



PRACTICING MINDFULNESS ONLINE

KEY STANDARDS

CASEL Competencies: Self-awareness (1.a,b,e), Self-management (2.a,b,c,d,e,f), Social Awareness (3.d), Responsible Decision-making (5.a,b,c,d,e).

ISTE Standards: Empowered Learner (1.1.a).

Common Core Standards: CCSS.ELA-LITERACY, W.4.4, SL.4.1, L.4.3; W.5.4, SL.5.1, L.5.3.



LEARNING OBJECTIVES

Students will....

- Understand how challenging it can be to practice mindfulness online.
- Discover how to be mindful of their feelings when they are online.
- Learn four tips that will help them become more mindful when using technology.

VOCABULARY

MINDFULNESS: Being intentionally aware of your feelings and your senses; the ability to step back and check in with yourself about what you are experiencing and how it is making you feel.

MINDFUL: To be conscious or aware of something.

THE LESSON

1. Discuss students' work from the previous lesson. Ask: *Did you find the mindfulness exercises you learned useful?*
2. Explain that when we use technology it can be particularly challenging to maintain a feeling of being calm and relaxed. That's because many of the activities we engage in while using computers, cellphones, gaming consoles and more are usually attention-grabbing, exciting, and especially distracting. You might ask students to share some examples!

THE LESSON, continued

3. Screen the video. Then, discuss the key points:
 - Mindfulness—the ability to be fully present, to be calmly aware of ourselves, our bodies, our surroundings, and to take it all in peacefully—can be difficult to maintain when using technology.
 - Oftentimes, people find themselves mindlessly flipping through videos, playing game after game, or scrolling through content that seems to have no end in sight (this is called “doomscrolling”).
 - If we ever find ourselves in any of these situations, we should stop and ask: *Am I enjoying this? Is it making me feel good?* In other words, we should be “mindful” of how we are feeling.
4. Explain the difference between the *practice* of mindfulness, as was demonstrated in the last lesson, and *being* mindful. Discuss the definition with students:

MINDFUL: To be conscious or aware of something.

5. Tell students you are going to share four tips that will help them be mindful when they use technology. Make it easy for students to remember these tips by distributing the page that follows, and having them write the tips down (just the words underlined below) as you explain each one:
 - Tip #1: Start with a goal. Before you go online, decide what your goal or purpose is. For example, is your goal to do homework? To respond to an email? Try not to get distracted from your goal.
 - Tip #2: Be mindful of how you feel. Do your eyes hurt? Do you feel tired of sitting? Experts recommend getting up and moving every half hour or so.
 - Tip #3: Be mindful of what you might be missing. Think about the things you might be ignoring or missing out on when you are online. For example, are you missing out on quality time with family? Of practicing a hobby? Or hanging out with friends?
 - Tip #4: Use mindfulness exercises. First, ask yourself: *Am I enjoying this? Is this making me feel happy? Is it making me feel good?* If the answer to any of these questions is no, step away. You can also practice the mindfulness exercises you learned in the previous lesson.

ACTIVITY

Read or distribute the two stories that follow. You can either have students answer the questions aloud in class and discuss them OR, have students complete the questions individually, then discuss. Either way, be sure you ask students if they have ever found themselves in similar situations.

GOAL

Students will understand the challenge of practicing mindfulness while online, and learn about some tools that can help them overcome this challenge.

FOR STUDENT



How To Be Mindful When Using Technology

Tip #1: _____

Tip #2: _____

Tip #3: _____

Tip #4: _____

Display this somewhere in your home where you and your family can see it whenever you use a device.

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It can be hard to practice mindfulness when using technology. So, to learn how to do this, read the following stories about Kara and Ramon. See if you can help them practice mindfulness as they use devices for school and for fun.

Kara's Story:

Kara is using her family's computer to do her homework when she is interrupted by a text message on her cellphone. It includes a link to a video her friends want her to see. At the same time, Kara gets a notification on the computer telling her there is a new episode of a show she likes. Oh, and her mom is calling her on her cell phone too. Kara tries to read, watch, and respond to all these things at once while also doing her homework, and feels totally overwhelmed. So, she stops to ask herself these questions.



“Am I enjoying this? Is this making me feel happy? Is it making me feel good?”

How do you think Kara would answer these questions? Explain:

What advice would you give Kara to help her feel less overwhelmed?

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Ramon's Story:

Ramon has been playing a video game he enjoys for hours. He keeps leveling up and unlocking cool new upgrades. Finally, Ramon notices his eyes hurt and he's hungry. And it's way past the time he usually goes to sleep! Instead of feeling calm and relaxed, he feels poorly. Suddenly mindful of all this, Ramon stops to ask himself these questions:



“Am I enjoying this? Is this making me feel happy? Is it making me feel good?”

How do you think Ramon would answer these questions? Explain:

What advice would you give Ramon? Explain:
