

SOUND MAP

Learning Intention

- ❖ I can listen mindfully to the sounds around me.

Criteria

- ❖ Students self-assess on a scale of 1-5 their level of calmness before and then after the exercise.
- ❖ Students complete a sound map that includes a realistic or symbolic depiction of the sounds around them.
- ❖ Students participate throughout the exercise mindfully, with their eyes closed while listening.

Inquiry Question

- ❖ How does listening mindfully change how you are feeling?

Big Ideas

- ❖ Good health comprises physical, mental, and emotional well-being.

Curricular Competencies

- ❖ Identify and describe practices that promote mental-well being
- ❖ Identify and describe feelings and worries

Content

- ❖ Practices that promote health and well-being – participating in relaxing activities
- ❖ Emotions and their causes and effects

Core Competencies

- ❖ Communication – students will have the opportunity to share how they felt after they complete their sound maps.
- ❖ Thinking – students will self assess how they felt before and after the activity. They will reflect on any changes in their feelings.
- ❖ Personal and Social – regulating emotions and managing stress will be 2 key components of this activity.

LEARNING EXPERIENCE PLAN

Materials/Resources

Include links to online resources, titles of print resources, concrete materials, technology, etc.

- ❖ Pencil, paper, clipboard

The Plan

Connecting

How will you spark interest in the lesson concept? How will you connect it to prior knowledge, past experiences, and/or students' interests? Include a description of your 'hook' or provocation.

Ask the class the, "Have you ever heard of a sound map? I wonder how we can make a map of sounds!"

Processing

*How will students engage with the competencies and content to deepen their understanding? How will you engage students in multi-modal learning? This part of the lesson should have students engaged in **DOING**.*

Explain to students that they will sit quietly inside or outside and listen mindfully with their eyes closed (if they are comfortable) to the sounds around them. Students will draw an X in the center of their paper to represent where they are sitting. Prior to closing their eyes, ask the students to self assess on a scale of 1-5 their level of calmness. (1 being calm to 5 being very anxious).

Set students up inside or outside spaced apart from one another. Ask them to close their eyes and listen for at least 60 seconds. When they hear a sound, they open their eyes and draw on the paper what they heard in relation to where they are sitting. Students can choose to draw an abstract depiction (ex. music notes for tweeting birds) or a realistic depiction (ex. an actual bird). Repeat this process for at least 5 minutes.

At the end of the exercise, have students self-assess their level of calmness using the same scale from above.

Transforming & Personalizing

*How will students show what they know and are able to do at the end of the lesson? What opportunities to personalize will they have? This section includes **choice and closure**. It is also a good place to revisit the inquiry question.*

End the lesson by voluntarily having students share their sound maps. Ask if they would like to share their self-assessment from before and after.

Discuss with the the class the following:

- ❖ How does listening mindfully change how you are feeling?
- ❖ How did you feel before/after the exercise?
- ❖ Did you notice that you were able to hear more when your eyes were closed? Why do you think this is?
- ❖ Why is it important to focus on our well being? Do you feel better now?/more ready to move on with our day?