

Abstract

This unit is designed to invite students to look at a range of meditation practices encouraging them to adopt one form, as a sustainable practice. Students will start by exploring what meditation is, followed by analyzing current data on the benefits of meditation. Students will then choose a practice to implement and record data to experientially assess the viability of their chosen practice. Students will then cite and explore the Sanskrit translations of the succinctly scribed Yoga Sutras of Patanjali, connect with situations and stories relevant to their own lives to create anecdotes to share with the class community. In alignment with Next Generation Science Standards the process invites students to ask questions and think critically and take notice of their daily interactions in the world.

Metatags: Asian Meditation, Patanjali's Yoga Sutras, Emotional Support, Multicultural Science, Mental Health, Well-being

Mind-Less Meditation

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Unit Content

Introduction

In a post COVID world mindfulness and meditation practices have proliferated to support well-being not only for parents but also for our students. The CDC states in 2021 more than 42% of our student youth felt persistently sad or hopeless and nearly one-third experienced poor mental health. According to the National Institute of Mental Health Common health disorders in adolescents include the diagnosed categories of Anxiety, Depression, Attention-deficit/Hyperactivity and Eating. In urban Philadelphia Special Education teachers may attest to the data aligning with the current diagnoses amongst students requiring Individual Education Plans to support accessing the curriculum. Along with that, we live in a world where our students have been born into an environment in which the cell phone has always existed, and constantly demands their attention in their immediate circles on social and other digital media. Supplementing all that, is the commercial machine that monetizes their vulnerabilities in their volatile formative years. Our students are submerged in an ecosystem that is supersaturated with external stimuli that exhorts their attention. This makes it challenging for them to hear them – ‘Selves.’ Their innate undisturbed sense of being. A space of consciousness that is in harmony with their environment. A space that is restfully dynamic. As a subscriber of the human condition, we all have all experienced this state – even if just for a moment, or two. How can we use this state to interact with our world, and thrive – as the mystics say - effortlessly? This space makes logic appear crass and primitive. As facilitators of learning, how may we expose, expand and support our students (and ourselves) to strengthen themselves (and ourselves) - sustainably?

We explore the ideas, practices and philosophy that are just as relevant today, as they were thousands of years ago. Meditation – as we have inherited it from various Asian and non-Asian traditions – proves to be a sophisticated system that modern Western science has not yet found the tools to measure, record and repeat. It remains, therefore, outside of the purview of ‘science’ from a Western cultural lens. Meditative approaches and methods seem innumerable. The key is to try one or a few, to see what is suitable for the individual, such that the practice becomes consistent, persistent and sustainable towards a balanced state or, a word more commonly used as - well-being.

We first take a familiar logical route. The unit starts by exploring the common misconceptions of meditation, then ventures into data analysis and proceeds to look at the findings and benefits according to current research on the prolonged practice of meditation. It also gives students an opportunity to experience a practice for at least 7 days consistently to observe and reflect, to continue or make changes towards a technique that is sustainable, for the individual. Then, students will focus on exploring Patanjali’s Yoga Sutras, the ultimate source and guide that will enable evolving, refining and gaining insights to the underlying concepts.

Let’s first look at Patanjali’s Yoga Sutras. The word ‘sutra’ translated literally from Sanskrit means ‘threads,’ however the meaning is far more expansive and embraces the (bodily, mental, worldly and otherworldly) connections that hold things together. In ancient times teaching was done orally. Patanjali is revered for taking the initiative to write down succinct phrases (sutras) alluding to the greater body of wisdom. There are many translations and versions of commentators. For this unit the version by B. Ravikant is recommended due to the visual graphics and information that is framed in crisp and concise format. The text has a design that makes it workable under time constraints and accessible to support neurodiversity amongst our ourselves as educators, and our learners (Ravikant, 2012).

The Yoga Sutras contain 196 Sutras divided into four chapters: Samadhi Pada, the 1st chapter gives the underlying ideas of yoga and the need to overcome the attachments to sensory stimuli, as we attempt to reconnect to the innate part of ourselves, with the cosmic energy. Sadhana Pada, the 2nd chapter introduces the Eight-limbed system and the need for consistent and continual practice. Vibhuti Pada, the 3rd chapter speaks to how to refine your practice and develop enhanced capabilities, that our student youth may deem as ‘superpowers.’ Kaivalya Pada, the 4th chapter reflects on the evolving achievement through mind-lessness, a sense of liberation or letting go – the Sanskrit word *moksha*. The process of Yoga takes steps to encounter and educe a fully (and not limited) conscious state – where we are no longer a slave to the mind and the thoughts that preoccupy and ruminate through it!

Background

According to the Office of Population Affairs it is a normal part of development for teens to experience a wide range of emotions. It is typical for teens to feel anxious about school or friendships or experience a phase of depression following the death of a friend or a family member. Persistent symptoms can be categorized into mental health disorders that will impact how a young person thinks, feels and acts. Students in the Philadelphia urban setting may have a higher likelihood of exposure to gun violence and related trauma amongst other forms of

insecurity that may challenge their sense of resiliency in the early stages of their lives. The socio-economic factors and the zip codes in which my students reside are heavily and disproportionately impacted. The gun violence and fatalities along with home and family volatility that our students confront makes them vulnerable to adopt risky behaviors. These ancient tools and practices that have infiltrated the western mainstream may enable us all to navigate our environment so as to etch a pathway that detaches from the imposition and distractions arising from external stimuli, sharpen our awareness, and promote focus towards favorable outcomes.

As a group of educators in multiple seminars on Asian Meditation we not only gained a variety of experiences from visiting meditation practitioners ranging from Zen to Jain practices, but we were also exposed to a variety of related scholarly literature and primary texts that connected contemplative theories and neuroscientific research to Asian meditation practices. For example, in one seminar we discussed the connections between the Bhagavad Gita, a philosophical work on yoga, traditional Indian medicine (Ayurveda), and the ancient Indian epic tradition (Mahabharata). We also regularly practiced a variety of breathing techniques and looked at the different branches, cultures and philosophies of Asia as they traveled through time over thousands of years and a multitude of continents.

Now, let's look at today's students that have been exposed to and forced to navigate a global pandemic. The seemingly stable social, cultural, economic, political and systemic structures have been disrupted since the worldwide COVID shutdown at an unprecedented rate. Along with that, we as humanity at-large are challenged to adapt and seek mechanisms to support each other to better cope with *the speed of change*. As we learned in class, we are privileged just by the mere fact that we have the capacity to even contemplate – by formally meditating. In and of itself, this understanding is humbling. I found the Yoga Sutra's of Patanjali to be the most impactful of the works we studied. It is a work that has prevailed and left an important legacy for the whole world to explore. The book begins by saying, 'And now Yoga.' It seems to call on a reader that is in a state of despair and despondency, that is looking for guidance. As we explore fragments of the four chapters in the unit, participants are invited to snatch sections or verses that most resonate with them. The text is dense and intense. We can start by tasting, then snacking and ultimately digesting its profound content.

In a noisy world in which our students are bombarded by social media and marketing maestros, the practices found in the Yoga Sutras may provide them an opportunity to pause and perhaps to hear their own voice, unaltered by the impositions of their environment. In that momentary space, and through daily practice (*sadhana*), we may begin to gain access to an experience that transcends logic, yet all the while retaining a sophisticated scientific attitude in the inimitable way that ancient texts often impart. While the text appears locked in the esoteric language of Sanskrit, even through its English translation, we are treated to its valuable wisdom.

This unit is structured to enable students, who are going through so much to tell us what is most important to them, coming from their specific perspective. As an educator, the role is to support the phenomenon that best resonates with them, and to facilitate the depth and breadth in inquiry using the web and resources available, and are most accessible for their learning needs.

The lessons are designed to be used in 45-60 minutes class sessions, or part of a block period of 90 minutes. There is flexibility in how the educator chooses to allocate lesson time as long as the lessons are done consecutively towards maintaining coherence. The resource section has a selection of videos that are additional supports to complement lessons, reinforce and expand ideas, as the educator chooses to allocate time.

Teaching Strategies

Socratic Questioning: Teachers in some of the lessons will use the first 10-15 minutes of the lesson, to introduce an idea or topic for students to consider, further develop and investigate. This enables students to initiate their adventure with a focused starting point with structured and/or facilitated guidance. It supports all students in an inclusive learning space and enables students to amplify sections that intrigue them.

Direct Instruction: Teachers in lesson 1, will check-in with student pre-requisites to ensure student familiarity using Google Slides and Google Sheets to collate data and graphically represent their observations to analyze and reflect. This enables students to initiate their escapade with the necessary tools to document their journey from the start with a structured guidance document. It supports all students in an inclusive learning space and enables students to amplify sections that intrigue them.

Google Slides and Google Sheets: At the start of the unit, students use this visual tool to document and record thoughts and process steps along with items of daily observations and thoughts and images. This form of communication is a pragmatic vehicle to record, explain, journal their progression, visually show and verbally tell their approach. This serves as an inclusive approach for students of different abilities that may have access and expression forms that are other than, grade level math and literacy skills.

Project Model Based Learning: Teachers introduce an idea to students, students then research and gather credible information using guiding questions. During the active investigation and research learning time, the teacher will facilitate the learning by listening to students group discussions and conversations as they decide, design, troubleshoot, evaluate and select what they choose to embrace. At the end of the hands-on lesson/unit, students will present their data, models/ discoveries, reflections and learning to their peers.

Observe, consider and reflect: This enables students to at times consider what they already know about an idea drawing from their own background knowledge and experiences. Alternatively, it is a time to step back from the information, evaluate it with minimal reaction and reflect on situations, to affirm or adjust. This strategy is used in an attempt to encourage students to approach discussions and conversations with claims, evidence and reasoning, and minimize students responding to seemingly subjective situations with qualitative and quantitative data.

Classroom Activities

Lesson #1

The first lesson is designed to get students thinking about a feeling and the word meditation, and connect it with an experience or sense of simply being, and content. The first activity enables students to think about situations, the next activity share-out by class members allows students to reflect on the ideas. In the third activity students are asked to mark true or false next to the statements, it is a formative assessment that can guide towards unraveling student misconceptions as they journey through the unit. At this stage students activate background knowledge, and ideas that have shaped their thinking. The goal of the lesson is for students to be able to consider what meditation really is, their perception of the practice, and leave understanding that everyone has some experience of the feeling irrespective of what it ‘looks like.’ The exit ticket is another formative assessment. Approximately 45 – 60 minutes.

Objective: Students will be able to analyze the meaning of the word meditation and connect it to an experience in their lives.

1/ Teacher will ask students to create a Google Slide Deck with 3 slides, and take 5-10 minutes on each slide writing responses to the following questions. Alternatively, the Padlet App can be used for student responses:

Slide 1: Think of a time when you were alone, and just feeling pleasant. Just content. You did not want nor need anything or anyone. Describe the place, the time, what was happening around you, what were you doing?

Slide 2: That feeling you had in slide 1, has it happened again? When or where, give detailed explanations., be specific.

Slide 3: Would you describe the experience as a meditative moment?

Why or why not?

What does the word meditation mean to you?

2/ Teacher will ask student to share and explain what they wrote on the slides, taking responses for each slide one at a time. Students listen, to gather multiple view points, and just absorb and observe. This section would take 15 to 20 minutes depending on the student population.

3/ Teacher will ask students to respond True or False to the following pre-unit statements.

- a. Meditation is a type of religion
- b. If you cannot see it, it is not real or true.
- c. Meditation and mindfulness are two different words for the same thing
- d. There is a science underlying meditation and its practices
- e. Superpowers can be gained through consistent meditation
- f. Everyone has had some experience of meditating
- g. Sitting cross-legged on a yoga mat is the only way to meditate
- h. Cleanliness is an attribute that supports meditative practices

- i. Meditation can make you unreactive to sensations such as sound, smell, taste

4/ At the end of the lesson as students to complete an exit ticket that states:
3 interesting ideas that resonated from the lesson.
2 things that were said that changed your thoughts about meditation.
1 question that comes to mind, that makes you wonder.

Lesson #2

In this lesson students will compare mindfulness and meditation and evaluate the benefits of meditation through bloggers and research data. Students will gain an understanding that although mindfulness and meditation are words that are used interchangeably in society, they are in essence – different concepts. As students are building their understanding of meditation, they are also learning, what it is not. In this lesson students will also be able to analyze qualitative data through bloggers and quantitative data through graphical data to assess the benefits of meditation. (45 – 60 minutes dependent on student population)

Objective: Students will be able to compare mindfulness and meditation and evaluate benefits of meditation through bloggers and research data.

1/ Teacher will ask students to add another slide to their Google Slide Deck, read and respond by creating a T chart comparing Mindfulness and Meditation.

<https://positivepsychology.com/differences-between-mindfulness-meditation/#transcendental>
<https://www.betterup.com/blog/mindfulness-vs-meditation#:~:text=While%20these%20two%20terms%20have,thoughts%20to%20calm%20the%20mind>

2/ Teacher will ask students to share out their thoughts and reflections on the first activity.

3/ Teacher will ask students to add another slide and ask students to read and delineate their understanding between prayer and meditation after reading the following. Invite students to clarify and explain why meditation is not a religious practice.

<https://abide.com/blog/what-is-the-difference-between-prayer-and-meditation/>

4/ Students are asked to add another Google slide to their Deck and continue noting and journaling their learning. Students can be paired or placed in small groups to read and review each of the following their understanding, choosing a spokesperson to share out after the 10-15 minutes.

<https://learntrepreneurs.com/meaningful-work-productivity-digital-minimalism-time-management/what-i-learned-from-meditating-every-day-for-2193-days/>

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5103185/>

<https://www.healthline.com/nutrition/12-benefits-of-meditation#1.-Reduces-stress>

<https://health.ucdavis.edu/blog/cultivating-health/10-health-benefits-of-meditation-and-how-to-focus-on-mindfulness-and-compassion/2022/12>

- 5/ At the end of the lesson as students to complete an exit ticket that states:
- 3 interesting ideas that resonated from the lesson.
- 2 new things that you learned about meditation.
- 1 concern that comes to mind, that the practice of meditation can support in alleviating.

Lesson #3

In this lesson students will start by reading about a meditative practice with the germination of a seed, in a public park. Students will discuss and reflect on the practice. The next activity would involve students reviewing and using Google Sheets to record data. They will choose one concern, for example stress, or anxiety, or hyperactivity. for a practice of their choosing. (45 – 60 minutes dependent on student population)

Objective: Students will be able to design a method to collate data of a meditative practice of their choosing to implement for 7 consecutive days.

1/ Teacher will ask students to add another slide to their Google Slide Deck, read and respond by reacting to the reading and on their slide explain what worked or didn't work for them, as they read about the Black Bean Meditation in Washington Square Park
<https://hyperallergic.com/903794/jemila-macewan-black-bean-grows-quietly-in-washington-square-park/>

2/ Teacher will ask students to share out their thoughts and reflections on the first activity.

3/ Teacher will ask students to choose one concern they would like to monitor during their meditation practice for example anxiety or stress or focus. They will ask the student to describe what that looks like in the best case scenario and the least favorable scenario. The best case scenario will have a 10 on a scale, and the least favorable will have a 1 rating on the scale.

For example: Anger

Least favorable: Yelling and arguing with friends and family. Best: Taking a deep breath and explaining the difference in opinion in a low voice level when calm.

Each day that students will practice the same meditation technique, they are to give a rating on their behavior on a scale of 1 to 10, based on that variable. On a table the column/x axis will have the day, the y column/axis will note a rating. The data can be linked to the journaling Slick Deck in Google classroom. Allow 10-15 minutes for students to set-up the Google Sheet to collate data.

4/ Place students in groups to allow them an opportunity to peruse through websites to select a meditative practice that they feel comfortable in implementing for at least 7 days. The following

are suggestions for students to review and choose. Yoga postures, for students that have a preference for physical movement, have also been included.

<https://www.healthline.com/health/mental-health/types-of-meditation#benefits>

<https://www.everydayhealth.com/alternative-health/living-with/ways-practice-breath-focused-meditation/>

<https://yogainternational.com/article/view/how-to-meditate/>

<https://kundalini.yoga/practice>

<https://www.arhantayoga.org/blog/surya-namaskar/>

<https://kundalini.yoga/kriyas/surya-kriya>

5/ The teacher will ask students to do the practice for at least 5 minutes daily, at the same time. Ensuring that it is a quiet space with no disruptions.

Students are also asked to record their rating daily, preferably at the end of the day, at the same time, to retain consistency and integrity of their data according to the scientific method.

6/At the end of the lesson ask students to complete an exit ticket that states:

On your Google Slide Deck add a slide and describe your experience after doing the meditation practice for the first time today, do this before you create the routine to rate your day. Today, You will not rate your day. You will start your daily meditation practice tomorrow Day 1, and record the data daily, for 7 consecutive days.

Lesson #4

In this lesson students will be introduced to Patanjali, and the significance of the Yoga Sutras. Students will be asked to Google Patanjali's Yoga Sutras and see what they find as a Warm-Up to the lesson. The teacher will ask students to share their understandings, and may use supporting videos from the Resource section to guide as needed. Thereafter students are introduced to the 1st chapter of the Yoga Sutras, and asked to explore and create an anecdote based on the verse that resonated for them. (45 – 60 minutes dependent on student population)

Objective: Students will be able to determine the interconnectedness of yoga and meditation, the explore the first chapter of Patanjali's Yoga Sutra's.

1/ Teacher will ask students to add another slide to their Google Slide Deck, read and respond by researching through Google:

Who is Patanjali?

What is yoga?

What are the Yoga Sutras and their significance? Allow students 5-10 minutes to research.

2/ Teacher invites students to verbally share-out their findings.

3/ The Teacher will then instruct the students to peruse the 1st Chapter of the Yoga Sutras of Patanjali, either by text or video, and select a verse/ translated that resonates with them. Ask students to create a slide that explains the verse, and how they interpreted it. Ask students to create another slide with an anecdote to the verse designed in a way to explain the idea to a 5th Grade student.

4/ Ask students to share out their creations, and remind them to continue their sadhana. The teacher may supplement the lesson with supporting videos from the resource section.

Lesson #5

In this lesson students will continue their exploration of the Yoga Sutras and focus on the 2nd chapter. Again, students will add 2 more slides for the chapter as done in day 4. The teacher will ask students to share their understandings, and may use supporting videos from the Resource section to guide as needed. Students are guided to the 2nd chapter of the Yoga Sutras, and asked to explore and create an anecdote based on the verse that resonated for them. (30 minutes dependent on student population)

Objective: Students will be able to continue the exploration of Patanjali's Yoga Sutra's, focusing on the 2nd chapter.

2/ The Teacher will then instruct the students to peruse the 2nd chapter of the Yoga Sutras of Patanjali, either by text or video, and select a verse/ translated that resonates with them. Remind students to create a slide that explains the verse, and how they interpreted it. Ask students to create another slide with an anecdote to the verse designed in a way to explain the idea to a 5th grade student.

4/ Ask students to share out their creations, and remind them to continue their sadhana. The teacher may supplement the lesson with supporting videos from the resource section.

Lesson #6

In this lesson students will continue their exploration of the Yoga Sutras and focus on the 3rd chapter. Again, students will add 2 more slides for the chapter as done in day 4. The teacher will ask students to share their understandings, and may use supporting videos from the Resource section to guide as needed. Students are guided to the 3rd chapter of the Yoga Sutras, and asked to explore and create an anecdote based on the verse that resonated for them. (45 minutes dependent on student population)

Objective: Students will be able to continue the exploration of Patanjali's Yoga Sutra's, focusing on the 3rd chapter.

2/ The Teacher will then instruct the students to peruse the 3rd chapter of the Yoga Sutras of Patanjali, either by text or video, and select a verse/ translated that resonates with them. Remind students to create a slide that explains the verse, and how they interpreted it. Ask students to create another slide with an anecdote to the verse designed in a way to explain the idea to a 5th grade student.

4/ Ask students to share out their creations, and remind them to continue their sadhana. The teacher may supplement the lesson with supporting videos from the resource section.

Lesson #7

In this lesson students will continue their exploration of the Yoga Sutras and focus on the 4th chapter. Again, students will add 2 more slides for the chapter as done in day 4. The teacher will ask students to share their understandings, and may use supporting videos from the Resource section to guide as needed. Students are guided to the 4th chapter of the Yoga Sutras, and asked to explore and create an anecdote based on the verse that resonated for them. (45 minutes dependent on student population)

Objective: Students will be able to continue the exploration of Patanjali's Yoga Sutra's, focusing on the 4th chapter.

2/ The Teacher will then instruct the students to peruse the 4th chapter of the Yoga Sutras of Patanjali, either by text or video, and select a verse/ translated that resonates with them. Remind students to create a slide that explains the verse, and how they interpreted it. Ask students to create another slide with an anecdote to the verse designed in a way to explain the idea to a 5th grade student.

4/ Ask students to share out their creations, and remind them to continue their sadhana. This would be the 5th day of their sadhana. Ask students to share their data and graphs. The teacher may supplement the lesson with supporting videos from the resource section.

Lesson #8

In this shortened lesson students will evaluate their meditation practices and make changes if needed. They will continue or change their practice, and reflect of their findings. This lesson can be an opportunity for students to share their journaling and process. The lesson can be supplemented with videos from the resource section. (45 minutes dependent on teacher decision and student population)

Objective: Students will be able to reflect on their adventure into the practice of meditation and share their findings with the class.

1/ The Teacher will invite students to present their slides and share their reflections on their experiential journey using both the qualitative and quantitative data collated.

2/ Ask students to be ready to share out tomorrow, if they have not already done so, and remind them to continue their sadhana. The teacher may supplement the lesson with supporting videos from the resource section.

Lesson #9

In this the final lesson of the unit the remaining students will evaluate their meditation practice and present their findings and reflections of their journey to the class. This lesson will be completed with students completing the post-unit assessment as a wrap-up. The questions are the same as the pre-unit assessment, student progress can be evaluated not only through their journaled reflections, but also through the responses on the post-assessment. The lesson can be supplemented with videos from the resource section. (45 minutes dependent on teacher decision and student population)

Objective: Students will be able to reflect on their adventure into the practice of meditation and share their findings with the class.

1/ The Teacher will invite students to present their slides and share their reflections on their experiential journey using both the qualitative and quantitative data collated.

2/ Ask students to share out.

3/ After the presentations have been completed, remind them to continue their sadhana for life-long benefits and super powers! They can adapt or change their practice, according to their needs.

4/ Teacher will ask students to respond True or False to the following post-unit statements.

- a. Meditation is a type of religion
- b. If you cannot see it, it is not real or true.
- c. Meditation and mindfulness are two different words for the same thing
- d. There is a science underlying meditation and its practices
- e. Superpowers can be gained through consistent meditation
- f. Everyone has had some experience of meditating
- g. Sitting cross-legged on a yoga mat is the only way to meditate
- h. Cleanliness is an attribute that supports meditative practices
- i. Meditation can make you unreactive to sensations such as sound, smell, taste

5/ At the end of the lesson and unit ask students to complete an exit ticket that states:

3 interesting ideas that resonated from the meditation journey

2 things that they will keep, as an outcrop of this unit

1 thing they will let go of, as an outcome of this unit.

The teacher may supplement the lesson with supporting videos from the resource section.

Resources

The following book is a valuable reference and resource guide for teachers towards facilitating learning for students.

The following websites and video links support teaching and learning for the unit.

<https://www.youtube.com/watch?v=UOb2qwDyKfA>

History and Timeline of Meditation

<https://positive.b-cdn.net/wp-content/uploads/2022/11/History-of-Meditation-Timeline.png>

What is Meditation?

<https://www.news-medical.net/health/What-is-Meditation.aspx>

The science of yoga – Part 1

<https://www.youtube.com/watch?v=1Je0mu4GG-o>

The science of yoga – Part 2

<https://www.youtube.com/watch?v=hUXdY8mKGEA>

The science of yoga – Part 3

<https://www.youtube.com/watch?v=WwNRXLKoKqY>

The science of yoga – Part 4

<https://www.youtube.com/watch?v=Z0GE-uNLqEE>

The science of yoga – Part 5

<https://www.youtube.com/watch?v=zUcvBh203o0>

The science of yoga – Part 6

<https://www.youtube.com/watch?v=gAMW5JMa5cQ&list=PLJvRcuwMBSmT8vIPTl6HTqR7nFThld2nx&index=6>

The science of yoga – Part 7

<https://www.youtube.com/watch?v=VwQbMgxH2QI>

The science of yoga – Part 8

<https://www.youtube.com/watch?v=CZCr2LCNf8I>

The science of yoga – Part 9

<https://www.youtube.com/watch?v=LTy4R5wKTBs>

A short documentary on the Father of Modern Day Yoga

https://www.youtube.com/watch?v=C_0l6lvG-Zc

The origin of Yoga by a current day Mystic

<https://www.youtube.com/watch?v=Pzaai8azbqA>

The science behind Yoga

<https://www.youtube.com/watch?v=C1bR7odQklk>

Who is Patanjali and what is Yoga

<https://www.youtube.com/watch?v=Bc5UHKO3wWc&t=863s>

History of Yoga

<https://www.youtube.com/watch?v=JoRwXMLsVis>

The Eight Limbs of Yogic Meditation

<https://www.youtube.com/watch?v=vSaf47zusx4>

The following links can be used to create a presentation rubric for students based on the teacher's particular student population.

<https://link.springer.com/article/10.1007/s11423-021-10030-7/figures/1>

<https://www.teacherspayteachers.com/Product/Google-Slide-Presentation-Rubric-4914418>

<https://www.teacherspayteachers.com/Product/FREEBIE-Presentation-Rubric-EDITABLE-in-Google-Docs-810784>

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Basso, J. C., McHale, A., Ende, V., Oberlin, D. J., & Suzuki, W. A. (2019). Brief, daily meditation enhances attention, memory, mood, and emotional regulation in non-experienced meditators. *Behavioural brain research*, 356, 208–220. <https://doi.org/10.1016/j.bbr.2018.08.023>

Mental Health for Adolescents HHS.gov

<https://opa.hhs.gov/adolescent-health/mental-health-adolescents>

Cramer, H., Hall, H., Leach, M., Frawley, J., Zhang, Y., Leung, B., Adams, J., & Lauche, R. (2016). Prevalence, patterns, and predictors of meditation use among US adults: A nationally representative survey. *Scientific reports*, 6, 36760. <https://doi.org/10.1038/srep36760>

Appendix

Common Core Standards

RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concepts, resolving conflicting information when possible.

HSN.Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Pennsylvania State Standards

C.3.5.9-10A Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

CC.3.5.11-12.H Evaluate the hypotheses, data analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information

Next Generation Science Standards

HS-PS3-5 Ask questions to determine quantitative and/or qualitative relationships between independent and dependent variables.

HS-PS2-4 Develop and/or use models to illustrate/ generate data/ support explanations/ predict phenomena/ analyze systems/and or solve problems.

Summary

This unit enables students to give context to meditation and yoga from the original source – Patanjali’s Yoga Sutras. With meditation, yoga and mindful practices gaining traction in the mainstream students will use the scientific method to collate and evaluate their experiential journey with a practice of their choosing. The Yoga Sutras explain the variety of pathways at individual may choose towards favorable outcomes. Through consistent practice the process of relaxed observation or metacognition evokes and expands realms of consciousness such that individuals gain access to the Self known as an oversimplified initial form of samadhi in Sanskrit, from a mind-less peaceful state of being, a little less perturbed by external stimuli. Students will have tasted and explored to continue, or to revisit this toolbox that has traveled and prevailed through ancient times and is as relevant today, as it was then. Namaste!