



ArmchairEdClockHours
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Overview:

ArmchairEdClockHours.com currently provides continuing education to educators, using Educational Leadership magazine and premiere published books on cutting-edge educational themes and topics.

Course Goals and Objectives:

As a result of these courses, the student will be able to:

1. Utilize breath exercises
2. Establish healthy and mindful habits, including yoga, meditation, reflection
3. Create a mindful classroom
4. Identify the effects of trauma and adverse childhood experiences on student behavior

The following published book is currently being used as a text for the ArmchairEdClockHours course:

Practicing Practice Through Mindfulness

Lucas, L. J. (2018). *Practicing presence: Simple self-care strategies for teachers*. Portland, ME: Stenhouse.

Mason, C. Y., M., R. M., & Jackson, Y. (2019). *Mindfulness practices: Cultivating heart centered communities where students focus and flourish*. Bloomington, IN: Solution Tree Press.

Practicing Presence through Mindfulness provides scientifically proven evidence and strategies for teachers and students to address behavior issues and improve executive functioning. Using breath, yoga, meditation exercises, and step-by-step sensation-, emotion-, and presence-based mindfulness activities to create compassionate learning environments. Educators will learn to become present in the classroom and promote compassionate self-regulation in the classroom.

- Explore the theory behind mindful education, including the interrelated nature of physiology, cognition, emotions, and mindfulness for students.
- Learn how mindfulness in schools contributes to a positive mindset, alleviates the impact of toxic stress, and takes advantage of neuroplasticity.
- Understand the effects of trauma and ACEs (adverse childhood experiences) on student behavior and the ability to learn and discover trauma-informed practices that support healing.
- Acquire research-based mindfulness practices, including breathing exercises, yoga for the classroom, meditation for students, and cognitive reflection and awareness.
- Reignite the passion that first drew you to education and prioritize self-care for yourself and your students.
- Discover how to build a heart-centered learning community in classrooms and create mindful schools.

**Credit Options:**

The course will be offered for 60 clock hours, based on the length and substance of the books, and related activities. **The course will include 50 multiple-choice questions and three required essays.**

Grading Rubric:

Pass/Fail: Coursework must be passed with 70% criterion

One Essay Required for: Mindfulness Practices**Essay Options:**

Option 1: At the end of each chapter are questions for thought entitled Mindful Reflection. Choose the questions at the end of one chapter and answer them to frame your essay.

Option 2: Teach yourself all of the breath exercises in Chapter 4. Use them for a minimum of 4 weeks, about 15 minutes four times a week. In your essay, describe learning the exercises and then using them for a month. Have you noticed any difference in your approach to teaching and being with your students? Has life outside school changed at all? Will you continue with mindful breath exercises?

Option 3: In the text, on page 93, the authors talk about the documentary film *Room to Breathe* (www.mindfulschools.org.) Watch the film and in your essay, talk what you saw, your feelings, your reaction to the kids you met and their experiences with mindfulness. What can you envision mindfulness doing for the students you teach?

Option 4: Create your own demonstration of the learning you take from this text. Identify your topic and describe it in an introductory paragraph. You may choose from the list below or develop your own.

Plan a unit with assessment

Action Research

Extended learning, including research and developed activities

Compare/contrast your current education practice to that of the text

Create forms or systems for use in your classroom including assessment tools

Plan an 'event', meeting or other pertinent program and report/reflect on it

One essay required from Mindfulness Practices and Practicing Presence

Essay Option: You've read two books about Mindfulness from very different perspectives. Which of the two is the most useful to you in teaching? Why? How will you use what you've learned from these texts? What expectations do you have for your students and yourself after taking this course? Has anything changed for you?

You may e-mail info@armchairedclockhours.com if you desire specific permission for your topic. The essay must demonstrate knowledge of the course and text, and direct application to your own educational position.



One Essay Required for: Practicing Presence

Essay Options:

Option 1: Give yourself some new habits. Make a chart similar to the one at the top of page 28 in the text. Make room for four “drains.” Identify and list four things in your life that you’d like to change. Then come up with cues, rewards, or routines that will help you clear those drains. Work on them for at least a month. The chart will begin your essay and a description of how it worked out for you will be the remainder.

Option 2: To sum up your reaction to the first two chapters, answer the questions on p. 69 in the text. Use your essay to talk about what you tried or didn’t and the reasons that motivated your actions. Have you experienced any positives from trying the suggestions?

Option 3: Look through the five quotations in the text, pages 84-89. Choose the one that has the most relevance to you. Begin your essay with the quote. Talk about its relevance to your life and the ways that quote can be an action plan for you beginning now.

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Essay scoring rubric:

One essay required for, Practicing Presence 2-3 pages each

One essay required for Mindfulness Practices, 2-3 pages each

Each essay 10% of overall grade

One essay required for both Practicing Presence and Mindfulness Practices, Four to five pages,

Single spaced, 10 to 12 size font

Use of introduction and summary statement (even when a unit is developed)

Demonstration of grammar, spelling and writing skill

Demonstration of applied knowledge

- **You must download the coursework before starting this course.**
- **Submit coursework together**
- **All essays must be fully completed and the rubric followed to receive a grade. Essays not completed to required length will not be processed and revisions will be required.**

