <li>Showing kindness to others brings both them and me happiness.</li> </ul>	<ul style="list-style-type: none"> <li>Perform five acts of kindness.</li> <li>Recognize how kindness and happiness are related.</li> <li>Understand the difference between kindness, empathy, and compassion.</li> </ul>
12. Taking Care of Me	Students are introduced to self-compassion and self-care, and consider the role of self-care in their daily lives.	<ul style="list-style-type: none"> <li>Self-compassion and self-care are ways to take care of myself.</li> <li>Taking care of myself is important for my health and well-being.</li> </ul>	<ul style="list-style-type: none"> <li>Define self-compassion and self-care.</li> <li>Students will practice being kind to themselves as a way to support self-compassion.</li> <li>Identify practices that support their self-care.</li> </ul>
13. We are all Connected	Students explore the concept of interconnectedness and its relevance in their daily lives.	<ul style="list-style-type: none"> <li>Being mindful helps me be aware of how interconnected I am with others and the environment.</li> </ul>	<ul style="list-style-type: none"> <li>Define interconnectedness and interdependence.</li> <li>Identify connections between seemingly unrelated items.</li> <li>Recognize how interconnected they are with others and the environment.</li> </ul>
14. Mindful Consumption	Students explore how interconnectedness, mindfulness, and consumption are related. They consider their own consumption habits, and reflect on strategies to help them practice mindful consumption.	<ul style="list-style-type: none"> <li>Being mindful of the difference between needs and wants and how my choices affect others helps me practice mindful consumption.</li> </ul>	<ul style="list-style-type: none"> <li>Differentiate between a need and a want.</li> <li>Understand the neuroscience underlying wanting.</li> <li>Define mindful consumption.</li> <li>Practice making mindful choices about what they consume.</li> </ul>
15. Taking Action in Our Community	Students plan and carry out meaningful acts in their school or wider community and reflect on how it affected themselves and others.	<ul style="list-style-type: none"> <li>Working together to help others is a shared experience that strengthens and benefits ourselves and our community.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and carry out meaningful actions to benefit the school or wider community.</li> <li>Evaluate how their actions affect others and themselves.</li> <li>Determine how to integrate their experience into their personal identity.</li> </ul>