

MOLLOY UNIVERSITY  
GRADUATE EDUCATION



**EDU 5900**  
**Strategies for Mindfulness and Equity**  
(3 graduate credits)



**Catalog Description**

This course gives an overview of the principles and ideas related to social awareness, relationship skills and self-management. Theories and research will be analyzed to understand how mindfulness-based strategies may support more equitable learning environments.

**Course Objectives**

Students will be able to:

- Define and explain major theories of how social awareness, relationship skills and self-management can be used to promote equity in schools
- Describe research on the nature, purpose, and benefits of practicing mindfulness both in and out of the classroom.
- Recognize how mindfulness directly builds social, emotional, physical, and cognitive skills when practiced regularly.
- Practice strategies for teacher self-care as part of an ongoing process to cultivate mindfulness in and out of the classroom.
- Design and implement mindfulness activities that help students build key academic, social–emotional, and regulatory skills, including attention, focus, kindness, and self-awareness.
- Explain how to use mindfulness to build a classroom culture in which students feel interconnected and engaged, and diverse learners feel included.
- Understand how to create mindful-oriented spaces in school buildings

## **Required Materials**

All required readings and videos will be posted on Canvas.

## **Course Requirements**

1. Heuristics & quizzes	25%
2. Canvas discussion board reflections (x5)	25%
3. Group presentation on mindfulness strategies	30%
4. Attendance & engagement	20%
<b>Total</b>	<b>100%</b>

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## **Suggested Bibliography**

Powietrzyńska, M. & Tobin, K. (Eds.). (2016). *Mindfulness and educating citizens for everyday life*. Rotterdam, The Netherlands: Sense Publishing.

Powietrzyńska, M. & Tobin, K. (Eds.). (2017). *Weaving complementary knowledge systems and mindfulness to educate a literate citizenry for sustainable and healthy lives*. Rotterdam, The Netherlands: Sense Publishing.

Lemon, N. (Ed.). (2022). *Creating a place for self-care and wellbeing in higher education: Finding meaning across academia*. New York, Routledge.

## **Selected Mindfulness and Equity Resources**

[Carlos Alberto - Time to Sit](#)

[Patricia A. Jennings - Resources](#)

[Andy Puddicombe - Headspace](#)

[Monique Rhodes - The10MinuteMind](#)

[Meena Srinivasan - Resources](#)

[Association for Mindfulness in Education](#)

[Center for Healthy Minds, University of Wisconsin](#)

[Equitable Mindfulness Resources, Arizona State University](#)

[Mindful Schools](#)

[Mindfulness Awareness Research Center, UCLA](#)

[Mindfulness in Education Network](#)

[Transformative Educational Leadership](#)

## **Class Participation/Engagement**

We all benefit from active class participation. We hope that, like us, you are interested in the course topics, and that you will share ideas, questions, and observations (from the field, if applicable) in each module. By demonstrating your knowledge of the course readings and content, you can receive full credit for the class participation/engagement. Being fully present is important. Here are some suggestions for [staying present](#).







## Grading Policy for Molloy College - Graduate Catalog page 35



The following grading system is used in the Graduate Programs: (Effective Fall 2008)


Letter Grade	Number Grade	Description	Quality Points
A	93.0–100	Superior	4.0 quality points
A-	90.0–92.9	Excellent	3.7 quality points
B+	87.0–89.9	Very Good	3.3 quality points
B	83.0–86.9	Good	3.0 quality points
F		Failure	0.0 quality points

### Course Outline

Session	Content/In-Class Activities	Pre-Class Readings/Videos	Embodied/Reflective Practice
<b>Session 1</b>  <b>10/17</b>	<p><b>Introduction &amp; Overview</b>  <b>What is mindfulness?</b>  <b>The science and research behind mindfulness.</b></p> <p>Arrival  <a href="#">Love after Love</a></p> <p>Practice</p> <p>Syllabus Overview</p> <p>Topic Preview  (Jamboard/Padlet)</p> <p>Videos  <a href="#">Why is Mindfulness a Super Power?</a> (2:44)</p> <p><a href="#">The Scientific Power of Meditation</a> (3 mins)</p> <p>Freewrite/Pair-share (dyads)</p> <p>Poem  <a href="#">Picking up the pieces-mosaic vase</a></p> <p>Closing Practice</p>	<p><a href="#">Wisman, 2017</a>  or  <a href="#">Davidson, 2018</a></p>  <p>Supplemental  <a href="#">Mindfulness and Neural Integration</a> (18 mins)</p>	<p><a href="#">Intro to Breath Awareness</a>  Monique Rhodes</p>  <p><a href="#">Body Awareness</a>  Monique Rhodes</p> <p><a href="#">Mindfulness in Education</a>  <a href="#">Heuristic</a></p>

<p><b>Session 2</b> <b>10/24</b></p>	<p><b>Mindfulness for teachers</b></p> <p>Arrival <a href="#">You are there</a></p> <p>Practice</p> <p>Reflection Review (triads)</p> <p>Topic Preview (Jamboard/Padlet)</p> <p>Video <a href="#">Under the Surface: Empathy</a> (3:55)</p> <p>Free write/Pair-share (dyads)</p> <p><a href="#">Relationship Skills</a></p> <p>Free write/Pair-share (dyads)</p> <p>Activity Workshop</p> <p>Poem <a href="#">Heart Reading</a></p> <p>Closing Practice</p>	<p><a href="#">Emerson, et al. (2017)</a> Read pp. 1136-1137 &amp; 1145-1147</p> <p><a href="#">Patricia Jennings - Education for Peace: Transforming our Schools with Mindfulness and Compassion</a> (20 mins)</p>	<p>Mindfully Speaking &amp; Listening Heuristic</p> <p><a href="#">Arriving in Mindful Presence</a> Tara Brach</p> <p><a href="#">Mindfulness for Educators</a> Meena Srinivasan (8 mins)</p> <p><a href="#">20 Mindful Questions to Ask Yourself</a></p> <p><a href="#">Mindfulness Quiz   Greater Good</a></p> 
<p><b>Session 3</b> <b>10/31</b></p>	<p><b>Mindfulness for Students: Strategies and Techniques</b></p> <p>Arrival <a href="#">I've Come to Listen</a></p> <p>Reflection Review (triads)</p> <p>Topic Preview (Jamboard/Padlet)</p> <p>Videos <a href="#">The Power of Relationships in Schools</a> (3:41)</p> <p><a href="#">Don't Flip Your Lid</a> (4:13)</p> <p><a href="#">Just Breathe</a> (3:42)</p>	<p><a href="#">Noble, 2016</a></p> <p><a href="#">Neuroscience of Natural Spirituality</a> (9 mins)</p>	<p><a href="#">Meditation for Self-Love</a> Carlos Alberto (10 mins)</p> 

	<p>Free write Pair-share (dyads)</p> <p>Activity</p> <p>Workshop Poem <a href="#">When You See Water</a></p> <p>Closing Practice</p>		
<p><b>Session 4</b>  <b>11/7</b></p>	<p><b>Mindful Classrooms &amp; Schools: Promoting Equity &amp; Social Connections Through Mindfulness</b></p> <p>Reflection Review (triads)</p> <p>Topic Preview (Jamboard/Padlet)</p> <p>Video <a href="#">What Happens When You Bring Meditation to Public Schools?</a> (4:49)</p> <p><a href="#">What is self-care?</a> (1:22)</p> <p>Free write/Pair-share (dyads)</p> <p>Activity Workshop</p> <p>Closing Practice</p>	<p><a href="#">A Guided Meditation for School Leaders</a></p> <p>Videos</p> <p><a href="#">Healthy Habits of Mind</a> Mette Bahnsen (41 mins) or</p> <p><a href="#">Transformative SEL in Secondary Schools with Meena Srinivasan</a> (30 mins)</p>	<p><a href="#">Meditation for Positive Energy</a> (5 mins)</p>  <p><a href="#">Gratitude Meditation</a> (5 mins)</p>
<p><b>Session 5</b>  <b>11/14</b></p>	<p><b>The Importance of Equity in SEL</b></p> <p>Arrival</p> <p>Reflection Review (triads)</p> <p>Topic Preview (Jamboard/Padlet)</p> <p>Video <a href="#">Stoop Meditation</a> (4:25)</p> <p>Free write/Pair-share (dyads)</p>	<p><a href="#">Transformative Social and Emotional Learning</a> or</p> <p><a href="#">Kwah, 2018</a></p>	<p><a href="#">Meditation for Beginners to Clear Thoughts</a> Jessamyn Stanley (10 mins)</p> 

	<p>Activity Workshop</p> <p>Closing Practice</p>		
<p><b>Session 6</b></p> <p><b>11/21</b></p>	<p><b>Review, Synthesis, &amp; Application with Embodied Practice</b></p> <p><i>"Don't ask what the world needs. Ask what makes you come alive, and go do it. Because what the world needs is people who have come alive." ---Howard Thurman</i></p> <p>Closing Song:</p> <p><a href="#">A Woman's Place</a> (4:11)</p> <p>"The only way to survive is taking care of each other." - Grace Lee Boggs</p>	<p><b>Student Final Project &amp; Presentations</b></p> <p><b>DEBRIEF</b></p> <ul style="list-style-type: none"> <li>• SEL Check In</li> <li>• Course Evaluation</li> </ul>	

### **E-mail Policy**

It is mandatory that every candidate have a Molloy College email account and check it daily. Information re: the programs as well as communication from course professors utilize this media. This Molloy email account must be activated immediately. If not utilized within 30 days, the account becomes defunct and needs to be reinstated.