

A Mindful Approach To Teaching For Body & Brain

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Course Credit:	3.0 graduate credits
Course Number:	EDUU 9027
Dates and Times:	TBA
Credit Type Requested:	Letter Grade

COURSE DESCRIPTION:

We know that a healthy body and an alert mind are essential for creating the best learners and a successful academic environment. Michelle Obama spent much of her time as first lady championing both. This course will cover a variety of information about the importance of feeding the body and the brain and exploring strategies that can be integrated into the curriculum that foster both.

We will examine scientific and medical research that support the significance of this subject and we will explore specific techniques that can be used in the academic environment that focus on practically ensuring both a healthy body and a strong, focused mind that includes a mindful attitude for teachers and students. In addition, educators will be asked to share their own experiences in the classroom that support this evidence and to share techniques that can specifically be utilized for individual and group success. Mindful and Wellness based education is the trend for our future and one we must begin incorporating now for the sake of our students and our world. In a simple and powerfully effective format that includes lecture, small group discussion, written materials and experiential exercises, educators will discover and implement the effective and specific strategies that they can integrate into their classrooms for optimal learning and wellness.

STUDENT LEARNING OUTCOMES:

Upon completion of this course the student will be able to:

1. To identify and create awareness of the definition of what mindfulness is as it applies to learning as well as nourishing the body and brain from the latest scientific and medical research.
2. To exemplify specific strategies for mindfulness that translates into the classroom and causes greater success academically as well as behaviorally.
3. To share and evaluate data through research and personal experiences that can create positive choices for increased effectiveness for all levels and grades.
4. To create greater attentiveness, wellness and balance for both body and brain during the school year.
5. To identify and synthesize five new methods for mindfulness as it relates to nourishing the body and brain in any class or subject that helps improve test scores, academic success and decrease acting-out behavior.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES:

- Netter, Françoise. *Redress Your Stress* CD. Boulder, CO: Body/Mind Dynamics, 2006.
- Netter, Françoise. *Movement For The Mind: Dance That Awakens Healing, Inspiration and Wisdom*. Boulder, CO.: Body/Mind Dynamics, 2010.

In addition, choose at least one other book and the articles/blogs available on www.body/minddynamics.org for your research from the following list or you may choose a book of your choice with instructor approval pertaining to the subject matter of this course:

- Chopra, Deepak. *Ageless Body, Timeless Mind*. N.Y.: Harmony Books, 1993.
- Dienstfrey, Harris. *Where The Mind Meets The Body*. NY: Harper Collins, 1992.
- Frankle, Viktor, *Man's Search For Meaning*,
- Levey, Joel & Levey, Michelle. *Living In Balance*. CA: Conari Press, 1998.
- Netter, Françoise. *The Magic Of Movement* CD. Boulder, CO: Body/Mind Dynamics, 2006.
- Schiffmann, Eric, *Yoga The Spirit And Practice Of Moving Into Stillness*.: NY Pocket Books, 1996.

COURSE REQUIREMENTS:

In class activities including onsite and distance learning

1. In class activities:
 - a. Attend each class session and participate in class discussions, projects, and activities.
 - b. Keep a log of hours and assignments
2. Outside activities: Each student will complete the following:
 - a. Assigned readings
 - b. Work with the CD, exercises to be given in class.
 - c. Complete all written work: 5 new lesson plans incorporating methods for creating awareness of how to nurture mindfulness and a healthy body and strong mind and practical exercises that can sustain this experience during the academic year and beyond. A completed paper in which educators will both share their own experiences in the classroom that support this evidence as well as techniques that can specifically be utilized for individual and group success. Length of paper must be a minimum of 5 pages plus the written assignment of 5 new lesson plans for a B grade. A longer more extensive paper will qualify for an A grade (10 pages plus).
 - d. Share one lesson plan and integrated application with group. As a culminating project and applied understanding of principles learned.

GRADE DISTRIBUTION AND SCALE:

GRADE DISTRIBUTION:

Attendance	10%
Class participation and discussion	10%
Assignments Completed (Research paper and classroom application)	40%
5 Personal Lessons	25%
Presentation of Applied Principles	15%

GRADE SCALE:

100-90%	A
89-80%	B
79-70%	C
69-60%	D
59 and below	F

EVALUATION PROCESS:

Course evaluations will be collected at the end of the course study along with completed assignments.

1. During the onsite (or online) meetings the instructor will introduce the content of the course through lecture, handouts, experiential exercises and other materials.
2. Students will follow through with 45 of contact and non-contact hours as well as assignments using the materials introduced in classroom as well as on-line research and reading list.
3. They will document their studies by keeping a log of completed assignments including: reading assignments (from website and reading list), practicing exercises given, working with CD and various exercises and classroom assignments including writing a paper in which educators share their own experiences in the classroom that support the evidence for wellness-based education and then share techniques that can specifically be utilized for individual and group success. They will also identify five new methods (as lesson plans) for nourishing the body and strengthening the mind in any class or subject that helps improve test scores, academic success and increases attentiveness and in class behavior. Projects completed by student are to be submitted by email or mail by the end of the course sessions.
4. The instructor will evaluate the completed work and give a grade upon receiving and reviewing log and completed materials.

