



## MindUP Grades K-2 Curriculum

2.0 Core Lessons			
Lesson	Purpose	Concepts (Student-facing language)	Behavioral Objectives - Students will:
<b>Unit 1: My Mindful Brain</b>			
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 foster a safe, kind, and focused classroom environment and build student-to-student and student-to-teacher connections.	<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> <li>Identify the amygdala, the hippocampus and prefrontal cortex on a diagram of the brain.</li> <li>Define the basic functions of the amygdala, hippocampus, and prefrontal cortex.</li> </ul>
2. My Amazing 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. Students are introduced to the concepts of being mindful and unmindful and relate them to their own experience.	<ul style="list-style-type: none"> <li>I can use my brain to focus my attention and calm down.</li> <li>Three parts of my brain help keep me safe, calm down, and focus and learn: the amygdala, hippocampus, and prefrontal cortex.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the amygdala, the hippocampus and prefrontal cortex on a diagram of the brain.</li> <li>Define the basic functions of the amygdala, hippocampus, and prefrontal cortex.</li> </ul>
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"> <li>Being mindful means paying attention to what is happening now with curiosity.</li> <li>Being unmindful means not paying attention to what is happening now.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the difference between being mindful and unmindful.</li> <li>Articulate how experiences in their own lives relate to the concepts of being mindful and unmindful.</li> </ul>
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"> <li>I can practice being mindful with mindful listening and breathing.</li> <li>When I focus my attention on the present moment, I use my prefrontal cortex to calm my amygdala.</li> </ul>	<ul style="list-style-type: none"> <li>Practice mindful listening and breathing.</li> </ul>

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

Unit 3: Building Well-being with a Mindful Mindset			
11. Exploring Feelings	Students will develop important emotional literacy skills by learning to notice and name their own feelings, and how to manage strong feelings.	<ul style="list-style-type: none"> <li>The more feeling words I know, the easier it is to name my feelings.</li> <li>Sensations in my body are clues about how I'm feeling.</li> <li>I can manage strong feelings with *mindful breathing.</li> </ul>	<ul style="list-style-type: none"> <li>Identify a variety of feelings in response to scenarios.</li> <li>Connect sensations in their bodies to different feelings. Recognize that uncomfortable sensations signal strong feelings.</li> </ul>
12. Building Perspective-Taking and Empathy	Students train their attention through mindful and reflective listening practices.	<ul style="list-style-type: none"> <li>I can get better at listening and paying attention with practice.</li> <li>I can describe the sounds that I hear.</li> </ul>	<ul style="list-style-type: none"> <li>Practice mindful listening and reflective listening.</li> <li>Describe how mindful listening differs from typical listening. Explain why listening skills are important.</li> </ul>
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"> <li>Choosing to view things with optimism can make me happier.</li> <li>Considering alternative explanations for a problem can help me change negative thoughts and feelings into positive ones.</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between viewing a problem with optimism or pessimism</li> <li>Practice strategies to help them approach life with more optimism.</li> </ul>
14. Thinking About Happy Experiences	Students practice thinking of a happy experience to boost their mood.	<ul style="list-style-type: none"> <li>Thinking about a happy experience can help me change my mood.</li> </ul>	<ul style="list-style-type: none"> <li>Describe thoughts and feelings they associate with a happy experience.</li> <li>Practice thinking of a happy experience.</li> <li>Describe thoughts and feelings that arise while thinking about a happy experience.</li> </ul>
Unit 4: Mindful of Ourselves in the World			
15. Practicing Gratitude	Students practice gratitude to boost their happiness.	<ul style="list-style-type: none"> <li>Practicing gratitude helps me be happier.</li> </ul>	<ul style="list-style-type: none"> <li>Define gratitude.</li> <li>Identify one thing they are grateful for.</li> </ul>
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"> <li>Performing kind acts helps make my life more joyful.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize how mindful choices and actions benefit themselves and others.</li> <li>Perform three acts of kindness.</li> <li>Describe how performing kind acts affected them.</li> </ul>
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 experiences.	<ul style="list-style-type: none"> <li>I can connect with my community in positive ways through mindful choices and actions.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and plan an act of kindness to perform as a group in their community.</li> <li>Perform a group kind act in the community.</li> <li>Reflect on their shared experience.</li> </ul>