



Course Title: *Mindfulness and Restorative Circles for Transformative K-12 Classrooms*

Course Number: EDU 5900:

Section:

Dates: January 21-31, 2025

Instructor: Melanie Anderson

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Course Description: Mindfulness and Restorative Circles for Transformative K-12 Classrooms

Mindfulness is a ‘buzzword’ of sorts, but what is it exactly and how can it help you transform yourself and your relationship with students? This course will take participants on a wellness and self-care journey that will teach research-based strategies to help participants learn what mindfulness is, how to practice it, and how to begin to bring it into their K-12 classrooms. The first half of the course is designed to teach the neuroscience of mindfulness in a fun, relatable manner. Techniques for how to manage constant thoughts, big emotions, and strategies for how to change your relationship with stress and anxiety will be explored. The second half of the course will teach the art of mindful communication through the Restorative Circles framework. Participants will learn how to bring mindfulness strategies into a Restorative Circle to help build relationships with students, improve communication skills, and diminish disruptive behaviors. By the end of the course participants will be able to lead a mindful, restorative circle with students. This course is appropriate for K-12 teachers, Counselors, Administrators and anyone who wants to embark on a journey of change and mindful transformation.

Suggested Reading: “The Whole Brain Child” by Dan Siegel; “Brainstorm” by Dr.Dan Siegel; “Unwinding Anxiety” by Dr. Judson Brewer; “Say What You Mean: A Mindful Approach to Non Violent Communication” by Oren J. Sofer

Overall Course Objectives:

1. Participants will understand and explore what mindfulness is and learn about the neuroscience of mindfulness.
2. Participants will learn how to practice mindfulness as a part of their own self-care and wellness journey.
3. Participants will learn what mindful communication is and how it can help transform their relationship with students
4. Participants will learn the components of a Restorative Circle and have all the tools necessary to implement a Mindful Restorative Circle with their K-12 students.

****This syllabus is an outline and assignments and links will be updated prior to the first day of class. ****

Format

This course will be offered online through Canvas, the Molloy College online course system. You will need to become familiar with Canvas.

- Log in using your Molloy email username and password.
- Click the “Courses” tab (top left-hand side of the page) and select *Mindfulness and Restorative Circles for Transformative K-12 Classrooms* from the drop-down menu.
- Log in before the course to ensure that your account has been set up properly.
- Take the Canvas Student Tour or visit the Canvas Student Quickstart page.
- Canvas Support is accessed through the “Help” feature in the lower left-hand corner of Canvas. You can either call Canvas at (844) 408-6455 or use the online chat feature. Both services are available 24/7. Technology Support Services is located in Kellenberg 022 and can be reached via phone at 516-323-4800, email at helpdesk@molloy.edu, or Twitter at [@molloyTSS](https://twitter.com/molloyTSS). The Information Commons is located on the second floor of Public Square and can be reached via phone at 516-323-4817 or email at slewis2@molloy.edu. Check their website for hours: <http://molloy.edu/tss>.

Dates and Times to Remember

While an online course gives you the flexibility to complete the work when it is most convenient for you, please remember you must submit your work by the dates and times listed in the “Assignment/Due Date” section. All assignments are due by 9:00 PM EST on the date listed.

Grading

Students are expected to participate by responding to all discussion prompts and to the instructor and classmates with thoughtful, professional responses. You are encouraged to share resources and ask questions. Any assignments submitted after the allotted due date and time will have a point deducted for each day it is incomplete.

60% of the grade is based upon daily posting and responding to prompts with thoughtful, professional discussions. Participants are expected to post and respond to another’s post at least once per day.

40% of the grade is based upon a completed, final project.

Communication Procedures and Contact Hours

I look forward to working with you and guiding you through this course. If you have any questions or concerns, please email me at MAAnderson1@molloy.edu. I will respond within 24 hours. Please note the #1 in my email address. I will hold live office hours via Zoom to answer any questions on January 22 & January 29 from 6:00-7:00 P.M. <https://us02web.zoom.us/j/4622404278>

Learning Objectives	Assignments/Assessments	Due Date
<p>LO 1. Participants will understand and explore what mindfulness is and learn about the neuroscience of mindfulness.</p> <p>LO2. Participants will learn how to practice mindfulness as a part of their own self-care and wellness journey.</p> <p>LO 3.Participants will learn what mindful communication is and how it can help transform their relationship with students.</p> <p>LO 4. Participants will learn the components of a Restorative Circle and have all the tools necessary to implement a Mindful Restorative Circle with their K-12 students.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Final Project- By the end of this course, you will submit a Restorative Circle lesson (Click Final Assignment for full description). <input type="checkbox"/> Assignment 1 Introduction Introduce yourself in our Canvas platform. Address each the following questions: <ul style="list-style-type: none"> 1. Are you currently teaching? If so, what grade/subject and student population do you teach? 2. Do you have a personal mindfulness practice? If so, please describe it. If not, what do you do to promote your own self-care and wellness? 3. Reflect on a relationship with a student (or if you aren't teaching yet, reflect on a relationship with a teacher) that was meaningful to you. What parts of that relationship stand out to you most? 4. What drew you to this course and what are you hoping to learn from this course? <input type="checkbox"/> Watch the "Getting to Know Your Professor" video. Click Here <input type="checkbox"/> Watch/Respond to the annotated slides, "What is Mindfulness?" Click here. Reflect and respond to the content presented on the Canvas Platform and respond to at least one other person. <input type="checkbox"/> Assignment #2 Neuroscience of Mindfulness <input type="checkbox"/> Watch annotated slides, videos and readings on the Neuroscience of Mindfulness. Respond in the Canvas platform with a thoughtful, detailed reflection of the information presented. Respond to at least one other student post in Canvas. 	<p>Final Project Due Friday, January 31 9:00 PM EST</p> <p>Assignment #1 Due January 22, 2025 by 9:00 PM EST</p> <p>Assignment #2 Due January 23, 2025 by 9:00 PM EST</p>

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Suggested prompt for reflection include:

1. Based on the teachings and insights gleaned from the videos and articles, how might mindfulness practices be effectively integrated into educational curricula to enhance student learning and well-being? Consider the neurological underpinnings of mindfulness and the potential benefits for both students and educators in your response.

2. Reflecting on the neuroscience of mindfulness, how do the studies presented in the videos and articles you reviewed illustrate the impact of mindfulness practices on brain structure and function? Discuss the implications of these changes for cognitive processes such as attention, emotion regulation, and stress resilience.

Your Slice of Mindfulness: Engage in the Meditation #1 ([click here](#)):

Reflection/Response- Post in Canvas a reflection to the meditation practice:

1. Analyze the cognitive and emotional processes you encountered during your meditation. How did your mind respond to the practice, and what emotions surfaced? Consider the implications of these responses for understanding your own mental and emotional patterns, and how they might inform your future meditation practices.

2. What thoughts or feelings arose during your meditation, and how did you respond to them? Reflect on whether you allowed them to pass or engaged with them more deeply.

3. In what ways do you think incorporating meditation into your daily routine could benefit you? Reflect on specific areas of your life where you feel it could make a positive impact.

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Assignment #3

- How can mindfulness practice be an integral part of your own wellness journey?
- Click to Watch the [videos](#), [teachings](#), [meditations](#), [readings](#), and [annotated slides](#).

Slice of Mindfulness Meditation #2- The Body Scan- [Click Here](#)

- Choose at least 1 of the following prompts to respond to in the Canvas platform:

1. How could the practice of a body scan contribute to students' awareness of their physical and emotional states? Discuss how this heightened awareness can influence classroom dynamics, including student engagement and interpersonal relationships.
2. Consider the potential challenges of implementing body scan mindfulness in a diverse classroom setting. What adaptations or strategies would you recommend to ensure inclusivity and effectiveness for all students? Reflect on how these adaptations might change the overall classroom environment.

Assignment #4 Mindful Communication

- Watch the [videos](#), [recordings](#), [articles](#), and [annotated slides](#) posted on Mindful Communication.

Slice of Mindfulness: [Meditation #3](#) Mindfulness of Emotions

- Respond/reflect to the prompts below in the Canvas platform. Be sure to respond to at least one other student reflection.

1. Reflecting on the parent/child video, what were the key differences in the two scenarios shown? What were integral parts to finding a way for the two to connect more meaningfully?
2. What strategies for mindful communication do you think you can implement to be a more effective communicator?

Due Date

**Assignment #3
Reflect/Respond Post
Due January 24,
2025 by 9:00 PM
EST**

**Assignment #4 Due
Due January 30,
2025 by 9:00 PM
EST
Office Hours Held on
1/29 to address any
questions about the
final project.**

**Final Project due to
be submitted via
Google Doc by
January 31, 9:00
EST [Click Here for
Lesson Plan
Template](#)**

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Assignment #5
RESTORATIVE CIRCLES

What are Restorative Circles? Watch the [videos](#), [recordings](#), [teachings](#), [annotated slides](#), [readings](#) on Restorative Circles. Begin to think about how you can implement a Restorative Circle in your classroom with your student population. Begin to work on ideas and brainstorming for your final project.

Slice of Mindfulness- Click [here](#) for Meditation#4

Restorative Circle Quiz

Final Course Reflection: Choose one of the following prompts to respond to and be sure to respond to another students' reflection.

1. Consider how the mindfulness techniques you learned in this course have impacted your cognitive flexibility—the ability to adapt your thinking in response to changing circumstances. Can you identify a situation in which your newfound mindfulness skills allowed you to approach a problem or challenge from a different perspective? Discuss how this shift in perspective may help to transform relationships with students.

2. Reflect on how the mindfulness techniques explored in this course can be integrated into the framework of restorative circles. In what ways do these practices enhance the effectiveness of restorative dialogue, and how can they help create a more empathetic relationship between students and teachers?

Due Date

**Assignment 5 Quiz
Due January 28,
2025 by 9:00 PM
EST**

**Final Course
Completion
Reflection Due
January 30, 2025 by
9:00 PM EST**

**Final Project Due
January 31 by 9:00
PM EST**