6-2016

THE CREATIVE WARRIOR: A HOLISTIC APPROACH TO HEALTH AND LONGEVITY

Daniel Robert Gray
California State University – San Bernardino

Follow this and additional works at: https://scholarworks.lib.csusb.edu/etd

Part of the Art Education Commons, Curriculum and Instruction Commons, and the Curriculum and Social Inquiry Commons

Recommended Citation
https://scholarworks.lib.csusb.edu/etd/302

This Project is brought to you for free and open access by the Office of Graduate Studies at CSUSB ScholarWorks. It has been accepted for inclusion in Electronic Theses, Projects, and Dissertations by an authorized administrator of CSUSB ScholarWorks. For more information, please contact scholarworks@csusb.edu.
THE CREATIVE WARRIOR:
A HOLISTIC APPROACH TO HEALTH AND LONGEVITY

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education:
Holistic and Integrative Education

by
Daniel Robert Gray
June 2016
THE CREATIVE WARRIOR:
A HOLISTIC APPROACH TO HEALTH AND LONGEVITY

A Project
Presented to the
Faculty of
California State University,
San Bernardino

by
Daniel Robert Gray
June 2016
Approved by:

Robert London, First Reader
Sam M. Crowell, Second Reader
ABSTRACT

When we look at artists in contemporary society it is unfortunate how many of them turn to drugs, alcohol, and suicide as a means to cope with and escape the world. Sadly, there are artists who never live long enough to have a career or share their brilliance with the world. This tragedy is the underlying motivation for this project. One of our goals at the school where I teach, Idyllwild Arts Academy, is to help prepare students for a life in the arts. For the most part we focus on the skills and concepts of their discipline. This focus inherently eliminates tends to eliminate or overlook some major concepts related to the physical, mental, and spiritual growth of the students.

The purpose of this study was to discover the major concepts of health and longevity and address the best practices for creating an advanced curriculum that addressed these concepts in relation to the context of the students and school where I teach. The guiding questions for this project, in relation to the students at Idyllwild Arts Academy, were: What are the major ideas and concepts that support and promote positive personal growth for students at Idyllwild Arts Academy? What exercises will contribute to each student’s health and longevity. What skills are necessary for coping with the challenges and demands of being an artist in contemporary society? What will help each student achieve his or her full potential in life?

To achieve the purpose of this study, I followed these steps: I reviewed literature about health and longevity that related to the context of my school and
students. Based on the findings of the literature review and my experience I created a draft of the curriculum. Next, I identified a group of experts and asked them to review the curriculum and complete a survey. Once all the surveys were returned I organized the data and looked for patterns. Finally, I compiled a list of recommendations based on the data to use when the curriculum is implemented.

In addition to the list of recommendations, I have identified three major limitations that need to be addressed when implementing the curriculum.
ACKNOWLEDGEMENTS

First, and foremost, I would like to thank my kind, loving, and supportive wife Margaret. Without her none of the time, effort, or work that I dedicated to this project would have been possible. Thank you.

Secondly, I would like to thank our parents, Sally, Shay, Gary and Joan. They were the invisible force behind the completion of this project.

Third, I would like to thank Dr. Robert London and Dr. Sam Crowell, who guided me through the last three years of this transformative journey, and to whom I am sincerely grateful.

Last, but certainly not least, I would like to acknowledge, thank, and formally express my appreciation to the experts: David Reid-Marr, Margaret Gray, Gary Gray, Matt Gray, Bonnie Carpenter, Molly Newman, Marianne Kent-Stoll and Bill Lowman. Without your comments, questions, and suggestions, the results of this project would not be as meaningful as they are.
DEDICATION

This project is dedicated to my kids: Juniper, Gavin, and all of my students at Idyllwild Arts Academy. Dream, discover, explore, and do so with strength, integrity, and endurance.
# TABLE OF CONTENTS

ABSTRACT ................................................................................................................................. iii

ACKNOWLEDGEMENTS ........................................................................................................... v

CHAPTER ONE: INTRODUCTION .......................................................................................... 1
   General Statement of the Problem ......................................................................................... 2
   Purpose and Research Questions of Study ........................................................................... 2
   Significance of Study ............................................................................................................ 5
   Overview of Study ................................................................................................................ 6

CHAPTER TWO: LITERATURE REVIEW
   Body ........................................................................................................................................ 8
      Eating ................................................................................................................................. 9
      Sleep ............................................................................................................................... 15
      Movement ......................................................................................................................... 17
   Mind ...................................................................................................................................... 19
      Mission and Purpose ....................................................................................................... 20
      Goals ............................................................................................................................... 22
      Visualization .................................................................................................................. 24
      Stress ............................................................................................................................. 27
      Relaxation ...................................................................................................................... 32
      Focus .................................................................................................................................. 34
   Spirit .................................................................................................................................... 38
      Concentration Meditation .............................................................................................. 42
      Contemplation Meditation ............................................................................................ 44
<table>
<thead>
<tr>
<th>Environment</th>
<th>48</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Sit Spot</td>
<td>50</td>
</tr>
<tr>
<td>Journaling and Mapping</td>
<td>53</td>
</tr>
<tr>
<td>Community</td>
<td>55</td>
</tr>
<tr>
<td>Personality</td>
<td>55</td>
</tr>
<tr>
<td>Leadership</td>
<td>58</td>
</tr>
</tbody>
</table>

CHAPTER THREE: METHODOLOGY

<table>
<thead>
<tr>
<th>Summary of the Literature Review</th>
<th>60</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing a Draft of the Curriculum</td>
<td>62</td>
</tr>
<tr>
<td>Identifying the Experts and Creating the Survey</td>
<td>63</td>
</tr>
<tr>
<td>Evaluating the Results from the Feedback</td>
<td>64</td>
</tr>
<tr>
<td>Results and Recommendations</td>
<td>65</td>
</tr>
</tbody>
</table>

CHAPTER FOUR: RESULTS

<table>
<thead>
<tr>
<th>Results from the Literature Review</th>
<th>66</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing a Draft of the Curriculum</td>
<td>67</td>
</tr>
<tr>
<td>Identifying the Experts and Creating the Survey</td>
<td>68</td>
</tr>
<tr>
<td>Evaluating the Results from the Feedback</td>
<td>69</td>
</tr>
<tr>
<td>Recommendations Based on the Results</td>
<td>81</td>
</tr>
</tbody>
</table>

CHAPTER FIVE: CONCLUSION

<table>
<thead>
<tr>
<th>Summary and Conclusion</th>
<th>86</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recommendations</td>
<td>88</td>
</tr>
<tr>
<td>Limitations</td>
<td>91</td>
</tr>
<tr>
<td>Concluding Remarks</td>
<td>93</td>
</tr>
</tbody>
</table>
APPENDIX A: THE DRAFT OF THE CURRICULUM ............................................. 95
APPENDIX B: SURVEY AND RESULTS .......................................................... 140
REFERENCES .......................................................................................... 178
CHAPTER ONE
INTRODUCTION

As society moves to a more divided, segmented, and planned structure, contemporary models of education have followed this lead. Students have become more focused on single subjects and encouraged to pursue just one field of interest from a younger and younger age. The school that I teach at, Idyllwild Arts Academy is no exception. The difference is that students at Idyllwild Arts Academy are focused on music, dance, theatre, visual art, film, and creative writing, in addition to math, science, and humanities. Idyllwild Arts Academy is one of three private international art focused boarding high schools in the country. Our students come from all over the world to experience an education in college preparatory academics, pre-professional training in the arts, and a residential life experience. The campus is located in Idyllwild, a small town in the mountains of Southern California. One of our goals at Idyllwild Arts Academy is to help prepare students for a life in the arts, and for the most part we focus on the skills and concepts of their discipline. This focus inherently eliminates and overlooks some major concepts related to the physical, mental, and spiritual growth of the students. When we look at artists in contemporary society it is unfortunate how many of them turn to drugs, alcohol, and suicide, as a means to cope with and escape the world. Sadly, there are artists who never live long
enough to have a career or share their brilliance with the world. This tragedy is the underlying motivation for this project.

General Statement of the Problem

In order to effectively address the physical, mental, and spiritual growth of our students, I felt compelled to research and study these topics in more depth. Physical, mental, and spiritual growth are difficult concepts to teach in a traditional classroom setting. They require individuals to focus, practice, and internalize the major concepts at their own pace. Until this study was conducted, I had done my best to introduce and encourage students to think about their physical, mental, and spiritual well being from the platform of my life skills class. However, I realized that the format of this class could be improved and my knowledge of the concepts could be broadened. I felt that my students would benefit from a more in depth approach to these ideas, because a life in the arts can be a challenging and difficult path to pursue. If our goal at Idyllwild Arts Academy is to prepare students for a life in the arts, then I felt they had to be prepared physically, mentally, and spiritually as well as technically and creatively.

Purpose and Research Questions of Study

When I accepted the position I currently hold at Idyllwild Arts Academy, the school had a three-part mission statement. One of these parts was to support and promote positive personal growth. This part of our school’s mission resonated deeply with me. I have always been drawn to spiritual
literature, concepts, and practices. And, at the time I was getting deeper and
deeper into fringe sports like solo-big wall climbing, ultra-running, and surfing. I
began reading and studying the practices of ancient traditions and how they
relate to the concept of the spiritual warrior while planning and developing a Life
Skills curriculum at Idyllwild Arts Academy. I did my best to combine these ideas
with more traditional and mainstream lessons on health, nutrition, and time
management. In addition, I included other ideas that I felt were both practical
and would support positive personal growth for all my students.

When I began my Master's program in the fall of 2013, I had an idea for a
curriculum project that I felt would tie in nicely with the Holistic and Integrative
studies program. My idea was to find the source of the universal ideas in the
spiritual warrior literature. At the time, I had no idea how intertwined my project
and the Master's program curriculum were. Along the way I read a lot more
books, both independently and for class. In conjunction with my growing
addiction to running, I immersed myself in contemporary sport's psychology and
physiology by reading books, digging deep into websites, and listening to a
plethora of up-to-date podcasts.

It wasn’t long after reading the Courage to Teach (Palmer, 2007) at the
day of the first quarter of my cohort classes that I realized I needed to expand my
research for this project, and be open to ideas from sources outside the spiritual
warrior literature, if it was going to be an authentic curriculum from the heart of
who I am.
This was both a freeing and daunting notion. Again, while reading one of the cohort textbooks and working through an assignment for class, I realized that I needed to expand the curriculum beyond the concepts presented in the spiritual warrior literature. In part, because I felt like it would not be genuine for me to teach something that I really had not begun to practice or understand myself, let alone have mastered. This realization came about the same time as our first class with Sam Crowell. Crowell presented the six facets of holistic health in relation to holistic education in a postmodern society. The six facets are: physical, mental, emotional, spiritual, environmental and social. When addressing a whole being, all six of these facets must be looked at to get the entire picture. “Ah ha,” I thought to myself while driving home that afternoon. The six categories for my project were born. All six resonated with me as important aspects of positive personal growth.

The guiding questions for this project, in relation to the students at Idyllwild Arts Academy, were:

1. What are the major ideas and concepts that support and promote positive personal growth for students at Idyllwild Arts Academy?
2. What exercises will contribute to each student’s health and longevity.
3. What skills are necessary for coping with the challenges and demands of being an artist in contemporary society?
4. What will help each student achieve his or her full potential in life?
In order to answer these questions, I dug deeper into my reading, listening, and practicing. I started to answer these questions in relation to the following five categories: body, mind, spirit, environment and community. I cannot count how many books I have come across that have mind, body, spirit, in their title, for this reason I stigmatized the simplicity of these three concepts being the way to organize and present my data. However, I now see the reason that so many others before me have presented these ideas together, and why it is such a popular way of presenting the self. For my purposes, and keeping in mind that the goal of this project is to create a curriculum for high school art students, I also focused on the natural environment and community.

I am sure that I have left out many very important ideas and overlooked some key authors on certain subjects, but I do not see this investigation ending with this project. I see this project as a snapshot of where I am in the process of researching these topics and practicing these concepts to a level where I feel comfortable teaching them.

Significance of Study

This study has two objectives. The first was designed to research and explore the major concepts in contemporary health and longevity literature. This part of the study is primarily focused on gathering information that is current and relevant to the guiding questions. The second objective was to develop a draft of a curriculum that could be used in my context, as well as by others who are interested in these ideas. The curriculum highlights the major concepts
related to physical, mental, spiritual, and environmental well being. The draft of the curriculum has been read and reviewed by a group of experts. The experts completed a questionnaire that included open-ended questions. The questionnaire was designed to discover the best practices for revising and implementing the curriculum.

Overview of Study

In general, this study attempts to discover the major concepts regarding physical, mental, spiritual, environmental, and community well being and then use these major concepts to draft a curriculum that incorporates best practices based on the feedback from experts.

In chapter two I have reviewed the literature based on five major concepts. The concepts are categorized as physical, mental, spiritual, environmental, and community. The physical category refers to eating, sleeping, and moving. The mental category focuses on the conscious mind and deals with purpose, goals, visualization, stress, and relaxation. The spiritual section is based on both concentration and contemplation meditation. The environment section presents ideas concerning strengthening our connection with nature, including the sit spot, journaling and mapping. Finally, the section on community is based on leadership and personality. The literature review was also organized based on these categories and they appear in that order.

Chapter three explains the five steps of the methodology used for this study. Step one, a review of the literature that can be found in chapter two. Step
two, based on the literature review and my experience I created a draft of the curriculum. Step three, I identified a group of experts and shared a draft of the curriculum with them and then asked the experts to complete a nine-question survey - seven questions used a Likert scale followed by two open-ended questions. Step four, I analyzed the data received from the experts. Step five, based on the patterns found in the data, I created a set of recommendations for implementing the curriculum.

Chapter four, findings and results, is a description of what was discovered from implementing the methodology. The findings are summarized and grouped into categories based on the unit they are associated with and presented in the same order as the curriculum and survey. For a complete presentation of the findings please see appendix B. The results are based on the patterns of the data from the experts and have been presented in the form of recommendations for implementing the curriculum.

Chapter five, conclusion, provides an overview of this study, presents a list of recommendations for implementing the curriculum, highlights three major limitations for implementing the curriculum and offers a few concluding remarks.

Appendix A is a draft of the curriculum.

Appendix B is the survey and results.
CHAPTER TWO

LITERATURE REVIEW

The goal of this literature review is to discover the major concepts that address the guiding questions for this project. Specifically in relation to the students I teach at the Idyllwild Arts Academy. This chapter is divided into five sections. They are: mind, body, spirit, environment, and community. The first section is focused on the body. The body, in its physical sense, is a priority and therefore the starting point for this literature review. I originally saw what I now consider the mind as two separate sections: mental and emotional. However, there is so much overlap that it makes sense to combine them and present these concepts in one section: the mind. There was also overlap between the mind and spirit, especially in the sections about relaxation, focus, and awareness. The main reason for this is because the element of spirit I present is meditation. The next section is the environment, and our connection to nature. Finally, I present ideas on community, specifically the social environment created by humans.

Body

The physical body is a priority and therefore the starting point for this literature review. The section on the body has three sub-sections that I present in this order: eating, sleeping, and moving. In each of these sub-sections I present the most relevant information about eating, sleep, and exercise consistent with my stated goals and context for this project.
eating, I present ideas on what to eat, when to eat, and how to eat. In the sleep section I look specifically at the role sleep plays in our life, why we sleep, and how much sleep we need. The final sub-section of the body is focused on movement and why it is important.

**Eating**

What, when, and how we eat is a major topic in contemporary global society. First world nations have so many options, and an equal number of ideas about what we should or should not eat. I tried not to go too far into the nutrition debate. Instead I present current perspectives relevant to my stated purpose and context. These are simple ideas that address what, when, and how to eat.

The age-old expression, “we are what we eat,” sheds light on the important role nutrition plays in growth, development and daily functions. Millman (2006) refers to the subject as “Dietary Intelligence” and explains that, “Whatever our choices, we need to be conscious of what we eat, how and how much we eat, and when we eat” (p. 90). Developing this awareness is the first step recommended by many authors. For example, Dreyer (2009) states, “one of the most profound things I have learned from studying healthy lifestyles is how important diet is in our lives” (p. 271). Maffetone (2012) writes, “eating the right foods will improve your health and give you more energy” (p. 14). Dreyer (2009) adds, “high-quality foods = high-quality energy” (p. 267). Another author on the subject, Orton (2013) writes, “A lot of this is mental, a conscious decision you have to make. You have a choice as to how you want to eat, how far you want to
dedicate yourself to improving your diet…” (p. 185). Fitzgerald (2015) also points out that there is not one single diet that is perfect for everyone. “The fact of the matter is that the evolutionary history of our species has left us with the ability to adapt to a multiplicity of diets…” (p. 35). This point is very important. It means that every individual must create his or her own diet based on a refined awareness developed through the process of trial and error. However, Maffetone (2015) does provide one rule for diet and nutrition: “avoid junk food. No one should eat it. I’m referring to our daily eating habits of meals, snacks, and desserts. There are always healthy alternatives – once junk food is gone your diet will fill up with real food” (p. 175). Fitzgerald (2015) also explains that based on the amount of junk food available to us, this does not mean we can eat anything we want without suffering negative health consequences (p. 35). In order to clearly define junk food, we must first define healthy food. Maffetone (2015) and Segersten and Malterre (2014) define healthy food as being real, whole, and in its most natural state. If it can be grown or raised than it is real, whole food. It is important to note that these foods have not been processed in any way. Maffetone (2015) writes, “Junk food is everything else” (p. 178). Eating real food that has not been processed, packaged, and preserved, might require a paradigm shift for the majority of contemporary society. However, it is the fundamental element in everything I have read. Regardless of the diet that works for you – raw, vegan, vegetarian, paleo, primal, etc. – the food must be real.
Most diets focus on the individual balance and consumption of macronutrients: carbohydrates, proteins and fats. Macronutrients are essential for health and longevity but not everyone requires the same ratio. And, this ratio might change from day to day or even season-to-season depending on the amount of activity and lifestyle one is involved in. Dreyer (2009) emphasizes that figuring out your individual balance of macronutrients is extremely important for maintaining energy levels and eliminating mood swings throughout the day (p. 267). Maffetone (2012) also provides ideas that serve as a broad framework for balancing these macronutrients. He recommends consuming high quality sources, and adequate amounts of protein, fats, fruits, vegetables, and water (p. 27). Maffetone (2012) and Dreyer (2009) do not complicate the process of macronutrient consumption by counting or restricting calories from specific macronutrient sources. Neither does Greenfield (2014) who states, “it’s important to realize that it’s the nutrient density and quality of your food that truly matter – not the calorie content” (p. 287). The ideas presented so far are similar to those of Fitzgerald’s (2006) “four principles of healthy eating: eat natural foods, eat a balance and variety of foods, balance your energy intake with your energy needs, and customize your diet to your individual needs” (p. 24). Murphy and Mackenzie (2014) simplify this even further and provide two rules: “shop the perimeter of the grocery store and eat real food” (p. 76). Fitzgerald (2015) also presents the diet quality hierarchy. It requires making conscious decisions and keeping track of what you eat. The diet quality hierarchy is quite simple, “on a
weekly basis, eat each type of ‘essential’ food more often than any type of ‘recommended’ food, and eat each type of ‘recommended’ food more often than any type of ‘acceptable’ food” (p. 262). For example, vegetables are considered essential and placed at the top of the hierarchy. Sweets and fried foods are acceptable and at the bottom of the hierarchy.

Another approach to cleaning up one’s diet is by doing a detox or cleanse for a brief period of time, usually two to three weeks. Following Maffetone (2012) or Fitzgerald (2006 and 2015) for diet guidelines would be appropriate for my context. Maffetone (2012) provides one example of a detoxification diet that he calls the two-week test. The goal of the test is to find out how your body is affected by carbohydrates. Specifically how well you do or do not tolerate them. He explains that this carbohydrate intolerance can be the cause of many health problems. “It’s simply a matter of removing a major stress factor – refined carbohydrates and excess insulin – in a person’s life and allowing the body to function the way it was originally meant” (p. 38). The two-week test is actually quite simple. You can eat as much of the food allowed, at anytime you want. All you have to do to pass the two-week test is to avoid processed, refined food and most carbohydrates. The real benefits from this exercise come from monitoring your food intake when adding things back to your diet and noticing what effect they have.

Another example of an elimination diet is the twenty-day sugar detox. Orton (2013) writes, “your goal here is simple: no sugar except fruits. Check the
labels on everything you eat. Under carbohydrates, there should be a line for sugar. You want that to be zero" (p. 192). If you try this challenge, it doesn’t take long before realizing that sugar is in almost every processed and packaged food on the market. Even so called “health” foods from natural markets are full of hidden sugars or sugar substitutes.

These types of sugar-steeped foods are bad for you in three ways. One, the amount of sugar is difficult for your body to process. Some argue, particularly in terms of high fructose, that it is plain toxic for your body. Two, these foods serve up empty, nutrient-stripped calories. You fill up on sugar and don’t have the room or appetite for foods with vitamins, minerals, and antioxidants that would be much better for your body. Three, these foods are addictive and cause over eating. The more sugar you eat, the more you crave (Orton, 2013, p. 191).

One of the main reasons for such an intense detox is to develop a deeper awareness of the effect diet has on your life. Orton (2013) states, “This awareness is fundamental. Be aware of what you eat, and how the sustained absence of sugar makes you feel” (p. 192). Once the sugar detox has been successfully completed, Orton (2013) recommends the twenty-day whole food challenge. This challenge lines up directly with Maffetone’s (2015) one rule for proper nutrition. However, Orton (2013) adds a few specific ideas to focus on during this challenge: actually being hungry versus craving, how much does it take to feel full, what is your energy level like throughout the day, does your
weight fluctuate, when do you feel good and when do you feel bad in relation to what you have eaten? Orton’s (2013) last suggestion is to create a personal nutrition mission statement. This idea is like writing your own diet guidelines based on your goals and lifestyle. In addition, the nutrition mission statement should take into account the time you have to focus on nutrition and the food available to you.

Everything up to this point has covered what to eat. The research and information on when to eat is confusing and contradictory. A lot of it depends on the individual and lifestyle of that individual. Again, awareness and trial and error are the main recommendations regarding the timing of macronutrients. In regards to “how” we eat, there are a few interesting ideas presented in the following paragraphs. The fundamental approach to how we eat is with awareness and mindfulness. Here are a few exercises and ideas related to eating. Dreyer (2009) recommends paying close attention to the environment you are eating in, the speed at which you eat, and the amount of food you eat in one bite. He suggests quieting down, slowing down, and eating less. He explains that these ideas seem basic at first, but once you start practicing them, you realize how rare it is to get through an entire meal and accomplish all of them (p. 274). Most of us do not have the time or attention span to sit through an entire meal following these guidelines. Walsh (1999) points out that we suffer because of how busy our lives have become. He adds that we are often too distracted to focus and enjoy a pleasure as simple as eating (p. 185). Eating
mindfully can be an exercise in focus, awareness and a form of concentration meditation. The benefits of mindful eating have to be experienced first hand because they are often personal and depend on the situation you are in. Walsh (1999) and Brown (1983) both recommend exercises that help one tune into their senses and the experience of eating. These exercises also recommend slowing down, quieting down, and eating less in each bite, in addition to being practiced multiple times so that one might notice the benefits. Millman (1984) sums up the entire experience of mindful eating rather nicely:

The pleasure you gain from eating, Dan, is limited to the taste of the food and the feeling of a full belly. You must learn to enjoy the entire process – the hunger beforehand, the careful preparation, setting an attractive table, chewing, breathing, smelling, tasting, swallowing, and the feeling of lightness and energy after the meal (p. 118).

Enjoyment, satisfaction, and fulfillment, are words that describe how the regular act of eating can be transformed into a more meaningful experience when food is consumed with mindfulness.

Sleep

Humans need to sleep. Stevenson (2014) suggests, “there isn’t one facet of your mental, emotional, or physical performance that’s not affected by the quality of your sleep” (p. 1). He goes on to explain that everyone knows how it feels when you have not slept for long enough: “you get slower, less creative, more stressed, and underperform” (p. 2). However, there is not a decisive
answer as to why we need sleep. Byrnie (2006) presents reasons that suggest why we need sleep. They are: making memories, house cleaning, energy replenishment, and a survival advantage (p. 16). However, these are only suggestions, there is no concrete evidence to explain why we need sleep.

Even though we do not yet know exactly why we need to sleep, science has helped us better understand what sleep does. Stevenson (2014) writes, “high quality sleep fortifies your immune system, balances your hormones, boosts your metabolism, increases physical energy, and improves the function of your brain” (p. 6). It is recommended that 8 hours of sleep per night be the minimum for optimum health. Byrnie (2006) describes the physical effects of not getting at least 8 hours of sleep per night as: increased appetite, a drop in body temperature, lower pain tolerance, feelings of drowsiness, a weakened immune system, shakiness, visual problems, and headaches (p. 44). There are also a significant amount of mental and emotional effects related to not getting at least 8 hours of quality sleep each night. Such as, “irritability, impatience, poor concentration, apathy, hostility, and loss of control over emotions” (p. 46).

If you are not getting at least 8 hours of sleep, there are a lot of different approaches to getting more sleep, and making sure that the sleep you are getting is of the highest quality possible. Byrnie (2006) recommends keeping track of your sleep patterns for a few weeks in a journal or diary. Stevenson (2014) provides tips for getting more high quality sleep: get more sunlight during the day, avoid screens before bedtime, have a caffeine curfew, be cool, go to bed at
the right time, calm your inner chatter, be early to rise and ritualize your night. These tips are echoed and expanded by Byrnie (2006). She recommends managing commitments, creating and following a daily schedule, waking and sleeping at the same time, being careful about when you nap, incorporating daily exercise into your schedule, avoid screens in the evening and before bed, dim the lights at night, avoid caffeine, tobacco and alcohol (p. 61).

New information and research about the importance of sleep and the many different functions of sleep is constantly growing. Sleep is the only time of the day our brains “turn-off” and understanding how important sleep is and why we need it is just the beginning. Similar to the food we consume, the quality and quantity of our sleep is what really matters.

Movement

Our bodies are designed to move. However, we live a more sedentary life now than any other time in the history of our species. Since the industrial revolution, our amount of daily movement has significantly decreased.

Think of it this way: Until the recent industrial era, life was a constant physical challenge. We didn’t have refrigerators, preservatives, microwaves, fast food, or pizza delivery to help us put dinner on the table. Rather than rushing to the grocery store with a credit card, we’d wander onto the plains with a weapon or go out to gather grasses, grains, fruits, and vegetables… there were powerful benefits in terms of physical fitness and endurance (Greenfield, 2014, p. 63).
In order to simulate and re-create more movement in our lives, Greenfield (2014) proposes the ancestral approach to moving. This means staying as active as possible throughout the day. The activity does not need to be complicated or exhausting. In fact it is based on a very simple idea: move as much as possible and sit as little as possible throughout the day. If you can do this outdoors, that is even better. It is also beneficial to find something heavy and lift it everyday (p. 63). These ideas do not require any fancy equipment or an expensive gym membership, and most of them can be done anywhere. In addition to the ancestral approach, where movement happens organically all day long, Maffetone (2012) suggests walking. Walking is a low intensity exercise so our bodies fuel walking with fat instead of glycogen. It also helps stimulate the cardio-vascular, lymphatic and immune systems (p. 218). Walking can increase our life expectancy, prevent or help manage disease, and increase immune functions that lower rates of illness and injury (p. 221). The amount of walking recommended to achieve all of these benefits is “the equivalent of a sustained thirty-minute walk, at least four or five times a week” (p. 222). Another benefit of regular movement such as walking is that it can enhance our brain-body connection and improve brain development. Walking “increases the brain’s circulation, stimulates the growth of new neurons, and improves communication between neurons, even making new pathways between the brain and the body” (p. 222). Therefore, walking is not only beneficial for our physical well being, it also enhances our mental, emotional and spiritual well being as well. By
combining the ancestral approach to daily movement with a regular walking routine, everyone has the potential to maximize their health and longevity. In addition to walking there are other forms of low intensity exercise that might have similar benefits, such as: Yoga and Tai Chi. However, I will not present these forms of movement in this literature review.

It is important to approach the concepts related to this section on the body with consistency and from the perspective of practice as defined by Leonard & Murphy (1995) “that is, an activity which, for all its benefits, is done on a regular basis primarily for its own sake, because it is the path upon which you walk (p. 74).

For me, this quote is a nice way to close this section on the body. If the ideas presented here are approached using the description of practice by Leonard and Murphy (1995) than I feel individuals will be successful in balancing and achieving a more conscious way of eating, sleeping, and moving. This same idea of practice can be applied to the next three sections: mind, spirit, and environment.

Mind

The concepts I present in this section are: awareness, principles, passion, purpose, goal setting, stress, relaxation, focus, and visualization. Both neuroscientists and psychologists agree that the brain is composed of three separate parts creating a whole. In psychology they are described as the conscious mind, the preconscious mind and the subconscious mind. Each is
responsible for different tasks and bodily functions. For the purpose of this
section, I will focus primarily on the conscious mind.

The conscious mind is the stream of consciousness comprising all our
thoughts, memories, imagination, and analysis. It most often manifests as
nonvocal self-talk – the incessant stream of ideas, questions, desires,
fears, doubts, worries, and other thoughts – but it is also revealed through
our words, expressions, and actions in the present moment (Horst, 2010,
p. 39).

Developing an awareness of the conscious mind and learning how to control it is
essential for mental toughness, optimal experience and peak performance.
Walsh (1999) states, “Our minds are restless creatures. Always on the move,
they wander ceaselessly, jumping from past memories to future fantasies,
constantly plotting and planning, pursuing pleasures and fleeing fears” (p. 147).
This restless unfocused mental energy is wasteful and at times even dangerous.
Walsh (1999) adds, “If our minds are out of control, our lives are out of control.
The root of our problem is that we allow ourselves to become slaves rather than
masters of our own minds” (p. 151).

Mission and Purpose

Divine (2014) shares a few tools necessary for mastering the conscious
mind, they are: setting meaningful goals, mental visualization, and improving
focus and concentration. He proposes a few questions that get to the heart of
developing what he calls self-awareness of your ideal future. The questions are,
“Who am I and what am I here for?… What is my purpose?… What am I passionate about?… What do I value?” (p. 66). The questions are designed to help one clearly define their passion, purpose, and principles. Divine states, “Mastery over the self is somewhat difficult if you don’t have clarity on these questions. The answer to these questions is what gives direction in life” (p. 65). By answering these questions, it is possible to align your goals with the answers and move forward in a single pre-determined direction. Covey (1998) recommends creating a personal mission statement, this “statement is like a personal credo or motto that states what your life is about. It is like the blueprint to your life…” (p. 81). Writing a personal mission statement is essentially committing to paper your purpose, passion and principles in a clear and concise way. Divine (2014) suggests that, “listening to your inner voice will lead you to your One Thing and help you define your Three P’s (passion, purpose, and principles). Then you can align them in your actions and march forth with confidence and peace of mind” (p. 67). It is important that these concepts are clearly defined. Having a personal mission statement, or One Thing that relates directly to your passion, principles and purpose is essential for moving forward with direction. Divine (2014) recommends spending some quality time contemplating, reflecting, and journaling, a variety of questions that should help clarify your mission, purpose, passion, and principles (p. 68).
Goals

Once this process of identifying your mission has been completed to a reasonable degree, the next step, before taking action, is setting goals that will help you accomplish your mission and be in sync with your passion, principles and purpose. However, before setting goals, it is important to understand where the motivation for goals can come from. Ideally, goals will come from your mission statement, passion, principles, and purpose. Generally, there are two sources of motivation for accomplishing a goal. Cheadle (2013) suggests, “The two sources of motivation are internal and external. Internal motivation is the desire that comes from inside you” (p. 29). If you are creating goals based on your One Thing and Three P’s than these goals will always be internally motivated. Cheadle (2013) adds, “external motivation is the motivation that originates outside of you” (p. 29). Externally motivated goals might come from friends, parents, teachers or co-workers. Horst (2010) states, “strive to remain intrinsically motivated, and you will experience great joy and accomplishment, and dodge the pitfalls, pressure, and angst that come with extrinsic motivation” (p. 126).

Once you are motivated and you have determined where that motivation comes from, Horst (2010) writes, “there are three types of goals that you should consider in your pursuit… process, performance, and outcome goals” (p. 126). Understanding the difference between these types of goals can help make the process of goal setting stronger and more efficient. Horst (2010) goes on to
explain that process goals are oriented towards improving a skill or technique, performance goals are focused on a specific benchmark, and outcome goals drive one to achieve awards and acknowledgement (p. 126). Now that we have established the source of motivation and the three types of goals, the next aspect to consider is the time frame for achieving a goal. Cheadle (2013), Horst (2010) and Divine (2014) all present four time frames for goal setting. They are: mega or extremely long term goals, long-term or annual goals, medium-term or monthly goals, short-term or weekly and daily goals. Divine (2014) adds a fifth time frame, micro-goals, that can be used at specific times during the process of achieving one of the other goals or during situations that it would be useful. This is when “Your goals collapsed to very short-time-frame achievable goals, allowing you to create a series of short-term victories. Micro-goals keep you focused and present, while allowing you to develop confidence and momentum” (p. 101). The process of micro-goal setting helps keep your mind in the present moment, free from thoughts about the future or past.

In this section I will discuss the process of effective goal setting. Horst (2010) writes, “effective goal setting is a process comprising different steps – it is not simply a statement of vague I wish or I hope to…” (p. 129). Divine (2014) writes “it is no news flash that properly selected goals, tied to your One Thing… will propel you toward mission accomplishment. Goals not tethered to your purpose are wild goose chases” (p. 95). Horst (2010) recommends a six-step process for setting goals: write down your goals with specificity and detail, make
them challenging but realistic, determine a deadline for accomplishment, find someone to share these goals with, and write down at least one thing you are willing to sacrifice in order to accomplish each goal (p. 130). Divine (2014) has a similar process with two major parts. The first part of the process is to make sure that your goals are: specific and detailed, measurable, achievable, realistic, and have a time frame associated with each goal. The second part of the process is to make sure your goal: fits your mission, is important, is appropriately timed, and is simple enough to execute (p. 96). Bassham (2011) also identifies steps for goal setting: choose a goal worth trading your life for, decide on a timeline, determine the value of accomplishing the goal, evaluate any obstacles, create a plan, evaluate the plan, start now, prior to completing the process always set a new goal, keep going or move on to a bigger goal.

Practicing one of these goal-setting processes, or a similar goal setting process, combined with the knowledge of the two sources of motivation, the three goal types and five goal time frames “is what goal setting is all about, developing the vision and defining the steps it will take to accomplish the goal” (Cheadle, 2013, p. 50).

Visualization

Another powerful tool for mental mastery is visualization. Visualization is an important skill for achieving goals and mastering the conscious mind. Divine (2014) writes, “visualization is an incredibly powerful technique that will enhance your mental strength, allow you to tap into more of your mind power, and allow
you to accomplish more challenging tasks” (p. 108). Additionally, visualization can be a practice to ground our reaction to emotions and our response to situations. Huang and Lynch (1994) point out that visualization is a form of meditation that effects emotions and energy. Visualization is a way to rehearse your response to events. Ideally, through the practice of visualization, you respond in a positive, calm, and peaceful way to events. This is possible because your central nervous system does not know the difference between a visualized event and an experienced event (p. 16). There are also specific benefits from practicing visualization. For example, Divine (2014) describes “improved concentration… confidence… and emotional control” (p. 110).

Cheadle (2013) suggests two types of visualization, “you can either create an image… or re-create an image by visualizing a past experience” (p. 148). Once you have chosen to create or re-create an image, it is important to decide how you will visualize the scenario. Horst (2010) introduces two perspectives from which you can visualize a scenario. The first is from an outside perspective, a third-person perspective, called dissociated visualization. The second is how you would see the situation through your eyes, a first-person perspective, called associated visualization (p. 193). Divine (2014) describes mental projection and mental rehearsal. These two types of visualization can be practiced from either a first or third person perspective. “Mental Projection is visualizing a personal future state or victory… Mental rehearsal, whereby you practice a skill or prepare for an event in your mind…” (p. 108). Once a scenario and perspective has been
chosen, there are a few things that must be done in order to make the visualization as effective as possible. Horst (2010) writes, “make associated visualization as bright, detailed, and multi-sensory as possible… Keep your visualization positive. Engage in visualization in a quiet area free of distractions” (p. 197). Determining how, when, and where to practice visualization is an individual decision and usually depends on the situation. However, there are a few recommendations that occur in multiple sources. The simplest is from Huang and Lynch (1994), “before you begin each visualization exercise, find a quiet place, close your eyes, take five deep breaths, and relax” (p. 18). These ideas are similar to the recommendations for practicing meditation. The two practices overlap a great deal. It is also important to note that, like meditation, the process of visualization is not easy and might require a considerable amount of practice to get started. Huang and Lynch (1994) point out that visualization can be very difficult for some people and they recommend an exercise to practice the process, “look out the window of your home for two minutes, noticing everything in detail. Now, close your eyes and recall and re-create as many details as you can” (p. 19). They suggest doing this drill as often as necessary before moving on to more complicated forms of visualization.

Visualization is the final step in preparing for and managing the conscious mind. Each individual must develop and practice their own method of visualization depending on their unique situation and desired outcome. I will conclude this section by highlighting a few more points. Huang and Lynch (2010)
suggest “Visualization works because it is a dress rehearsal that familiarizes you with the real task that lies ahead… When time comes to move, you already have the sense that you’ve ‘been there, done that’ (p. 30). Divine (2014) writes, “When done well, a visualized event involves the sensations of feelings, emotions, and sounds to support the imagery. The objective is to create as realistic a mental representation as possible, as if you are really experiencing it” (p. 110). Horst (2010) and Divine (2016) recommend practicing visualization every morning so that you project yourself going through the days events in the manner that you would like. Cheadle (2013) and Huang and Lynch (1994) recommend finding certain times that work for you and practicing the process as often as possible so that its benefits can be completely absorbed. The main reason I have included visualization in this section is that it can be used to guide and direct the conscious mind.

Stress

One way to improve your health and longevity is by reducing mental and emotional stress in your daily life. Reducing stress starts with developing a deeper understanding of what stress is in addition to cultivating an internal awareness about what causes you stress. Cheadle (2013) suggests that, “Stress is an integral part of the human condition. From daily life stressors, to huge life events, everyone has experienced some form of stress” (p. 3). Maffetone (2012) writes “stress is cumulative… some people accumulate so much stress that they lose track of it” (p. 345). Cheadle (2013) adds, “a stressor
can originate physiologically or psychologically, meaning the demand can be something that originates in your body, or the demand can be something that originates in your mind” (p. 5). It does not matter where the stressor originates because “they both lead to a physiological response. You have assessed that there is something to be stressed about and the emotions associated with stress will coincide with biochemical changes in your body…” (Cheadle, 2013, p. 6).

There are essentially two forms of stress, good stress and bad stress. Horst (2010) describes good stress as anything contributing to personal growth and bad stress as an emotional response to a situation that has no personal benefit (p. 216).

Cheadle (2013) explains that the emotions most commonly associated with stress are fear and anxiety, both of which alert you of danger. Fear is generally a response to an immediate threat, and anxiety is a response to a potential future threat. Fear is real; anxiety is not (p. 7). Regardless of whether it is fear or anxiety, both emotions trigger a stress response in your body. Often these terms are confused and used interchangeably. In addition, each person responds to fear and anxiety differently and each person can cope with different amounts of stress and still remain healthy. However, both fear and anxiety create a stress response that can have negative impacts on individual situations. In addition, fear and anxiety can add to the cumulative stress load on you at any given time. Fear and anxiety are the most stressful and difficult emotions to control. Fear is also one of the most written about and addressed emotions in
the spiritual warrior literature and contemporary sports psychology. Spencer (1993) points out that “popular wisdom tells us that people naturally fear the unknown…. Fear, more than most other feelings, produces indecision, immobility, or panic” (p. 143). For this reason, fear and anxiety can have negative effects on daily life if not managed and controlled.

There are a few ways that you can manage and control emotions. The first way to manage and control an emotion such as fear or anxiety is simply based on how you choose to respond to it. The second is your ability to control the thoughts that create the emotions. Divine (2014) suggests that one way of controlling your response to an emotion as well as the thoughts that created the emotion is by improving your emotional resiliency. Emotional resiliency is a combination of emotional reactivity and flexibility. Essentially, developing emotional resiliency is a way of learning how to respond to emotions in a positive productive way. Here is the four-step process as outlined by Divine (2014), step one: witness the negative emotional reaction and determine the cause, step two: avoid denial or transference and experience the emotion completely, step three: turn the negative emotion into a positive one, and step four: block the old emotion with positive self-talk associated with the new emotion (p. 52). This process requires a deep level of awareness and discipline to properly execute. However, when it is practiced and properly executed the resulting ability to control your response to an emotion can take place in any situation. The ability to control your response to emotions helps keep the thoughts that created them
from spiraling out of control because you have shifted your thoughts from negative ones to positive ones. Millman (1999) provides a different and somewhat simpler approach, “the best way to master your emotions is to let them be, stay relaxed, and focus on constructive action. So, accept your emotions as natural to you in the moment, without trying to fix them” (p. 57). He goes on to write, “as the children’s rhyme goes, breathe in the good stuff, breathe out the bad stuff, set your troubles free” (p. 60). Although this process is much simpler than the four steps of emotional resiliency, it can be just as effective for controlling a response to an emotion. Millman (1999) also writes “Ultimately, we gain mastery over emotions by controlling the body. And a good place to begin is to observe and control your breathing” (p. 58). Bassham (2011) presents another perspective on using the breath to control emotions and states “first concentrate on your breathing. Breathe in a practiced pattern for say three breaths” (p. 95). Developing an awareness of how you are breathing is the first and crucial step to using your breath to control emotions. Cheadle (2013) describes shallow breathing as both a response to stress and a trigger that can cause more stress. She adds that breath control is a tool for relaxing and managing nerves in stressful situations (p. 79). The opposite of shallow breathing is a pattern described by Divine (2014) as Box Breathing. The process is called box breathing because you inhale and exhale to the same count, while adding a hold of the same count in between each inhale and exhale. It would go something like this: inhale to a count of three, hold for a count of three, exhale for
a count of three, and hold for a count of three (p. 50). This process can be
repeated for as long as necessary or desired.

Focusing your attention on the breath creates a connection between your
mind and your body that assists the process of controlling emotions and the
thoughts that create them. Focusing your attention on the breath also has
profound spiritual effects that play an important role in combating fear and
anxiety, therefore reducing stress. This connection of mind and body through the
breath is what Trungpa (2009) called synchronizing. He states that
synchronizing “is a basic principle of how to be a human being and how to use
your sense perceptions, your mind and your body together” (p. 51). Trungpa
(2009) goes on to explain that synchronization is related to fearlessness,
“fearlessness… simply means being accurate and absolutely direct in relating
with the phenomenal world by means of your sense perceptions, your mind, and
your sense of vision” (p. 54).

Cultivating fearlessness can have profound effects on emotional well-
being. Trungpa (2009) concludes, “you begin to realize that you have a perfect
right to be in this universe, to be this way, and you see that there is a basic
hospitality that this world provides to you” (p. 54). Castaneda (1992) also
explains this realization and fearless perception: “You see, a warrior considers
himself already dead, so there is nothing for him to lose. The worst has already
happened to him, therefore he’s clear and calm…” (p. 27). Both of these
descriptions shed light on being in control of the thoughts that create emotions.
Divine (2014) poses the question, “do you wonder how many times you have let your emotions torpedo a relationship or stressful project?” (p. 52). Whether you control your stressful emotions like fear and anxiety, or let these emotions control you, is entirely up to you. Mental and emotional stress can be triggered by all kinds of different situations. What you can do is choose how you respond to the situation and the emotions it triggers. It is important to understand that, “the emotions you feel in any situation and how you respond to them will depend on four factors: your basic personality, how much control you have over your emotions, your emotional reactivity, and your flexibility” (Noakes, 2003, p. 531). Understanding emotions and how they relate to stress can have a positive impact on our life.

**Relaxation**

In this section I present ideas on how to cultivate relaxation in our daily life and the benefits relaxation can contribute to our overall health and well-being. Trungpa (2009) writes, “Relaxation here refers to relaxing the mind, letting go of concepts and depression that normally bind you” (p. 100). Huang and Lynch (1992) state, “If you soften your mental approach… you reduce anxiety, tension, and stress that could inhibit your success” (p. 46). Sometimes this is easier said than done. Huang and Lynch (1992) add, “think of the image of water when you begin to feel tension and anxiety… Remember, water is fluid, yielding, and soft, yet strong” (p. 47). Conscious relaxation is a tool that can be used anytime, anywhere. But it must be practiced, often in a quiet and calm environment.
Horst (2010) presents an exercise for practicing relaxation. He explains that it might seem difficult and take a long time to complete at first, however, the more it is practiced the faster and more efficient it becomes. First, you have an awareness of rising tension, anxiety, or negative thoughts. Next, you normalize your breathing. Then scan your body for specific areas of muscular tension. Immediately follow the scan by sending a wave of relaxation from your head to your toes. Finally, focus on the present, re-align your posture and smile (p. 107). Again, this sequence gets easier to use and has a more powerful effect the more it is practiced, especially if it can be practiced in a calm quiet environment the first few times. Another sequence that is just as powerful, but generally requires more time to complete and works better lying down in a quiet space with low-light is the progressive relaxation sequence.

Take a reclining position, and breathe in and out three times. Prepare to contract and relax each and every major muscle group throughout your body. Begin at your feet. Tense your feet, and clench your toes. Hold for five seconds, and relax. Tense your calf muscles, raise them a couple of inches off the floor, tense, tense, relax. Let your legs drop to the floor. Tense your knees, and proceed to the lower and upper legs, then to the abdomen, buttocks, chest, back, shoulders, arms, hands, neck, and face. Contract and hold for at least ten seconds, then release. The idea is to become aware of what tension feels like and to experience the relaxation that follows when you release or “let go.” Whenever you feel tense… try
saying to yourself “let go” and recall the feeling of relaxation you received from the daily practice of progressive muscle relaxation (Huang and Lynch, 1992, p. 51).

This sequence is perfect to practice at night before falling asleep. Ideally, you are already lying down in a calm, quiet, environment, which makes it a nice transition to a good nights sleep. In addition to these techniques, which need to be practiced a few times in order to get the most out of them, there are a few key concepts and ideas that can be incorporated into daily life that will help eliminate stress and promote relaxation. Huang and Lynch (1992) recommend a quick breathing sequence where you focus on three breaths and then count backwards from ten. Huang and Lynch (1992) also make a few diet and lifestyle recommendations such as avoiding alcohol, sugar, caffeine, and supplementing your diet with vitamin B. In addition, exercise and visualization is another recommendation for reducing stress and promoting relaxation (p. 50). These ideas are in-line with everything we have already discussed in the section on the body. However, I do think that presenting them again, because of their direct relationship to stress and relaxation is important. Once we have reduced our overall level of stress and increased our ability to relax, we can begin to increase our focus and concentration.

**Focus**

In this section I will present some tips and tricks to help focus and concentrate. First, let’s define the idea of focus before moving forward. “Focus
is the calm state of parking your attention on your experience in the moment rather than on past events or future possibilities” (Huang and Lynch, 2010, p. 92). Focusing on the present moment can help eliminate negative emotions that cause tension and stress. This cycle creates a feedback loop that enables us to eliminate stress, relax, and focus in the present moment. Huang and Lynch (1992) write “Focus your thoughts and your actions on one small aspect of the present, and you will create personal power. Giving full attention to the present moment is energizing and enables you to control the current reality” (p. 59). Additionally, Huang and Lynch (2010) recommend you focus only “on what you can do in the moment… on what you can control” (p. 92). The execution of this concept is not easy. Cheadle (2013) points out, “choosing to focus on things that are in your control and on cues that are relevant to your performance takes discipline and practice” (p. 120). This idea of focus and being in the present moment is also described as concentration. Horst (2010) writes, “Concentration is defined as the ability to direct focus and maintain attention on an object, sensation, or thought” (p. 157). It seems like we should be able to focus and concentrate on anything we want for as long as we want. Cheadle (2013) writes, “there are many factors that influence both your ability to focus and where you choose to direct your focus” (p. 120). These factors usually come in the form of a distraction. Essentially there are two different kinds of distraction, one is internal and one is external. Cheadle (2013) explains both: “Internal distractions usually take the form of thoughts, worries, and doubts…. External distractions will take
the form of things that are outside of you that are irrelevant to performance” (p. 126). Horst (2010) presents the most common distractions: “dwelling on internal feelings and sensations of pain… entertaining nonproductive self-talk… focusing on the past… focusing on the future… visual and auditory distractions” (p. 159). There are ways to improve concentration and get better at eliminating these distractions. Divine (2014) states, “the only way to improve concentration is by practicing concentration” (p. 45). Breathing is one of the most consistently recommended forms of concentration practice. Divine (2014) writes, “Breathing deeply will greatly reduce the stress, slow your heart rate, and bring your nervous system back into balance. The mind will remain focused as your body comes back into balance…” (p. 47). Unfortunately, most of us do not breathe properly and must re-learn how to breath slowly, deeply, and primarily through the nose. Millman (1992) presents a quick breathing exercise that can be performed anywhere, “consciously take three deep breaths, feeling your inhalation expand your belly and lower back, then your chest. Make the breaths very slow and deep, but not to the point of strain” (p. 139). This is an example of proper breathing. Horst (2010) adds another element to this breathing exercise. He recommends finding a quiet place to sit and focus only on the breath, specifically the flow of air in and out of the nose. Then he adds the element of counting each breath and concentrating on nothing but the breath you are counting. If you loose count, or your mind drifts, start over at zero and repeat the process (p. 168). Another exercise that can be used to practice concentration is focusing on
the flame of a candle. Huang and Lynch (1992) present this simple exercise where you stare at a candle and recite the phrase, “at this very moment the candle flame and I are the center of life. I focus on the brilliant light that enables me to feel peaceful and calm. That is all there is in this moment” (p. 64). This phrase is similar to an affirmation or mantra. Affirmations when repeated like a mantra can also be used to bring a wandering mind back to the present. “To replace the random, endless, negative, or positive chatter that filters into your mind each moment of the day, affirmations are conscious, preplanned, positive thoughts to direct your actions and behaviors in a productive way” (Huang and Lynch, 1992, p. 23). Almost any phrase repeated over and over will help to reduce distractions. However, there are a few phrases that deal with focus specifically that can be used for this purpose, for example: “I stay in the here and now, so I’ll take a bow. Think less, achieve more. Single-mindedness creates happiness. Like a child at play, I ask my mind to stay. Focus, focus, focus, focus” (Huang and Lynch, 1992, p. 63). The goal of all these exercises is similar, and that is bringing your mind back to the present moment free of distractions. Another exercise that can help maintain your ability to focus on the present moment, relax, and eliminate stress is to create a list of everything that you are in control of, and what you are not in control of. It requires a little bit of extra time and thought, and if combined with the breathing exercises while in the moment, can be a powerful tool. Cheadle (2013) explains that, “many times the things that hook you and end up distracting you from keeping your focus where it needs to
be are things that are out of your control” (p. 136). The main purpose of this exercise is to help you stay focused on only the things that you can control, thus eliminating what you cannot control from distracting you (p. 136).

It is interesting that stress, relaxation, and focus, are all part of an internal process that effect one another quite strongly. Stress and relaxation are almost opposite one another based on the emotions we feel related to them. And, there is no way to focus and concentrate without first finding a quiet relaxed emotional state. Again, conscious breathing is the core of creating this calm, quiet, relaxed state, it is also the first step in many of the exercises found in the next section.

Spirit

This section on spirit and spirituality focuses primarily on meditation. Meditation, in one form or another, is presented in almost every source I read. There are many approaches to meditation, and many different types of meditation. In this section I present the benefits of meditation and then explain a few different ways to meditate. First, I present some basic ideas about mindfulness. Then, I introduce four universal meditation postures. Finally, I introduce two of the most well known types of meditation: concentration and contemplation.

Meditation has many benefits. LeShan (1999) presents one of the benefits as “the attainment of another way of perceiving and relating to reality and a greater efficiency and enthusiasm in everyday life” (p. 29). Brown (1994) and Trungpa (2009) are quite clear on their perspective of the benefits from
meditation. Brown (1994) describes the importance of meditation and how it provides another way of perceiving reality, “meditation was the cornerstone of all religions, philosophies, and beliefs of the world. It was through meditation that man could attain the spiritual consciousness” (p. 130). Trungpa (2009) writes, “in the Shambala tradition meditation is simply training our state of being so that our mind and body can be synchronized. Through the practice of meditation, we can learn to be without deception, to be fully genuine and alive” (p. 37). Millman (1999) adds another perspective on the concept of meditation and synchronization. He describes the process as observing our thoughts and no longer being controlled by them. Developing a deeper awareness of our thoughts is also referred to as mindfulness. Mipham (2012) describes mindfulness as, “just being present for a simple single action… With mindfulness, we are training our ability to focus on an object and stay with it” (p. 63). The benefit of mindfulness, as described by Huang and Lynch (2010), “leads to a state of relaxed consciousness, awareness of the implications of our actions, decisions, movements, and words” (p. 20). Mipham (2012) also writes, “mindfulness brings contentment and satisfaction… We feel mentally at ease: quite simply, we are happier” (p. 65). Additionally, Gyatso (1993) describes the benefits of meditation as acquainting our mind with virtue. This helps our mind become calm, peaceful and happy. Through the practice of meditation we can be happy even in adverse situations (p. 3).
Peace and happiness are themes discussed by many authors when describing meditation. The idea that you cannot be happy unless you are calm and focused on the present moment runs through most philosophies and major religions. However, each major religion and philosophy describes different ways of achieving this peace and happiness. Brown (1994) has another description of peace and happiness that he calls the pure mind. He describes it as the surface of a quiet, still pond where everything is reflected perfectly. He adds that the logical mind creates ripples and destroys this quiet stillness (p. 97). Achieving this pure mind, free from the distractions of our logical mind is a slow and difficult process that requires patience and persistence. LeShan (1999) writes, “the important thing about a meditation is how hard and consistently you work on it, not how well you do it” (p. 74). Meditation is something that must be practiced over and over and over again. To begin practicing meditation, according to Brown (1994) it is important to understand a few basic elements. First, it is important to be in a relaxed state and a comfortable position. Next, he recommends maintaining a passive attitude and having a concentration point (p. 138). There are many approaches to these four basic elements. In fact, almost every philosophy and religion provides a different and unique way of combining these four elements into a meditation practice. Le Shan (1999) describes finding a style of meditation that resonates with you as being part of a journey. The purpose of the journey is “to help you find, accept and sing the best in you, a best that is unique, individual and yours alone. A best that you share with all those of
the human race…” (p. 153). In addition, meditation provides a clear mind, a calm, peaceful, and happy mind - a pure mind, also referred to as the spiritual mind by Brown (1994). It is only with the pure mind that you can truly see the world around you and connect with nature on the deepest level possible. Brown (1994) describes that, “you must learn to see things purely, for only then can you fully understand the worlds of nature and spirit” (p. 95).

Next I will present four meditation postures and two types of meditation. Arrien (1993) states that there are four universal meditation postures. They are: “standing, lying, walking and sitting” (p. 131). It might not seem obvious at first, but each of these meditation postures is going to provide the practitioner with a different experience. Additionally, each of these postures has different connotations and associations depending on the culture it comes from. The first posture is the standing posture, which “is used in martial arts, spiritual practices, and the military as a way of reinforcing and coalescing the three universal powers of presence, communication, and position, which allows us to connect with the greater being of who we are” (Arrien, 1993, p. 28). The next posture important to meditation is the lying posture. It “is the most healing posture the body can assume. The body equates this posture with rest and nourishment… It is the posture of surrender and openness (Arrien, 1993, p. 58). The opposite posture of lying meditation is walking meditation, “in walking meditation we consciously choose an issue to focus on, let it go, then observe what is revealed to us while walking” (Arrien, 1993, p. 88). This description of walking or moving
meditation is different from a still meditation, because there is always one part of
the mind focused on the activity the person is engaged in. Finally, “the universal
posture used for accessing the human resource of wisdom. In silence, the sitter
becomes the fair witness and suspends judgment of the process that is revealed”
(Arrien, 1993, p. 118). All four of these postures are different physical ways of
approaching meditation. However, what is happening internally can be quite
different. Next, I focus on two different types, or approaches, to meditation. One
is concentration and the other is contemplation. Although, the destination of both
these paths might be similar, the journey on the path is somewhat different. Most
sources suggest beginning with concentration, specifically concentrating on the
breath, and perhaps then moving into a contemplative meditation. It is important
to note that this process might occur during one session, or as a progression
over days, weeks, months, and even years.

Concentration Meditation

The classic form of concentration meditation is to focus on one’s breath.
Hanh (1992) describes it as conscious breathing, “you recognize your in- breath
as an in- breath and your out-breath as an out-breath…” (p. 8). This is perhaps
one of the simplest forms of meditation, although that does not make it easy. An
additional idea one can apply to breathing concentration is counting. Most
sources recommend counting your breaths until you reach a pre-determined
number such as four, or eight, or ten. Once the number of breaths is reached, it
is recommended that the meditator simply repeat the process until the meditation is over. Again, this simple practice is not always easy.

Sooner or later you will suddenly awaken with a little gasp of surprise as you realize that you have been lost in thoughts or fantasies, unaware of the breath or even that you were meditating. This is a natural process, just another reminder of how much our untrained minds roam away from reality. The treatment is very simple. Just return your attention, gently and lovingly, back to the sensations of the breath. You will fall into fantasies a hundred times. The task is to awaken one hundred and one times (Walsh, 1999, p. 163).

Another form of concentration meditation is repeating a phrase, this phrase is referred to as a mantra. “The basic goal is to be doing one thing at a time, in this case chanting and being aware of your chanting and only your chanting” (LeShan, 1999, p. 94). This type of meditation might take more time than concentrating on the breath, and require a private space, especially if the mantra is chanted out loud. However, a mantra can be used anytime, anywhere, if the person recites it in their head. This can bring one back to the present moment, which is the desired outcome of most meditation practices. The last form of concentration meditation is that of sensorial awareness. Meditations that focus on the senses require the practitioner to observe the present moment without judgment. Walsh (1999) states, “One of the simplest body meditations is the Buddhist sweeping meditation. One systematically sweeps awareness through
the body from head to toe, carefully feeling the myriad sensations that constitute our bodily life” (p. 189). Regardless of which type of concentration is chosen: breath counting, mantra or sensorial awareness, the desired results are similar, “to point our mind in a particular direction” (Mipham, 2012, p. 96). This is also the desired result of contemplation meditation.

Contemplation Meditation

There are a few ideas unique to contemplative meditation. “In contemplative meditation, we bring a certain thought to mind and focus on it… Contemplating it can help us clarify a question or engender a certain attitude” (Mipham, 2012, p. 96). Mipham (2012) goes on to suggest that when starting with contemplation, you “begin each meditation session by simply following the breath, move on to the contemplation if you can, and then go back to following the breath again, ending the meditation (p. 96). Mipham (2012) presents one form of contemplative meditation based on the Buddhist tradition of Shambala warriors. It uses the four dignities: tiger, lion, garuda, and dragon, as concepts to contemplate. Each of these dignities represents a different theme to contemplate. All four are related and provide a progressive sequence for a meditation program in addition to giving each meditation a purpose. The four dignities represent the growth of an individual. The goal is to create internal balance and integrity. “The result is strong wind horse, lungta – the ability to bring about long life, good health, success, and happiness” (Mipham, 2012, p. 57). I will present them in the same sequence as Mipham (2012). I believe it is
important to note here that he suggests assuming a good posture; therefore any of the universal postures will work for this contemplation.

The first phase is the Tiger Contemplation based on the question, “what is my motivation?” He points out that once your motivation is determined you need to stay with that motivation. Mipham (2012) states, “When the reasons for that motivation begin to dissipate, again think about the reasons that it is helpful and positive. Contemplation is essentially a process of convincing ourselves” (p. 96).

The second phase in the sequence is the lion contemplation. Mipham (2012) writes, “During the lion phase, we contemplate feeling fortunate… Appreciating who we are and what we have energizes our vitality, strength and purpose… By contemplating these truths, we come to the conclusion that we are fortunate” (p. 130). Working through this process, there are specific benefits that a practitioner might receive. “You tend to be more appreciative of what you have, and to spend less time wishing things were another way. Therefore you waste less time” (p. 130). Even just starting with the feeling of delight and being special might be enough for individuals who rarely experience these emotions. Mipham (2012) also states that this contemplation “doesn’t have to become too heavy a meditation… we can simply use it to remind us that we’re lucky to be alive” (p. 131).

The third phase in the sequence is the Garuda Contemplation. “In the Garuda phase, we expand our mind to include others. Happiness is the experience of love and kindness between family and friends… Expressing love
and kindness to others benefits them and roots us in our own happiness” (Mipham, 2012, p. 163). The love and kindness meditation is very popular. So much so, that many authors have written about it or used it as a prescribed practice for contemplative meditation. Of all the descriptions that I have read, the presentation by Walsh (1999) is one of the most accessible. The loving kindness meditation is based on a series of phrases where the subject is replaced each time the phrase is recited.

The phrases are very simple. They traditionally include four desired qualities such as “May I be happy, kind, loving, and peaceful” or “May I be joyful, gentle, calm, and loving.” As the meditation progresses, these phrases will be modified – for example, “May you be happy, kind, loving, and peaceful.” Finally, when the meditation becomes all-encompassing, the sentence becomes, “May all beings be happy, kind, loving, and peaceful (Walsh, 1999, p. 107).

Although this meditation might appear to be very simple, which it is, it can have very profound affects on those who practice it. Mipham (2012) writes, “these contemplations are a very powerful way to make the mind stronger and more resilient, and also to make us happy. They enable us to accommodate more with our mind, making the fabric of the mind stronger (p. 164).

The fourth phase of the sequence is the dragon contemplation. This is the last contemplation of the four dignities, and one of the most intense. Mipham (2012) describes the dragon contemplation as “egolessness, going beyond the
limitations of self... This is a deep meditation in which we reflect on how we are always putting ourselves first, spoiling many situations as a result. How can we be a little more selfless" (p. 183)?

The last phase of the sequence is the windhorse, where Mipham (2012) suggests, “we contemplate our basic goodness. It is “basic” in that this is fundamentally who we are. It is “good” in that we are complete, intact, and whole” (p. 196). This sequence can be done as often as one is comfortable because it is possible to move through the contemplations in any time frame.

Castaneda (1992) and Brown (1994) present the idea that meditation is the door to the spiritual world. Castaneda (1992) explains an exercise that attempts to quiet the conscious mind by “walking for long stretches without focusing the eyes on anything” (p. 13). The next phase of the same meditation is described by Brown (1994), he writes, “we even began to detect things moving outside our physical realm of senses. Just outside our perception, we began to detect a world that had no physical nature itself, but vastly different – it was the world of the spirit” (p. 104). Both of these descriptions are clear examples of how powerful meditation can be when practiced diligently. They are both a form of walking meditation that requires focus and concentration using all of the senses.

It was hard not to include a lot of the information I found regarding deep nature connection in this section. I felt that so many of these ideas were deeply spiritual and, in some ways, the spirit within all of us is what connects us to the world beyond our self. However, I decided that it was best to keep the body,
mind, and spirit sections focused on the concepts related to individuals and practices that we do internally. Deep nature connection requires the understanding of, and familiarity with, relaxation, focus, and meditation exercises already discussed. Or, at times, it is a variation of these exercises. Either way, it is the core of the next section.

Environment

This section introduces basic ideas about deep nature connection and its importance to the world we live in. I also present simple daily practices to deepen this connection. The practices are: the sit spot, journaling, mapping, and a series of sensorial awareness exercises.

The environment in which you live has a profound effect on how you live. There has been so much literature published in recent years that describes the benefits of nature connection as well as the results of its absence. Brown (1989) states, “experience today is limited to a civilized and structured life-style, wilderness carved into a series of safe trails and areas, so that children walk through nature rather than in it” (p. ix). Louv (2008) describes the antithesis of deep nature connection as nature deficit disorder, which affects not only individuals, but has serious cultural implications as well.

Nature-deficit disorder describes the human costs of alienation from nature, among them: diminished use of the senses, attention difficulties, and higher rates of physical and emotional illnesses. The disorder can be detected in individuals, families, and communities. Nature deficit can even
change human behavior in cities, which could ultimately affect their
design, since long-standing studies show a relationship between the
absence, or inaccessibility, of parks and open spaces with high crime
rates, depression, and other urban maladies (Louv, 2008, p. 36).

It is clear just how detrimental nature deficit dis-order can be in regards to living a
long, healthy, and happy life. The disorder generally occurs because of the way society influences our patterns of behavior. Brown (1989) writes, “children also lose their connection to the earth and creation as their feet are removed from the soil and transplanted into a world of electronics, concrete, and plastic” (p. ix). Brown (1989) suggests, “we must lead them back to the earth, back to pure awareness, to adventure, and to the awesome rapture of living” (p. ix). He goes on to explain that the goal of this connection is to “cultivate their sense of oneness with creation, an experience of themselves as not separate from nature and the cosmos, but an integral part of the whole” (p. ix). From this perspective, our relationship with nature is fundamental to being human. Which is why so many attempt to maintain that relationship. Brown (1983) describes the process of outdoor recreation and nature connection as the search for fulfillment of a basic human need. He addresses this need and acknowledges that these direct encounters with nature can happen anywhere – not just in the middle of a wilderness. Nature connection can be found and cultivated in urban environments, city parks, backyards, and recreation areas as well. The problem is not where to find an environment suitable for nature connection; the problem is
how to connect on a deeper level. Brown (1983) states, “The shackles of modern society are not easily thrown off. Even when removed from fast-paced environments, very few of us are able to slow down enough to appreciate the full splendor of nature” (p. 11). Appreciation is just the tip of the iceberg. You can appreciate a sunset, a beautiful flower, or a stunning vista and still not be connected to nature. Brown (1983) adds, “yet that connection can be reestablished – in large part simply by awakening and nourishing our innate awareness” (p. 11).

Sadly awareness is one of the biggest components of nature connection that is missing in contemporary society. Brown (1989) suggests that awareness is missing because it is no longer necessary for our survival compared to “ancient times, when we were a hunter/gatherer society, sensory awareness was important to keep us alive” (p. 8). It might not be necessary, but it is the most important step toward a deeper connection with the natural environment. Brown (1989) states that “keen sensory awareness is one of the most important skills children can have in life, and it is sensory awareness that makes life full and rich” (p. 9). Enhancing sensory awareness is a process that requires skills.

The Sit Spot

One of these skills, presented by Brown (1989) and Young (2013), is to sit and observe nature. Sitting, especially sitting still for long periods of time is foreign and uncomfortable for most people in modern society. Often, the sitting we do is in front of the TV, Computer or while driving a car. For this reason,
there is a specific way to approach sitting. Brown (1983) describes a process that requires one to clear their mind, let go of time, and slow down (p.19). Once you have gone through this process you are ready to sit.

The sit spot is simply one specific location that you return to over and over again. Finding a sit spot and choosing the right location is something that should be done with mindfulness. Morgan and Young (2007) recommend that your sit spot be convenient, easy to access and safe. You should also take into consideration the size and location of your sit spot, the ecological diversity of the area surrounding your sit spot, and the amount of privacy your sit spot has (p. 17). In fact, there is no better way to develop a deep connection to nature than sitting still, with a calm, quiet, meditative mind and witnessing the world around you. Young et. al (2010) also describe the sit spot as a way to connect with a specific place and developing a deeper relationship with it. By getting to know one place, you are able to observe the subtle changes that take place on a daily basis. In addition, you witness first hand the not so subtle changes that take place through the seasons. Ideally, this process will open your eyes and mind to the sacredness of nature. Walsh (1999) writes, “for many people, such experiences feel naturally healing and lead to a recognition of the sacredness of nature” (p. 202). This recognition of the sacredness of nature is the foundation of deep connection. Trungpa (2009) describes this as the “Great Eastern Sun hierarchy [which] is based on seeing that there is a natural source of radiance and brilliance in this world…” (p. 58). Brown (1989) states, “the more relaxed
one becomes the more heightened one’s learning ability, and hence the more heightened and keen one’s sensory awareness” (p. 25). The process of tuning in to the natural world through a more mindful use of the senses is the foundation for deep nature connection. Walsh (1999) and Brown (1989) point out that a relaxed state must occur to get the most out of one’s senses. One cannot approach the sit spot with the same energy and racing thoughts that generally occur in daily life. Brown (1989) provides techniques and exercises that can facilitate this process. These techniques are essentially a form of meditation, specifically a concentration meditation focused on the practice of quieting the mind and completely using the senses. Brown (1989) emphasizes that, “meditation is of the utmost importance for fully observing nature, and for effective living” (p. 26).

Once sitting, with a meditative and quiet mind, Brown (1989) recommends sharpening the senses. Watch carefully, listen, smell, feel, and pay attention to the subtlest details each sense can perceive (p. 26). Additionally, and based on this idea of sharpening the senses while in a quiet, still, meditative state, there are exercises perfect to practice at the sit spot. Most of these exercises focus on one sense at a time, requiring the practitioner to focus entirely on hearing or seeing, and reducing stimuli from the other senses. Once the senses have been honed individually, there are additional exercises that combine the senses. Our dominant senses: seeing and hearing, are the easiest to start with. An exercise designed to see more in nature is called Owl Eyes, and described by Young
“let your eyes softly gaze across the landscape, taking in their full view. Notice movements out of the corners of your eyes – branches moving in the wind, birds flying by, and animals walking…” (p. 189). This exercise is also described by Brown (1983) as wide-angle seeing, “gaze toward the horizon… spreading your arms wide to the sides and behind you. Then, wiggling your fingers, bring your hands gradually forward until you detect the first flicker of movement out of the corners of your eyes” (p. 40). Listening, our other dominant sense is just as important to develop as seeing. There are exercises that focus on listening that can be done at the sit spot. Young (2013) suggests listening in different directions, listen for the quietest sound, listen to all of the sounds at once, listen to just one sound at a time, locate the origin of each sound (p. 189). These exercises can be done simultaneously with the practices of seeing more, or they can be done with eyes closed to really challenge the sense of hearing. Brown (1983) describes another listening exercise that involves sitting down quietly and concentrating on “the quality of silence. What do you notice about it? How would you describe it? Is it really the absence of sound, or only a relative quiet” (p. 49)?

**Journaling and Mapping**

Practicing sensorial awareness and observation skills is the first part of a larger process. It is also important to interpret those observations. One-way to do this is by routinely entering observations in a journal after revisiting the same sit spot every time.
Journaling and keeping a record of the events that you have observed is very important for this process. “Journaling is the routine that stretches and etches all the details a little farther into the brain… the real purpose of… journaling is to train the mind to pay attention” (Young, Haas, McGown, 2010, p. 64). Morgan and Young (2007) also write, “when we journal, we make connections that we otherwise wouldn’t make” (p. 34). There is one approach to journaling that fits perfectly with the sit spot and sensory awareness exercises already presented. Young (2013) describes an observation process that is divided into four, ten-minute periods, “write in your journal as events happen during the sit. Label everything in sequence by the period. For instance, ‘1A’ denotes the first event in period one (p. 184). This type of journaling can really make it clear how events are related to one another, and how short or long a period of time an event might have an effect on the area you are observing. The recording of each individual event, even the sound of planes, trains, and cars, can be a practice in and of itself to develop and increase the power of focus and attention. Once the sit is over and you have a record of the time you spent observing, this information can be used to create a map of the experience. “Mapping orients us, and shows us the gaps in what we notice… it also brings the landscape to life” (Young, Haas, McGown, 2010, p. 58). This process doesn’t have to be complicated; in fact it is really quite simple. “Orient to the compass directions, and perceive the landscape from a bird’s eye view. Draw maps to locate features of the landscape or tell stories that map your
explorations” (Young, Haas, McGown, 2010, p. 58). Young (2013) includes this as another form of journaling, “create a map using a different color for each time period. Draw in each event and use arrows to depict any movements in position that occurred” (p. 185). Another benefit from practicing the process of journaling maps is that it provides a different view of the environment. It allows us to see the landscape from a broader perspective, helping us understand the relationship and interconnectedness of everything that surrounds us.

Sitting, journaling, and mapping, can create a deeper connection to the natural world. Developing these skills, takes time and patience. Having a “sit spot” is the essence of enhancing your awareness and developing a deep connection to the environment.

Community

There are two aspects of community I focus on in this section. First is the individual in a community, and specifically the traits of that individual’s personality that will help them become a stronger citizen of that community. The second aspect of community I am focusing on is the idea of leadership and the attributes necessary or at least accepted as important for being a strong leader.

Personality

First I will focus on the individual’s personality. Millman (1992) states that we are constantly “crossing a great stage, making entrances and exits, playing roles in the theatre of life” (p. 240). More often than not, these roles are determined by your personality. The effect personality has on your role in social
settings is huge and can be advantageous or detrimental. There are many ways to develop and cultivate personality, for this section I will focus on personality in relation to one’s character. Divine (2014) writes, “What is character? It is holding an impeccable quality in your thoughts and actions” (p. 117). Spencer (1993) states, “one way of defining impeccability is to say it is the ability to do one’s best always” (p. 55). Castaneda (1984) adds, “The only thing that counts is impeccability…” (p. 109). Divine (2014) goes on, “This impeccability must be practiced – it does not simply accrue automatically. Character’s quality of thought has many forms; the ones we recognize most are the virtues of honorable integrity, truthfulness, trust-worthiness, and humility” (p. 117). Huang and Lynch (1994) also write, “Integrity is the refusal to compromise your talents, your inner sense of self, and your undergirding values…” (p. 259). Developing and consistently acting with integrity “will build trust and loyalty and lead to good results” (Divine, 2014, p. 124). Divine (2014) presents a simple way of developing and practicing integrity in daily interactions that he calls authentic communication. “The practice is done when in conversation and is to speak only if what you have to say is true, it is helpful (wise), and comes from a place of positivity (love)” (p. 125). This practice is very similar to one that Walsh (1999) describes as right speech, “it is no wonder the great religions urge us to choose our words with care and compassion and to say only what is true and helpful” (p. 127). By practicing either of these exercises, it might be possible to enhance your character and increase your honesty and integrity.
In addition, humility is another characteristic that can benefit ones personality. Divine (2014) states, “Humility requires that you surrender your need to control anything but your responses” (p. 159). Humility and humbleness are similar and both are desirable personality traits to cultivate. Humbleness is another way to combat self-importance, or the ego. Huang and Lynch (1994) write about this in terms of selflessness. “Selflessness is an active process of devotion to others’ welfare and interests – even sometimes at the expense of your own” (p. 187). Castaneda (1992) states, “Self-importance is another thing that must be dropped…” (p. 21). Combating self-importance can be done in a few different ways. Trungpa (2009) describes meditation as, “training you to be very simple and to feel that you are not special, but ordinary, extra-ordinary. You sit simply, as a warrior, and out of that, a sense of individual dignity arises” (p. 41). Huang and Lynch (1994) recommend a few approaches to cultivating selflessness. They are: blending with a group, listening, complimenting others, helping, and giving (p. 190). Either the practice of meditation or using these approaches might help you cultivate humility, humbleness, and combat self-importance. It is important to remember that this is an ongoing process and sometimes it can be a struggle. Spencer (1993) adds, “Self-importance must go if you are to become impeccable. Be prepared for this to take a lifetime, but begin right away” (p. 89).
Leadership

Leadership comes in all forms and has many different styles associated with it. Some are effective and some are not. Panicucci (2003) describes eight essential qualities of effective leaders: honesty, model behavior, creativity in problem solving, inspired passion, self-awareness, risk taking, promotion of a shared vision, and competency (p. 17). Here we can see the overlap between one’s personality and their ability to lead others. It is essentially the development of the individual that allows that individual to play a larger role in the community in which they live. “Conscious leadership is the delicate art of listening to others’ needs so that you may serve with respect, trust, and modesty” (Huang and Lynch, 2006, p. 180). Huang and Lynch (2006) go on to provide a few key points regarding effective leadership. They are: listening and being open to criticism, accept and respect others, credit before criticizing, be willing to serve, avoid manipulation, follow the golden rule, encourage mistakes and failures as valuable parts of the process (p. 187). These guidelines are simply stated, but can take a great deal of time and practice to master. It is the practice of these ideas combined with the development of personality traits already outlined that will provide the type of leadership one can use for success. Panicucci (2003) adds, “that individuals who possess some leadership ability often excel, whether that be traditional leadership roles or in other ways” (p. 16).
Ideally, once an individual has a better understanding of these ideas and has been given the space to practice them, they will begin to take on the role of a leader and shape their community.
CHAPTER THREE
METHODOLOGY

The purpose of this study is to develop a curriculum for high school students at a prestigious international arts boarding school. The curriculum will incorporate the major concepts of health and longevity and address the best practices for doing so. The questions guiding this study are: what are the major ideas and concepts that support and promote positive personal growth for students at Idyllwild Arts Academy? What exercises will contribute to each student’s health and longevity? What skills are necessary for coping with the challenges and demands of being an artist in contemporary society? What will help each student achieve his or her full potential in life? To achieve this purpose I followed the following steps: I conducted a review of the literature related to the guiding questions of the study, then I created a draft of the curriculum, I identified a group of experts and gave them the curriculum and a survey for feedback, I used this feedback to look for patterns in the data, and used these patterns to create a set of recommendations for implementing the curriculum. In this chapter I will outline the five steps of the methodology.

Summary of the Literature Review

The first step of this methodology is a review of the literature that relates to the guiding questions of this study. Based on the required coursework for the MA in Holistic and Integrative Studies, combined with my personal interests and
professional experience, I have consistently been drawn to exploring the concepts of health and longevity, especially as those concepts relate to the classes I teach at Idyllwild Arts Academy. The review of the literature focuses primarily on work that was based on practices of spiritual warriors from around the world. However, I expanded my reading list to include experts on health and nutrition as well.

My process for organizing these findings and creating the categories was to annotate and mark pages with color coded cards and sticky notes. Generally, I used a specific color notecard and sticky note for each category. For example, anything related to spirituality was yellow and anything related to the environment was green. This process of using colored cards and sticky notes helped me organize my ideas. Originally I set out in search of the six categories related to holistic health. Which are: mental, emotional, spiritual, environmental, social, and physical. However, when I was finished reading the source material I realized that there were really five categories I had gathered information about.

These five categories are: body, mind, spirit, environment, and community. These categories are further divided into sub-categories. The body was divided into three parts: eating, sleeping, and moving. The mind section is focused on the conscious mind and deals with purpose, goals, visualization, stress, and relaxation. The section about spirit is based on both concentration and contemplation meditation. The environment section presents ideas concerning our connection to nature, including concepts of the sit spot, journaling
and mapping. Finally, the section on community is based on leadership and personality. Each of these categories and sub-categories presents the major concepts that address the guiding questions for this project. Once I organized my research based on these five categories and the concepts that go with them, I wrote a draft of the literature review.

Developing a Draft of the Curriculum

Based on the categories and sub-categories in the review of the literature, combined with my own experience, a draft of the curriculum was developed. The curriculum was designed to address the guiding questions of the study, reflect the findings of the literature review, and include my experience teaching the diverse student body at Idyllwild Arts Academy. I will present excerpts from appendix A to provide an overview of the concepts and give a general idea of the format for the course.

Due to the topic and content of the curriculum, the format of this course is part seminar/lecture and part independent study. The class itself will meet once every six weeks for 80 minutes. In between those meetings I will email assignments and be available for individual meetings with students. The purpose of the 80-minute classes is to introduce new material and check in with the group on progress related to the assignments. Additionally, there will be exercises and activities that we do as a class, some of these will be individual and some will be done in small groups. I will introduce material through multi-media presentations using keynote, videos, and audio clips. At the end of each class I will explain and
assign a set of exercises for students to work on individually. This portion of the class will require each student to consistently practice an exercise or complete an assignment and then journal about it. Here is an overview of the major concepts that will be presented during the classes for this curriculum: our connection to nature, journaling, mapping, patterns of eating, sleeping, moving, passion, principles, purpose, mission statements, values, personality, community leadership, goals, stress, relaxation, focus, meditation, processing and reflection. The individual assignments that are part of these classes and the entire curriculum can be found in appendix A.

Identifying the Experts and Creating the Survey

Using the guiding questions for the study, combined with my experience teaching at Idyllwild Arts Academy, I created a survey to get feedback on the curriculum from a group of experts. The survey is a basic questionnaire that has seven questions that use a Likert type scale and two open ended questions. There was also room and opportunity for comments to be written anywhere on the curriculum if the expert felt it was appropriate and/or necessary to do so. The curriculum, in the form it was given to the experts, can be found in appendix A.

Once the survey was created, I identified a group of experts: Dr. London and Dr. Crowell were chosen because they are professors at CSUSB and faculty in the MA program. David Reid-Marr was chosen because he was part of the Holistic and Integrative studies program and has an extensive background and experience in education as well as the major concepts in the curriculum. He
teaches in the visual art department at Idyllwild Arts Academy and has held this position for over ten years. Margaret Gray was chosen because she has completed the MA in Holistic and Integrative Studies program and has a background in working with students that have learning differences at Idyllwild Arts Academy. Matt Gray was chosen because he has an MA in Education and currently does community and leadership consulting. Gary Gray was chosen because he taught in the classroom for over thirty years and has an extensive knowledge related to the spiritual and environmental sections of the curriculum. Bonnie Carpenter was chosen because she has an MA in Education and has been working in the field of educating theatre students for over 20 years, she was also the Associate Dean of the Arts at Idyllwild Arts Academy for seven years. Molly Newman is currently Idyllwild Arts Academy’s college and career counselor. Marianne Kent-Stoll was chosen because she has been in the field of education most of her professional life, has a very unique perspective on the concepts and goals of this project and is currently the Dean of Academics at Idyllwild Arts Academy. Bill Lowman was chosen because he has a connection to the content of the curriculum and was the founding headmaster of Idyllwild Arts Academy.

Evaluating the Results from the Feedback

The experts had two ways of providing feedback: the questionnaire for each unit, and space for comments to be written directly on the draft of the curriculum. The first step for evaluating the results was to organize the data.
The data from experts will be handled in two ways. First, all of the scaled questions will be tallied based on the unit and question. Second, all of the open ended questions and comments will be digitized in a word document that is organized by unit. It is important to note here, that none of these results will be associated with the expert that provided them. I will not ask any of the experts to sign or write their name anywhere on the survey or curriculum. The feedback from the survey can be found in Appendix B.

Once the data collected has been organized, it will be examined for patterns. At this point, the data will be reviewed at least three times until clear patterns emerge. These patterns will then be grouped and categorized.

Results and Recommendations

In this step, a set of recommendations will be created based on relevant feedback from the survey of experts. These recommendations will be used for implementing the curriculum. It is important to note that the curriculum will not be implemented for this study. It will be implemented in the fall of 2016 and then evaluated. If needed, it will be revised and this process will be repeated if necessary.
CHAPTER FOUR

RESULTS

As previously stated, the purpose of this project was to develop a curriculum for high school students attending an international arts boarding school. The curriculum will incorporate the major concepts of health and longevity and address the best practices for doing so. To achieve the desired results, I followed the following steps. First, I reviewed literature about health and longevity that related to the context of my school and students. Second, based on the findings of the literature review and my experience I created a draft of the curriculum. Third, I identified a group of experts and asked them to review the curriculum and complete a survey. Fourth, I organized the data and looked for patterns. Finally, I compiled a list that clearly identifies the patterns and comments from the experts. The rest of this chapter reports the results of implementing the methodology.

Results from the Literature Review

The research in the literature review was divided into five categories and presented in this order: body, mind, spirit, environment, and community. These categories were divided into sub-categories. The body was divided into three parts: eating, sleeping, and moving. The mind focused on the conscious mind and deals with purpose, goals, visualization, stress, and relaxation. The section about spirit is based on both concentration and contemplation meditation. The
environment section presents ideas on the sit spot, journaling and mapping. Finally, the section on community is based on leadership and personality. Each of these sections and sub-categories presents the major concepts that address the guiding questions for this project. The guiding questions I focused on answering, in relation to the students at Idyllwild Arts Academy, were:

1. What are the major ideas and concepts that support and promote positive personal growth for students at Idyllwild Arts Academy?
2. What exercises will contribute to each student’s health and longevity.
3. What skills are necessary for coping with the challenges and demands of being an artist in contemporary society?
4. What will help each student achieve his or her full potential in life?

Developing a Draft of the Curriculum

Based on the findings in the review of the literature, combined with my experience teaching at Idyllwild Arts Academy, and completing the required coursework for the MA in Holistic and Integrative Studies, I created a draft of the curriculum. It is a three-year long, sequential curriculum specifically designed for the schedule and students at Idyllwild Arts Academy. Due to the topic and content of the curriculum, the format of this course is part seminar/lecture and part independent study. The class itself will meet once every six weeks for 80-minutes. In between those meetings I will email assignments and be available for individual meetings. The purpose of the 80-minute classes is to introduce new material and check in with the group on progress related to the assignments.
Additionally, there will be exercises and activities that we do in class, some of these will be individual and some will be done in small groups. Here is an overview of the major concepts presented during the classes for this curriculum: nature connection, journaling, mapping, eat, sleep, move, passion, principles, purpose, mission statements, values, personality, community leadership, goals, stress, relaxation, focus, meditation, processing and reflection. The individual assignments that go with these classes and the entire curriculum can be found in appendix A.

Identifying the Experts and Creating the Survey

Based on the content of the curriculum and the context of the school environment I chose a group of experts to evaluate the draft of the curriculum. In addition to Dr. London and Dr. Crowell, who are professors at CSUSB, I chose people who either have a deep connection to the content of this curriculum, are professional educators, or have a perspective that I felt was unique and applicable to providing me feedback. David Reid-Marr was chosen because he was part of the Holistic and Integrative studies program and has an extensive background and experience in education as well as the major concepts in the curriculum. He teaches in the visual art department at Idyllwild Arts Academy and has held this position for over ten years. Margaret Gray was chosen because she has completed the MA in Holistic and Integrative Studies program and has a background in working with students that have learning difficulties at Idyllwild Arts Academy. Matt Gray was chosen because he has an MA in
Education and currently does community and leadership consulting. Gary Gray was chosen because he taught in the classroom for over thirty years and has an extensive knowledge related to the spiritual and environmental sections of the curriculum. Bonnie Carpenter was chosen because she has an MA in Education and has been working in the field of educating theatre students for over 20 years, she was also the Associate Dean of the Arts at Idyllwild Arts Academy for seven years. Molly Newman is currently Idyllwild Arts Academy’s college and career counselor. Marianne Kent-Stoll was chosen because she has been in the field of education most of her professional life, has a very unique perspective on the concepts and goals of this project and is currently the Dean of Academics at Idyllwild Arts Academy. Bill Lowman was chosen because he has a connection to the content of the curriculum and was the founding headmaster of Idyllwild Arts Academy. I gave each of these people a draft of the curriculum and asked them to respond to a series of questions that I felt would have the most impact on the project. The survey asked questions such as: Is this curriculum presented effectively for 9th-12th grade students? Does the curriculum support and promotes positive personal growth throughout the learning process? Will the concepts presented in this curriculum help each student achieve his or her full potential in life? See appendix B for the complete survey and feedback.

Evaluating the Results from the Feedback

The experts provided feedback in two ways: the questionnaire was completed for each unit, and comments were written directly on the draft of the
curriculum when the comment related to a specific unit, assignment, or exercise. I created a word document to keep track of both the answers to the open ended questions and any comments that were written directly on the curriculum. In the following paragraphs I will outline the feedback I received from the experts. More than half of the returned surveys had the answers to the open ended questions refer to the comments written on the curriculum. Most of the remaining comments written in the space provided for the open-ended questions did not answer the question. For this reason, I had to combine all three of these categories into one that encompasses all comments. The feedback from the questions on the survey that used the Likert scale can be found in Appendix B as part of the complete presentation of data. However, I will present the general trend of responses with the comments for each unit. None of the comments are linked to the expert who wrote them because I chose to treat all of the data blindly. I will briefly summarize the results for each unit.

For the unit on Nature Connection, the responses to the questions using the Likert scale were all answered either definitely or probably yes. There were three additional exercises recommended, the first was that the students are presented with the idea of finding a spot they are drawn to. The second exercise recommended was lying down and looking up and following the transition from day to night. A third exercise recommended was that students should try and feel their feet on the ground once they were in their sit spot. The experts also provided comments and suggestions such as:
• Provide journal prompts with illustrative questions and examples
• Allow time and space for journaling in class
• Provide an example of an appropriate journal entry
• Include a small group discussion or reflection in this unit

For the unit on eating, sleeping, and moving, the responses to the questions using the Likert scale were all answered probably yes at least eighty percent of the time. The experts also provided comments and suggestions such as:

• Incorporate a 5-minute moving exercise in class
• Simplify the eating, sleeping, and moving presentation to three major points for each topic
• Provide examples and assign exercises based on meaningful eating practices
• Create prompts for journaling using questions from the class presentation
• Create an opportunity for small groups to work together and share ideas and experiences related to their individual habits of eating, sleeping, and moving
• Have additional exercises ready for students who already practice some of these concepts

For the next unit: purpose, passion, and principles the responses to the questions using the Likert scale were answered either definitely or probably yes
more than ninety-five percent of the time. The experts also provided comments and suggestions such as:

- Share my own stories and experiences with students as part of the lecture
- An essay based on the NPR radio show “This I believe” would work for this unit
- Slow down with the mission assignment and integrate it into a class discussion
- Collaborate with other teachers and try to make the essay assignment part of an English or ESL class
- Find a way to remind students to return to their mission on a daily basis
- Great questions in the assignments, but students might need more scaffolding to properly engage with the content
- Create small groups that can be used for support and accountability outside of class

For the unit on values, the responses to the questions using the Likert scale were answered either definitely or probably yes more than ninety percent of the time. The experts also provided comments and suggestions such as:

- Create a specific time to practice using values in a small group scenario such as a role playing activity
• Provide more prompts, explanations, and examples for your expectations of student’s journal entries.

• Define in class: true, helpful, and positive, possibly use these as a prompt for group discussion about students interpretation of these ideas

• Simplify the sequence of assignments and shorten the reflection for this unit

• Discuss obstacles students might face regarding integrity and impeccability while practicing their artistic discipline

In the unit on community leadership the responses to the questions using the Likert scale were answered either definitely or probably yes at least seventy percent of the time. The remaining answers fell into the uncertain category. The experts also provided comments and suggestions such as:

• Add more community leadership examples and emphasis at the beginning of the unit,

• Consider offering a self-assessment for students that would shed light on their own leadership qualities,

• Specifically relate leadership to passion, purpose, and principles,

In the unit on goals the responses to the questions using the Likert scale were answered either definitely or probably yes more than ninety percent of the time. The experts also provided comments and suggestions such as:

• You need to differentiate between goals and purpose
• Provide sample journal pages that might help clarify your expectations for the journaling process
• Have each student revisit their purpose, passion, and principles before having them set goals
• Consider adding the goal setting process to earlier units so students can begin to assess their effectiveness of achieving goals during the course
• Have students choose one goal related to their mission and focus on that
• Provide more context for what the goal setting process is like for an arts high school student
• Utilize a section in the journal or school planner for the goal setting exercises
• I like revisiting the mission, however you need an activity to re-engage the students in this process
• There is only one goal setting approach presented, be prepared for students that this doesn’t work for and be prepared to adjust the approach

In the unit on stress the responses to the questions using the Likert scale were answered either definitely or probably yes more than ninety-five percent of the time. The experts also provided comments and suggestions such as:
• Provide a meditation technique to do the moment stress arises, and practice this as a class or small group activity
• Create another exercise to focus on the major concepts for a bit longer
• Leave time and space between assignments for defining the bigger ideas related to stress and stress management techniques
• Allow more time for students to thoughtfully practice the techniques introduced

In the unit on relaxation the responses to the questions using the Likert scale were answered either definitely or probably yes more than ninety percent of the time. The experts also provided comments and suggestions such as:
• Do more breathing meditation as a class or in small groups during class
• Have students list their distractions and then prioritize the list as a class or in small groups, prioritize distractions from least to most distracted items
• Introduce meditation without visualization much earlier in the curriculum so that it is not exotic and special
• Combine the ideas you present with the idea of taking on less, limiting what they do; focusing on what is essential, etc. What can the students cut out of their daily list of obligations to reduce stress?
• Collaborate and ask other teachers to incorporate these ideas in their classes as well.

In the unit on focus and concentration the responses to the questions using the Likert scale were answered either definitely or probably yes more than ninety percent of the time. The experts also provided comments and suggestions such as:

• Clearly define the connection between these concepts and everyday life
• Include an activity based on walking in nature that requires focus and concentration
• Provide time in class to practice some of the exercises presented
• Move this unit earlier in the sequence of the curriculum
• Collaborate with Residential Life to create an opportunity to practice these exercises in the dorms
• Practice and demonstrate each exercise with them as a group
• Move this unit earlier in the sequence because I think this it is more “concrete” and likely to facilitate students seeing the value of the curriculum – helping to create a strong foundation for more abstract units that come later.

In the unit on meditation the responses to the questions using the Likert scale were answered either definitely or probably yes more than ninety percent of the time. The experts also provided comments and suggestions such as:
• Follow each meditation with 5-10 minutes of journaling
• Collaborate with other faculty and staff on campus to create practice sessions outside of class
• Keep it really simple, the Shambala exercises are too exotic
• Simplify the process, make it one assignment instead of two and omit the dragon contemplation or make it optional
• Introduce these concepts at the beginning of each class period, rather than as a stand-alone unit

In the processing and reflection unit the responses to the questions using the Likert scale were answered either definitely or probably yes more than ninety percent of the time. The experts also provided comments and suggestions such as:

• Provide more guidance on the connection and interrelatedness of the units
• Allow and encourage creative ways for the students to reflect and share their thoughts on the course
• Use the DEAL or service learning model for the reflection process
• This unit needs to be more explicit since it feels like a culmination of their hard work
• Add a reflection to the end of every grade level sequence or at the end of each unit
In addition to the unit comments and suggestions, there was general feedback provided on the curriculum questionnaire. This feedback was primarily in the form of comments, thoughts, suggestions and questions, in addition to the scaled questions. The responses to the questions using the Likert scale were answered either definitely or probably yes more than ninety-five percent of the time. Here is an overview of the feedback from the experts; the full record of comments is in Appendix B:

• Have a solid introduction to the overall program and the idea of warriorship.
• Create clearer divisions between the grade levels and make appropriate changes to these units.
• Be clearer on the timing related to each grade level.
• Provide more focus on “move” - maybe it’s own unit.
• Provide sample journal pages and more prompts or directions for journals while still keeping them open ended.
• Clarify the “class” lectures/activities, etc.
• Place the “processing” unit at the end of each grade level.
• Integrate processing/reflection into each unit.
• Make the time commitment for the depth that is necessary - Any institution that adopts this curriculum will need to commit the time that is appropriate for the in-depth coaching, mentoring, and
processing (soak time) of this material so that it truly becomes a lifestyle for the student.

- Timing of the material will take some experimentation with the curriculum to make sure the amount of time given to the topics is appropriate for the learning process.
- Some basic skills will need to be integrated into the curriculum for affective journaling.
- The integration or format of so many concepts into journals may need more specific direction to the students to help them organize, at least in the beginning stages. After time the students will either follow the prompts and protocols provided or will evolve their own versions.
- Are the 80-minute classes enough?
- Is there space for small group processing? And working on assignments together?
- Perhaps begin the entire course with a retreat?
- How well will this curriculum transfer to other schools?
- Have a 1-day or weekend retreat to begin the course and build community, provide an opportunity for experiential learning, clarify the goals of the course and potential for growth of the students.
• Create small groups of 3 students and require them to meet regularly for: completing an activity, processing, sharing and being held accountable.

• Most students will not put in the effort required to receive the benefits of the curriculum. A few suggestions: support groups, periodic interviews and check-ins with individual students, fail students if the effort is not put forth and also provide plenty of opportunity to improve their effort, provide authentic feedback to students for lack of effort.

• Create an alternate assignment for the sit spot if there are students it does not work for.

• Ask for student input and brainstorm additional topics to cover.

• Integrate ongoing assessment, especially to determine student interest and engagement. Then, adjust and modify the curriculum accordingly.

• Always allow students to create their own way of exploring the curriculum.

• Units 8, 9, and 10, should come earlier in the curriculum.

• Use the first 15 minutes of every class to introduce exercises and concepts from units 7-10. Then use the middle 50-minutes of each class to focus on the concepts and exercises presented in units 1-
6. Finally, conclude each class with some form of reflection and/or processing activity for the last 15-minutes.

Recommendations Based on the Results from the Data in the Feedback

After collecting the data, I separated it into two general categories. The first category was for the data from the survey using the Likert scale and the second category was for all of the feedback in the form of comments, suggestions, thoughts and questions. The data from the Likert based questions leads me to believe that both the units and overall curriculum were well received by the experts and on the right track for successfully addressing the guiding questions for this project. The next step was to organize the comments, suggestions, thoughts and questions. I reviewed this data three times and looked for patterns based on the repetition of feedback from the experts. The patterns that emerged from this data can be grouped into categories. The categories are: a retreat, journaling, group work, clarification, simplification, sequencing, pacing, collaboration, scaffolding, reflection, and processing. Based on the patterns identified in the data, I have summarized the changes I believe need to be made in the curriculum before implementation:

Retreat – It is recommended that the entire program begin with a retreat so that students can get a clearer picture of the course and its objectives. In addition this will provide an opportunity for small group activities, community
building, and experience with some of the fundamental practices in the curriculum. It is also recommended that the course have a similar event at its culmination, these events will provide a concrete beginning and ending to the course.

Journaling - Provide prompts for all assignments that ask for journal entries. These prompts can be in the form of illustrative questions or examples of what is required. In addition, it is recommended that the instructor provide the journals for the students so that everyone is working in the same format. There should also be time and space during class for journaling and addressing any issues students are having with the process.

Group Work – At the beginning of each grade level, students should be divided into groups of three. These small groups should be used for supporting one another throughout the course, completing assignments, processing, sharing, and reflecting. In addition to group work outside of class, there should be time for a few small group exercises that take place during class.

Clarification – There were quite a few comments asking for more clarification on the parameters of an assignment or the steps of an exercise. For this reason, it is recommended that each unit is addressed and that the assignments and class descriptions be clarified. In addition, there should be time for student questions and a process for this to occur so that students do not misunderstand the major concepts or assignments related to those concepts.
Simplification – The major concepts of specific units, such as the eating, meditation, and goal setting sections should be broken down even further so that students take a way just the major points. In addition, reflections should be shortened to less than one page.

Sequencing – the major recommendation regarding the sequencing was to change the order of the first two units and introduce the major concepts from units 7-11 much earlier in the curriculum, perhaps even making them part of the other 6 units. This would also change the timing and structure of the individual classes. For example: use the first 15 minutes of every class to introduce exercises and concepts from units 7-10. Then use the middle 50-minutes of each class to focus on the concepts and exercises presented in units 1-6. Finally, conclude each class with some form of reflection and/or processing activity for the last 15-minutes. This will provide an opportunity to introduce the stress, relaxation, focus, concentration, and meditation techniques throughout the entire school year and make these concepts less exotic and more approachable for the students. This recommendation will also affect the structure of the individual lessons, they will have to be addressed and revised accordingly.

Pacing – The main suggestion about the pacing was to slow down and provide more space between concepts. The recommendation is to introduce fewer concepts at once, but introduce them more often. For example, rather than
an entire class being devoted to relaxation, the relaxation exercises will be introduced one at a time during all of the classes throughout the year.

Collaboration – There were suggestions made to create opportunities to collaborate with other faculty. Ideally, this will provide students the opportunity to practice the exercises outside of class. This recommendation will also help with the support, from other faculty, individual students might need while working through some of the major concepts. The recommendation is to find a select group of faculty that will help provide opportunities for students to practice and work on assignments outside of class. In addition, it is recommended that a brief presentation of the curriculum be made to the entire faculty with the intention of identifying collaborators and people interested in supporting students through the course.

Scaffolding – There were a few comments and questions regarding the ability for younger students and ESL students to gain the most from the units and exercises. Additionally, it was suggested that there be more opportunities for support and guidance for students throughout the curriculum. The recommendation for scaffolding is to be open and aware throughout the course that it might be necessary for some or most students.

Reflection – The recommendation is to simplify the process and shorten the reflection papers. By doing this, the reflection can be integrated into each unit using prompts. There should also be time at the end of each class for this process to happen, either in small groups or individually.
Processing – The major recommendation for processing, in addition to creating small groups for this purpose and creating time in class for formal reflection, is to set up a system where the instructor can meet with students one on one or in small groups. This will provide students another level of support and engagement with the material while also creating an opportunity for the instructor to assess their interest and understanding of the concepts.

Assessment – It is recommended that a formal assessment process be implemented. This will solidify the desired outcomes for students in the course as well as create an opportunity to adjust and modify the curriculum if needed.

In summary, the quantity and quality of the feedback from the experts provided a variety of recommendations that I believe will significantly effect the quality of the implementation of this curriculum in the fall of 2016.
CHAPTER FIVE
CONCLUSION

As previously stated, the purpose of this study was to develop a curriculum for high school students at a prestigious international arts boarding school. The specific purpose of this study was to discover the major concepts of health and longevity and address the best practices for creating an advanced curriculum that addressed these concepts in relation to the context of the students and school where I teach. In the following sections of this chapter I will present a summary of this project, recommendations based on implementing the methodology, describe limitations for implementing the curriculum, and finish with concluding remarks.

Summary and Conclusion

To achieve the purpose of this study, I followed these steps. First, I reviewed literature about health and longevity that related to the context of my school and students. Second, based on the findings of the literature review and my experience I created a draft of the curriculum. Third, I identified a group of experts and asked them to review the curriculum and complete a survey. Fourth, once all the surveys were returned I organized the data and looked for patterns. Finally, I compiled a list of recommendations based on the data to use when the curriculum is implemented.
The research in the literature review was divided into five categories and presented in this order: body, mind, spirit, environment, and community. These categories were divided into sub-categories. The body was divided into three parts: eating, sleeping, and moving. The mind section focused on the conscious mind and deals with purpose, goals, visualization, stress, and relaxation. The section about spirit is based on both concentration and contemplation meditation. The environment section presents ideas on the sit spot, journaling and mapping. Finally, the section on community is based on leadership and personality.

Using the findings in the review of the literature, combined with my experience teaching at Idyllwild Arts Academy, and completing the required coursework for the MA in Holistic and Integrative Studies, I created a draft of the curriculum. The curriculum is a three-year long sequential course that includes 11 units. Each unit has one 80-minute class that will meet every six weeks, these classes will be used to check in with students, introduce new material, and practice specific exercises as a group. In between these classes, the course is primarily an independent study based on a series of assignments and exercises related to the major concepts introduced during the 80-minute classes.

Based on the content of the curriculum and the context of the school environment I chose a group of experts to evaluate the draft of the curriculum. The group of experts consisted of people who either have a deep connection to the content of this curriculum, are professional educators, or have a perspective that I felt was unique and applicable to providing me feedback. I gave each of
these people a draft of the curriculum. I then asked them to respond to a series of questions that were based on the guiding questions for this project. See appendix A for the complete curriculum and appendix B for the survey.

The experts provided feedback in two ways: the questionnaire was completed for each unit, and comments were written directly on the draft of the curriculum when the comment related to a specific unit, assignment, or exercise. I organized this data based on the type of response and created two major categories. The first was for all of the questions using a Likert scale and the second was for all of the comments, suggestions, thoughts and questions written on the survey and throughout the curriculum itself. I chose to handle all of this data blindly so none of the data is associated with an expert. I reviewed this data three times and looked for patterns based on the repetition of feedback from the experts. The patterns that emerged from this data were then used to create a set of recommendations that should be addressed before implementing the curriculum.

Recommendations

Based on the patterns in the data, I decided the following changes should be made in the draft curriculum:

First, I will begin the entire program with a retreat so that students can get a clearer picture of the course and its objectives. In addition this will provide an opportunity for small group activities, community building, and experience with some of the fundamental practices in the curriculum. I will also have a similar
event at the culmination course. These events will provide a concrete beginning and ending to the course.

Second, I will provide prompts for all assignments that ask for journal entries. These prompts will be in the form of illustrative questions or examples of what is required. In addition, I will provide the journals for the students so that everyone is working in the same format. I will also allow for time and space during class for journaling and addressing any issues students are having with this process.

Third, at the beginning of each grade level, students will be randomly divided into groups of three. These small groups will be used for supporting one another throughout the course, completing assignments, processing, sharing, and reflecting. In addition to group work outside of class, there will be time for a few exercises to take place during class.

Fourth, I will clarify the parameters of each assignment and the steps of the exercises. Each unit will be addressed and the assignments and class descriptions will be clarified. In addition, I will provide time and a process for student questions so that students do not miss understand the major concepts or assignments related to those concepts.

Fifth, The major concepts of specific units, such as the eating, meditation, and goal setting sections will be broken down even further so that students take a way just the major points. In addition, I will shorten reflections to less than one page.
Sixth, I will change the order of the first two units and introduce the major concepts from units 7-11 much earlier in the curriculum, perhaps even making them a part of each of the other 6 units. This will provide an opportunity to introduce the stress, relaxation, focus, concentration, and meditation techniques throughout the entire school year and make these concepts less exotic and more approachable for the students. This will also affect the structure of the individual lessons, I will have to address and revise them accordingly.

Seventh, I will slow down and provide more time and space between concepts. In order to do this I will introduce fewer concepts per class. For example, rather than an entire class being devoted to relaxation, the relaxation exercises will be introduced one at a time during all of the classes throughout the year.

Eighth, I will create opportunities to collaborate with other faculty. Ideally, this will provide students the opportunity to practice the exercises outside of class. This should help with the support, from other faculty, individual students might need while working through some of the major concepts. I will select a group of faculty to help students practice and work on assignments outside of class. In addition, I will make a brief presentation of the curriculum to the entire faculty with the intention of identifying collaborators and people interested in supporting students through the course.

Ninth, I will take into account the needs required for younger students and ESL students to absorb the concepts and exercises of the curriculum. I will
provide more opportunities, support, and guidance, for students throughout the curriculum. I will use scaffolding methods throughout the course when it might be necessary for students. Since the curriculum has not been implemented, nor will it be for this project, this is a general change based on the content of the major concepts of the course and the diverse student body that attends Idyllwild Arts Academy.

Tenth, I will simplify the processing component and shorten the reflection papers. By doing this, the reflection can be integrated into each unit using specific prompts. I will also allow time at the end of each class for this process to happen, either in small groups or individually.

Eleventh, I will create small groups specifically for processing and create time in class for formal reflection. I will set up a system where students can meet with me individually or in small groups. This will provide students another level of support and engagement with the material while also creating an opportunity for me to assess their interest and understanding of the concepts.

Twelfth, I will create and implement a formal assessment process. This will solidify the desired outcomes for students in the course as well as create an opportunity to adjust and modify the curriculum if needed.

Limitations

Based on the findings of the literature review and the feedback from the experts, I have identified three major limitations that need to be considered before implementing the curriculum. The first major limitation is getting students
to buy-in to the importance and relevance of the curriculum in order for them to
dedicate the necessary time to completing the assignments. The second major
limitation is time. The third major limitation is the lack of structured student
teacher interaction outside of the 80-minute class periods. In the next three
paragraphs I will explain each of the limitations in more detail.

In regards to student buy-in, this is potentially a huge challenge. Idyllwild
Arts Academy already has a dual curriculum, arts and academics, this course
falls under the academic program, but the academic program does not provide
the time or support needed to affectively implement this course. Right now, the
class is scheduled to meet for 80-minutes once every six weeks. Because of this
schedule it is extremely difficult to develop a relationship with students, which is
integral to helping them successfully complete this curriculum.

Time is something that all of the programs at Idyllwild Arts Academy are
constantly fighting over. There is never enough time in the schedule for students
to do everything teachers expect. There is a hierarchy that most students use to
determine what they will spend their time doing. Usually, arts are on the top,
followed by academics. Since this course is even lower in the hierarchy than
academics, it is impossible to expect students to spend the time needed to work
through the major concepts and successfully complete the curriculum.

The last major limitation is structured student teacher interaction. Without
time and space for structured interaction outside of class between students and
the teacher, it is going to be extremely difficult to provide meaningful assessment
and support for students. Based on the feedback from the experts, it is obvious that the concepts this course covers are challenging and will require guidance and support above and beyond the scheduled class time. However, based on the current schedule at Idyllwild Arts Academy this guidance and support will be very difficult to provide.

All three of these limitations are related and overlap in different ways. Even though these limitations present serious obstacles to successful implementation, I am still optimistic that with the useful feedback from the experts I can implement and effective curriculum in 2016-2017 that can be further refined in future years. In summary, fortunately I am not implementing this curriculum until the fall of 2016 and even when it is implemented I will be able to revise it as necessary to make it as effective and meaningful as possible for the students at Idyllwild Arts Academy.

Concluding Remarks

While pondering my concluding remarks for this project I realized a few things that are important to note here. First, this project is really a snapshot of where I am in the process of learning and teaching these concepts. If I had completed this project 3 years ago it would not look the same as it does now, nor would it look the same if I did this project 3 years from now. Second, the majority of the concepts and ideas presented in the curriculum are somewhat timeless, but my interaction with them has changed and will continue to evolve the longer I work with and explore them. I will do my best when implementing this curriculum
to impart this notion to my students. And finally, having gone through the process of completing the course requirements for the MA in holistic and integrative studies combined with the work I have done on this project, I can confidently say that I have practiced and used every concept in the curriculum. I know that they work, but they require time and dedication to work effectively. This time and dedication is the most important part of the process. There is no destination when working through the concepts presented in the curriculum because the journey is the destination.
APPENDIX A
THE DRAFT OF THE CURRICULUM
Appendix A

The Curriculum

This is a three-year long, sequential curriculum for international art boarding high school students. It is assumed that each of the students in this class already has an artistic discipline on which they are focusing, and the ideas presented here will help them grow in positive, productive ways, to become better people and stronger members of our global community. Since most of the ideas presented in the Review of the Literature overlap, or they are related beyond just the individual who is practicing them, I will present them simultaneously or repeat concepts to ensure they have been understood. Due to the topic and content of the curriculum, the format of this course is part seminar/lecture and part independent study. The class itself will meet once every six weeks for 80 minutes. In between those meetings I will email assignments and be available for individual meetings with students. The purpose of the 80-minute classes is to introduce new material and check in with the group on progress related to the assignments. Additionally, there will be exercises and activities that we do as a class. Some of these will be individual and some will be done in small groups.

My primary form of introducing material is through multi-media presentations using keynote, videos, and audio clips. When introducing the material and content, I will include my own experience, in the form of stories and anecdotes. When, and if, it works I will provide a metaphor or conceptual representation of the topic and presentation. For example, a strong metaphor for goal setting is mountain climbing. No one is going to wake up and climb Mt. Everest without ever having climbed before. Climbers who summit Mt. Everest spend months, years, and even decades, training and building on the skills required for standing on top of the world. Personally, my most effective goal setting processes have been achieved in the discipline of rock climbing, so I will bring in stories from those experiences as well as use videos and share stories of other peoples experiences. At the conclusion of each class, I will explain and assign a set of exercises for students to work on individually.
The independent study portion of this class will require each student to consistently practice an exercise or complete an assignment and then journal about it. The journaling format is up to the individual. However, I will require that each student have a minimum number of entries per assignment, in addition to a written reflection for each assignment. These reflections will be submitted formally, but the journaling is more important for the students processing the experience than it is for my assessment of them. However, it will serve both functions for this curriculum. The independent study portion of this curriculum is the core of the course. My intention is to present the ideas and concepts in a simple enough way that they are accessible and practicable for everyone in the class. In the next section I will describe my framework for the 80-minute classes. The last section will consist of the assignments and exercises based on the review of the literature.

**Directions for the Experts:**

For the purposes of this study I have created Likert based questionnaire for each individual unit and one for the entire curriculum. What I am asking of you, the expert reader, is to complete the questionnaire for each unit and then one for the entire curriculum. I have chosen to organize this by unit and then assignments for that unit. Each unit is preceded by the questionnaire for that unit. I felt this was the easiest way for you to reference the questions while reading the unit description and assignments. There are also two open ended questions on each of the unit questionnaires as well as on the curriculum questionnaire. Please, feel free to add any other comments or suggestions after the two open ended questions, or anywhere else in this document that you want.
80-Minute Class

00-10 minutes: Welcome/Attendance/Ice Breakers/Calendar Items
10-15 minutes: Introduction of the day’s lesson/metaphor and major concepts
15-35 minutes: Keynote/Multi-media presentation or Group Activity/Exercise
35-40 minutes: Break/Stretch/Move
40-60 minutes: Keynote/Multi-media presentation or Group Activity/Exercise
60-70 minutes: Questions/Comments/Concerns
70-80 minutes: Presentation of Exercises/Assignments

This is a broad overview of how I will break down the 80-minute classes. Often, I will have a video, or a slide with quotes and an audio track playing when the students walk into class. Ideally, this will focus their attention and provide a nice transition in to the class. By using the first 10 minutes of class to take attendance, check in with students and go over any major events for the upcoming week, I feel that this helps put everyone on the same page and loosens up the class environment. The actual presentation is the heart of the class, but it can be difficult for students to listen to me lecture in a dark room early in the morning, so I will do my best to break up the presentation with videos, movement, and a break. Finally, I want to make sure that everyone has a chance to ask questions and leave plenty of room for processing as a group. For some students, the ideas presented in this class might challenge their beliefs, background and paradigm. Therefore, I want to make sure that there is space for their opinions and voice to be heard. The last part of the class is really another transition, although this transition is moving them toward the exercises and assignments they will be working with on their own.
Classes/Units

Here is an overview of the scope and sequence for the major concepts presented during the classes for this curriculum. The individual assignments that go with these classes will be in the next section.

Unit 01: Nature Connection/Journaling/Mapping
Unit 02: Eat/Sleep/Move
Unit 03: Passion/Principles/Purpose/Mission Statements
Unit 04: Values/Personality
Unit 05: Community Leadership
Unit 06: Goals
Unit 07: Stress
Unit 08: Relaxation
Unit 09: Focus
Unit 10: Meditation
Unit 11: Processing/Reflection
UNIT 01 - Nature Connection

Description: The core of this unit is finding the sit spot, and practicing the awareness exercises while at the sit spot. During the class meeting the instructor will provide an overview and description of a sit spot, in addition to introducing the exercises to practice while there. Additionally, the entire class will take a slow, silent, barefoot walk through the meadow on campus. The second class in this unit will be focused on exploring the journaling process and the art of mapping. These are fundamental ideas for this curriculum and will remain a part of it for the entire program.

Objective: Enhance awareness and connection to the world around us.

Concepts: sitting, owl eyes, deer ears, journaling, and mapping

Timing: The classes will follow the 80-minute format. However, the exercises will be introduced over the entire school year. The sit spot is an ongoing practice, which will continue to evolve over all three years of the program.

Assignments:
1 – The Sit Spot
2 – Awareness
3 – Journaling and Mapping

Assessment: Students will periodically, every 6-8 weeks, be asked to write and hand in a reflection of their experiences. In addition, I will check their journals on a regular basis to ensure they are keeping up with the assignments and increasing their understanding of the concepts.
THE SIT SPOT
Unit 01 – Assignment 01

Please spend enough time over the next two weeks to wander campus and the surrounding forest until you have found a sit spot. Finding a sit spot and choosing the right location is something that should be done with mindfulness. Morgan and Young (2007) recommend that your sit spot be convenient, easy to access, and safe. You should also take into consideration the size and location of your sit spot, the ecological diversity of the area surrounding your sit spot, and the amount of privacy your sit spot has (p. 17).

Once you have found a spot that meets the requirements, spend some time there. At least 10-15 minutes, 3-5 days per week.

This exercise is simple and enjoyable… Simply open yourself to the surroundings and appreciate the magnificence of the scenery, the varieties of plant and animal life, and their impact on your heart and mind. For many people, such experiences feel naturally healing and lead to a recognition of the sacredness of nature (Walsh, 1999, p. 202).

This recognition of the sacredness of nature is the deep connection that the sit spot provides. In fact, there is no better way to develop a deep connection to nature than sitting still, with a calm, quiet, meditative mind and witnessing the world around you, which is summed up nicely here:

One key benefit of the sit spot practice is developing a connection to “place.” While sitting in a “spot,” an intimate connection to that location is created. The essential attitude of this routine is getting to know one place really well – one biome, one community of soils and plants and animals and trees and birds and weather systems – at all times of day and night, and in every season and weather (Young, Haas, McGown, 2010, p. 67).

At the end of these two weeks, I would like you to write a short reflection on the process you went through to find your sit spot, and anything you would like to share that you have experienced while sitting there. The reflection should be 1-2 pages.
Awareness
Unit 01 – Assignment 02

This assignment continues to explore the sit spot, and is the beginning of developing nature observation and awareness skills related to your sit spot. For the next two weeks, I would like you to practice sensorial awareness with our dominant senses: seeing and hearing. Please spend at least 15 minutes, 3-5 days per week.

At first, practice these separately, one sense at a time. The first exercise is to use Owl Eyes. Brown (1983) describes it as wide-angle seeing:

… Gaze toward the horizon (or farthest wall), spreading your arms wide to the sides and behind you. Then, wiggling your fingers, bring your hands to the sides and behind you. Then, wiggling your fingers, bring your hands gradually forward until you detect the first flicker of movement out of the corners of your eyes (Brown, 1983, p. 40).

The next sense I would like you to focus on is listening. Here are a few descriptions of how and what to do:

Sit down, close your eyes, and listen. Concentrate only on hearing. If the area is relatively quiet, listen to the quality of silence. What do you notice about it? How would you describe it? Is it really the absence of sound, or only a relative quiet? If the area is full of sounds, focus on them one at a time and notice the different qualities. Try to expand your range of hearing to pick up sounds even beyond the faintest one you think you can hear. Do this exercise in varied environments. How would you describe the basic differences between the sounds of a seashore, a meadow, a forest, and a mountain? (Brown, 1983, p. 49).

Additionally, you might try this exercise:

Send your hearing out in one direction at a time – first to the left, then to the right, behind you, ahead of you, and up and down. Listen first for the quietest sounds in each direction. Then let you ears soak in all the sounds at once, and keep track of the direction and distance of the origin of each sound. Try to determine the height off the ground of the maker of the sound (Young, 2013, p. 189).

At the end of these two weeks, I would like you to write a reflection about your experience using these sensorial awareness exercises. The reflection should be 1-2 pages.
Journaling and Mapping
Unit 01 – Assignment 03

In this assignment you will continue to use your sit spot and build on the awareness skills you developed in the last assignment. The process for this assignment is based on the skills of observation and the documentation of those observations. You will need to procure some type of journal, notebook, or sketchbook that is dedicated to this class. What you choose is entirely up to you, and I do have some thoughts and recommendations if you have questions. Once you have something to record your observations in, I would like you to practice the following exercise:

Plan to stay in your sit spot for at least forty minutes. This allows enough time for any disturbance that you may have caused walking in to settle down and for the animals to resume their activities. Divide the time period into ten-minute intervals, starting with a zero period that denotes the time in which you walk to your spot. Periods one through four are the actual times during the sit, each lasting ten minutes (for a total of forty minutes), and period five is the time when you walk back from the sit. Write in your journal as events happen during the sit. Label everything in sequence by the period. For instance, “1A” denotes the first event in period one (Young, 2013, p. 184).

This exercise should be practiced at least three times over the next two weeks. In addition to this, and instead of a written reflection, I would like you to create a map of your sit spot area. “Mapping orients us, and shows us the gaps in what we notice… it also brings the landscape to life” (Young, Haas, McGown, 2010, p. 58). This process doesn’t have to be complicated; in fact it is really quite simple. “Orient to the compass directions, and perceive the landscape from a bird’s eye view. Draw maps to locate features of the landscape or tell stories that map your explorations (Young, Haas, McGown, 2010, p. 58). During our next class I would like to see your field book and take a look at your map.
UNIT 02 - Eat/Sleep/Move

Description: This unit is about developing a deeper awareness of what students eat, how much sleep they get and how often they are moving. Developing this awareness is the first step, next I will ask them to begin modifying their habits using ideas presented in the review of the literature.

Objective: Enhance awareness of our patterns regarding eating, sleeping, and moving. Develop habits that are in line with concepts presented in the review of the literature.

Concepts: healthy food vs. junk food, agnostic food game, two-week test, sugar de-tox, Eating with awareness, mindfulness and sensibly. Why we need sleep, how much sleep we need and ways to get more sleep that is also higher in quality.

Timing: The classes will follow the 80-minute format, however the exercises will be introduced over the entire school year. These exercises will primarily be observation and documentation done by the students in a journal format.

Assignments:
1 – Eat
2 – Record/Journal your sleep habits, quantities and qualities. Experiment with the tips for getting better sleep.
3 – Practice ancestral movement throughout the day in addition to at least 30 minutes of walking 3-5 times per week.

Assessment: Students will periodically, every 6-8 weeks, be asked to write and hand in a reflection of their experiences. In addition, I will check their journals on a regular basis to ensure they are keeping up with the assignments and increasing their understanding of the concepts.
EAT
Unit 02 – Assignment 01

Over the next two weeks, I would like you to experiment with what, and how, you eat. It is important that you record everything that you ate and what the environment was like that you were eating in. Journaling for this assignment will be very important for two reasons. The first is that it will help you see patterns in your eating and it will show me how diligent you were with the assignment. I encourage you to try the agnostic food game for the next two weeks:

I created a diet-quality hierarchy that ranked the ten categories of food by quality and instructed athletes to simply eat each food type more often than any of lesser quality… This one rule was designed to maximize health and performance while allowing freedom to eat everything, to eat for pleasure, and to exercise individual preferences… The ten categories of foods in my agnostic healthy-eating game are, in decreasing order of quality:

- Vegetables (essential)
- Fruits (essential)
- Nuts, seeds, and healthy oils (recommended)
- High-quality meat and seafood (recommended)
- Whole grains (recommended)
- Dairy (recommended)
- Refined grains (acceptable)
- Low-quality meat and seafood (acceptable)
- Sweets (acceptable)
- Fried foods (acceptable)

So the one rule of the agnostic healthy eating game is this: on a weekly basis, eat each type of “essential” food more often than any type of “recommended” food, and eat each type of “recommended” food more often than any type of “acceptable” food (Fitzgerald, 2014, p. 260).

And, for at least 5 meals over the next two weeks, I would like you to practice one of these exercises:

Exercise One:
Sit down and take time to relax. Begin by enjoying the sight and smells of the meal… Take your first bite, then put your fork or spoon down. Pay close attention to every sensation… Be aware of the desire to chew and swallow quickly in order to get more… Continue to eat each mouthful as carefully, consciously, and enjoyably as you can… At the end of the meal, take a moment to experience the feelings of satisfaction” (Walsh, 1999, p. 186).
Exercise Two:
One of the best ways to experience the whole realm of senses is to mix up a big salad with a wide variety of vegetables… when the salad is prepared, sit down and enjoy it in a leisurely way. Do not bolt it down as you might be tempted to do at a fast-food establishment. Make it a deliberate, delicious ritual. Notice how the vegetables have been transformed and how their combination in the salad makes them look even tastier. Savor the smells and flavors of each bite. Listen to the different sounds as you chew, and pay attention to the different sensations on your tongue. Most important, realize you can eat this way anytime you want” (Brown, 1983, p. 60).

At the end of the next two weeks, I would like you to write a short reflection on your experience. Some ideas to be aware of during the next two weeks are changes in: appetite, mood, energy level, quality of sleep, cognitive abilities such as focus and concentration etc.
Sleep  
Unit 02 – Assignment 02

Over the next two weeks I would like you to consistently observe and record your sleep patterns, in relation to a few changes you might have to make, in your notebook dedicated to this class and purpose. It might even be a series of blank pages that you keep next to your bed. First I would like you to read through the following tips and tricks for getting better sleep and more of it.

Examine your commitments. If you have taken on too many responsibilities at school or work, cut back to a more manageable load.

Plan a daily schedule that allows you to spend at least nine hours in bed. Plan to go to bed and get up at the same time every day.

Stick with your schedule. If you must stay up late, make it no more than two hours past your usual bedtime, then take an afternoon nap the next day.

Don’t nap too late in the day or you will have trouble getting to sleep at night.

Many people find that early afternoon is the best naptime.

Get some exercise every day, but avoid anything more strenuous than a relaxing stroll in the evening.

Establish a quiet time in the evening before bedtime. Turn off the computer, TV, radio, and CD player, and take only emergency telephone calls. Take a warm bath and enjoy a glass of milk or a cup of herbal tea. Read something light and pleasant and settle into a comfortable position before sleep.

Turn off mobile phone and text messaging services. Interruptions erode sleep quality, and they can cause daytime sleepiness as great as loosing several hours of sleep can.

Keep lights dim in the evening. Turn them on bright in the morning.

Regulate the temperature in the bedroom. Being too hot or too cold can interfere with sleep.

Cut out coffee and caffeinated sodas after noon. Avoid tobacco and alcohol; they disrupt sleep (Byrne, 2006, p. 61).

Once you have read through these, choose 3-5 that you think you can consistently follow over the next two weeks and do so. While in the process of following this guideline, I would like you to record your sleep patterns. This would include a brief overview of the last hour before falling asleep, what time you went to bed and woke up, and what you did in the first hour after waking up. Also, record and document any other pertinent information based on the guidelines. Such as, it was tech week, I drank coffee until
rehearsal at 730pm. I worked out harder than ever right before dinner, etc. At the end of this process, please complete a short reflection on any major observations or experiences.
Move

Unit 02 – Assignment 03

For most of you, this will not be a difficult assignment. A lot of you move all day long, and some of you move sporadically enough throughout the day that you are already practicing the concepts I am about to present. However, I would like everyone to be more aware of their movement patterns and how long they are sedentary for in between periods of movement. Movement is one of the fundamental aspects of health and longevity.

Think of it this way: Until the recent industrial era, life was a constant physical challenge. We didn’t have refrigerators, preservatives, microwaves, fast food, or pizza delivery to help us put dinner on the table. Rather than rushing to the grocery store with a credit card, we’d wander onto the plains with a weapon or go out to gather grasses, grains, fruits, and vegetables… there were powerful benefits in terms of physical fitness and endurance (Greenfield, 2014, p. 63).

Because of this, I would like for you to be more diligent and aware of your daily and day-to-day movement patterns. Over the next two weeks I would like for you to practice the following suggestions as much as possible.

- Stand and walk as much as possible.
- Never sit for longer than an hour without standing and doing… callisthenic movement.
- Spend as much time as possible outdoors in the fresh air.
- Lift something heavy everyday.
- Commute whenever possible on foot or bike.
- Learn how to breathe, stand, and move properly. (Greenfield, 2014, p. 63)

Please, record your day with as much detail as you can. How often were you sitting, walking, squatting, moving etc.? At the end of the next two weeks, I would like you to write a reflection on any changes you noticed or experiences you had with the process.
UNIT 03 - Passion/Principles/Purpose

Description: This unit is designed to help students deepen their understanding of who they are, and what they believe.

Objective: Students will develop and enhance their awareness in relation to their unique perspective, and how this relates to their Passion/Principles/Purpose.

Concepts: Passion/Principles/Purpose /Mission Statements

Timing: The classes will follow the 80-minute format, however the exercises will be introduced over the entire school year. These exercises will primarily be practice, observation, and documentation, done by the students in a journal format.

Assignments:
1 – Passion/Principles/Purpose
2 – Mission Statement

Assessment: Students will periodically, every 6-8 weeks, be asked to write and hand in a reflection of their experiences. In addition, I will check their journals on a regular basis to ensure they are keeping up with the assignments and increasing their understanding of the concepts.
Passion/Principles/Purpose
Unit 03 – Assignment 01

Over the next three to four weeks I would like you to spend time alone, at your sit spot, contemplating your passion, principles and purpose. I will provide a series of questions that will serve as a framework for this process. I recommend that you use a journal or notebook to write down the answer to these questions.

Your Passion:
What are you passionate about in a way that defines who you are?
What make you feel as if your hair is on fire (besides fire)?
What unique skills or talents do you have that you love to use and that make you feel different?
If you won the lottery today, what would you do differently?

Your Principles:
What is it that you truly value in your life?
How can you move toward those things you truly value and away from the things you don’t value as much?
What do these values say about what you are passionate about?
Do these values point to an overarching purpose in life?
Can you make a habit of the big, positive values so they become part of your character and then your destiny?

Your One Thing and Purpose:
What have you been conditioned to think you are supposed to do with your life?
What do you think you are really supposed to do with your life?
What do you feel you are really supposed to do with your life?
Is there a tiny voice of doubt deep within you suggesting you are on the wrong track?
Is that same voice nudging you forward with the sensation that you are on the right track?
What One Thing do you think you are here for? What One Thing would you focus on if you had nothing holding you back?
What would you do differently if you knew you had one year to live?
Write your epitaph from the perspective of having fulfilled your One Thing and lived your purpose in life (Divine, 2014, p. 68).

At the end of the next four weeks, I would like you write a paper that summarizes and expresses the words of our founding headmaster Bill Lowman, “Remember who you are and what you stand for!”
Mission Statement
Unit 03 – Assignment 02

Now that you have completed the process and exercises designed to help you solidify your passion, principles and purpose. I would like you to take the ideas you shared in your paper about who you are and what you stand for and simplify them to a personal mission statement for your life.

A personal mission statement is like a personal credo or motto that states what your life is about. It is like the blueprint to your life…they come in all types and varieties. Some are long and some are short. Some are poems and some are songs. Some… have used their favorite quote as a mission statement (Covey, 1998, p. 81).

Additionally the mission statement could be seen this way:

Let’s step back and take a look at your One Thing. It is highly likely that you have a sense of your own uniqueness, that aspect of you that sets you apart from others. This uniqueness is coded into your DNA and, I believe, put there as part of your soul’s yoking to your physical body. Regardless of your philosophical or religious orientation, you may sense that your soul whispers to your mind your deepest yearning and has propelled you in surprising directions in life… Listening to your inner voice will lead you to your One Thing and help you define your Three P’s. Then you can align them in your actions and march forth with confidence and peace of mind (Divine, 2014, p. 67).

You have a great deal of freedom with this assignment. The main thing I am looking for is that it is genuine and that you are comfortable sharing it with everyone and anyone. Please, bring your mission statement to the next class and we will present them to one another.
UNIT 04 - Values/Personality

Description: This unit is focused on how values shape our personality. And, how character development can lead to becoming a community leader.

Objective: Students will revisit their principles and add another layer of awareness about themselves in relation to the values they publicly demonstrate. This is really the first of a two-part process with unit 5 and the intention of creating a deeper understanding of what it means to be a community leader.

Concepts: character, impeccability, integrity, truth, trust, authentic communication, right speech, humility, humbleness, selflessness,

Timing: The classes will follow the 80-minute format, however the exercises will be introduced and repeated throughout the entire school year.

Assignments:
1 – Character/Values/Principles
2 – Authentic Communication/Right Speech

Assessment: Students will periodically, every 6-8 weeks, be asked to write and hand in a reflection of their experiences. In addition, I will check their journals on a regular basis to ensure they are keeping up with the assignments and increasing their understanding of the concepts.
We will continue to build on the exercises about our passion, principles, and purpose, with this next assignment. The purpose of this assignment is to help you see the relationship between you as an individual and the role you play in community. Your character and personality affect those around you. Whether you act intentionally or not, your actions represent your character and have an affect on our community. Here are some additional thoughts on the subject:

“What is character? It is holding an impeccable quality in your thoughts and actions” (Divine, 2014, p. 117).

“One way of defining impeccability is to say it is the ability to do one’s best always” (Spencer, 1993, p. 55).

“The only thing that counts is impeccability…” (Castaneda, 1984, p. 109).

“This impeccability must be practiced – it does not simply accrue automatically.

Character’s quality of thought has many forms; the ones we recognize most are the virtues of honorable integrity, truthfulness, trust-worthiness, and humility” (Divine, 2014, p. 117).

Over the next two weeks I would like you to observe yourself in various situations and record your thoughts and ideas regarding your character. Some questions to consider:

Do you think and act with integrity?
Are you honest and trustworthy?
Do you do what you say and say what you do?
Do you honor commitments with others?
Do you honor commitments with yourself?

How would your roommate/dorm parent/friends answer these questions about you?

Please, compile your thoughts, records and observations and write a short (1-2pgs) synopsis of what this process has revealed to you about your character.
Authentic Communication/Right Speech
Unit 04 – Assignment 02

This assignment explores the idea of character from a slightly different perspective. Instead of observing and recording, I would like you to practice this exercise focused on authentic communication and right speech. Here are two descriptions: Divine (2014) presents a simple way of developing and practicing integrity in daily interactions with others that he calls authentic communication. “The practice is done when in conversation and is to speak only if what you have to say is true, it is helpful (wise), and comes from a place of positivity (love)” (p. 125). This practice is very similar to one that Walsh (1999) writes about called right speech, “… it is no wonder the great religions urge us to choose our words with care and compassion and to say only what is true and helpful” (p. 127). By practicing authentic communication or right speech, you can enhance your character and increase your reputation of acting with honesty and integrity.

Over the next two weeks I would like you to practice these concepts in as many interactions and situations as you can. Begin to notice what situations these practices are difficult and what situations they come naturally. Remember that what you do and say must be true, helpful and positive. If it does not fit the profile than keep it to yourself. At the end of this exercise I would like a 1-2pg reflection on your experiences.
UNIT 05 - Community Leadership

Description: This unit presents basic qualities of leadership in relation to community. Additionally, it provides an introduction to some of the skills and guidelines for being a more effective leader.

Objective: Students will begin to develop an awareness of leadership and how it relates to the individual and community based on the basic ideas presented here.

Concepts: essential qualities of effective leaders, Huang and Lynch’s guidelines for leadership, personality and leadership roles

Timing: The classes will follow the 80-minute format, however the exercises will be introduced and repeated throughout the entire school year.

Assignments:
1 – Qualities and Observations
2 – Practice the guidelines

Assessment: Students will periodically, every 6-8 weeks, be asked to write and hand in a reflection of their experiences. In addition, I will check their journals on a regular basis to ensure they are keeping up with the assignments and increasing their understanding of the concepts.
Leadership: Qualities and Observations
Unit 05 – Assignment 01

Over the next three weeks, I would like you to really think hard about the qualities and characteristics of leadership. This assignment has two parts. The first part is for you to develop a list of qualities and traits that you believe every leader should demonstrate. Once you have this list compiled, set it aside. Next, I would like you to observe leaders in our world. Begin by observing leaders, both student and staff, on campus. Then, observe leaders in our community, country, and world. Finally, compare your observations to your list. How many of these leaders exemplify the qualities and characteristics you believe they should have? After your observations, would you change anything on your list?

I would like you to hand in a written reflection of your insights about leadership in three weeks. Be sure to include a short description of your list and observations, as well as any other pertinent information. Also, if there is anything you would change about your list, include those changes and the reasons why.
Effective Leadership

Unit 05 – Assignment 02

In the last assignment we explored our individual perspective on leadership and observed leaders in the contemporary world. Over the next three weeks, I would like to spend a little more time on qualities that make leaders effective.

There are many leadership theories and models that one can study in order to develop a thorough understanding of the traits and intricacies of effective leaders… The following are the characteristics that emerge as being essential qualities of effective leaders. Honesty… model behavior… creativity in problem solving… inspired passion… self-awareness… risk taking… promotion of a shared vision… competency… (Panicucci, 2003, p. 17).

Hopefully some of these traits were on your list from the last assignment, and you saw leaders carry them out as well. For this assignment, I would like you to practice some of these qualities in your daily life. Please, work through the list over the next three weeks until you feel that you have a deeper understanding of how the qualities affect your role in relationships and as a community member.

Be open to listening to criticism from others, particularly if it is the opinion of the majority…
Create an open, positive environment where all feel accepted, respected, and able to grow as individuals…
Before you criticize those you lead, first look for ways to give them credit…
As a coach or team leader, you need to understand that your position is only as strong and secure as you make your athletes feel…
If you demonstrate a sincere willingness to help and serve others, they will approach you for advice and guidance…
Avoid manipulation at all costs…
Treat others as you would like to be treated…
Create environments where setbacks, mistakes, errors, and failures are permissible (Huang and Lynch, 2006, p. 187).

I would like for you to keep a journal of this process. It doesn’t have to be complicated. You could start the day, or work two or three days at a time with one of these ideas. Just trying to do one of the things until you feel like you have a pretty good idea of what its about and the affect it can have on you and those around you. At the end of the next
three weeks, I would like you write a short reflection, 1-2pgs. about your experience and observations.
UNIT 06 - Goals

**Description:** This unit is focused on goals and goal setting. Students will increase their understanding of motivation, the three types of goals and the five goal time frames. Additionally, students will practice the process of effective goal setting.

**Objective:** Students will build on their Passion/Principles/Purpose and Mission to create goals that align with these beliefs. Students will set goals with a deeper understanding of their motivation and how this process works. Students will successfully achieve the desired outcome for micro, short, and medium term goals. This will allow them to go through the goal setting process multiple times throughout the school year.

**Concepts:** Intrinsic and Extrinsic motivation, process/performance/outcome goals, micro/short/medium/long/mega goal time frames, SMART-FITS goal setting

**Timing:** The classes will follow the 80-minute format, however the exercises will be introduced and repeated throughout the entire school year.

**Assignments:**
1 – Mission II
2 – Goals
3 – Assessment and Improvement

**Assessment:** Students will periodically, every 6-8 weeks, be asked to write and hand in a reflection of their experiences. In addition, I will check their journals on a regular basis to ensure they are keeping up with the assignments and increasing their understanding of the concepts.
Mission II  
Unit 06 – Assignment 01

Even though we have already created a mission statement based on our passions, principles, and purpose, I would like you to really evaluate whether or not this mission is still a blueprint for your life. Has anything changed? Do you need to go back and address the 3 P’s in order to create a new mission for where you are at this stage in school? We can use the same series of questions to refine our mission and ensure that it is still aligned with our 3 P’s:

Your Passion:
- What are you passionate about in a way that defines who you are?
- What make you feel as if your hair is on fire (besides fire)?
- What unique skills or talents do you have that you love to use and that make you feel different?
- If you won the lottery today, what would you do differently?

Your Principles:
- What is it that you truly value in your life?
- How can you move toward those things you truly value and away from the things you don’t value as much?
- What do these values say about what you are passionate about?
- Do these values point to an overarching purpose in life?
- Can you make a habit of the big, positive values so they become part of your character and then your destiny?

Your One Thing and Purpose:
- What have you been conditioned to think you are supposed to do with your life?
- What do you think you are really supposed to do with your life?
- What do you feel you are really supposed to do with your life?
- Is there a tiny voice of doubt deep within you suggesting you are on the wrong track?
- Is that same voice nudging you forward with the sensation that you are on the right track?
- What One Thing do you think you are here for? What One Thing would you focus on if you had nothing holding you back?
- What would you do differently if you knew you had one year to live?
- Write your epitaph from the perspective of having fulfilled your One Thing and lived your purpose in life (Divine, 2014, p. 68).

Over the next two weeks I would like you to answer these questions and spend some time re-evaluating your personal mission based on the answers. If it needs to be changed, please do so. If you still believe in your mission, than we can move to the next assignment with confidence and direction.
Goals
Unit 06 – Assignment 02

For this assignment, I would like you to apply your passion, principles, purpose and personal mission statement to your future. Specifically related to setting goals that will give you something you want to work towards. Keep in mind where the motivation for your goals comes from and what type of goal it is.

Process goals relate to improvements you would like to make in… technique, tactics, and mental skills…

Performance goals are powerful motivators because they provide crisp, objective benchmarks to pursue… The beauty of performance goals is that you can set a series of progressive benchmarks to achieve that will serve as waypoints on your way to a major long-term (mega) goal. Over many weeks and months, you will experience tangible progress and an ongoing sense of success that will help sustain long-term motivation and discipline…

Outcome goals focus on competitive results, awards, and gaining acknowledgement for achievement… (Horst, 2010, p. 126).

It is also imperative for this process that you work from a consistent timeline and understand that as a goal is accomplished it is generally replaced by a new goal.

Mega goals are extremely long-term goals… View mega goals as a dream achievement or ultimate outcome to work toward over the next five to fifteen years.

Long-term or annual goals are major benchmarks to achieve on the path to your mega goals… you may sometimes set a long-term or annual goal not as a means to an end, but as the end itself.

Medium-term or monthly goals are specific… targets… that represent a distinct step toward your longer-term annual goals… medium-term goals… also enhance emotional energy to take the actions and make the sacrifices necessary to remain en route toward your long-term and mega goals.

Short-term goals aren’t much more than a specific to-do list for the day and week ahead… Setting of short-term goals – essentially weekly planning – is best done in a training notebook, calendar, or smartphone (Horst, 2010, p. 128).

When you are ready, please follow this process:
1. Write down your goals.
2. Define your goals specifically and with as much detail as possible.
3. Make your goals lofty and challenging, but keep them within the realm of being realistic.
4. Set a specific deadline for medium- and long-term goals, but keep the deadline for your mega goals more general (for example, in ten years).
5. Enlist a partner to join you on the journey (toward your mega goal) or recruit a friend or coach to maintain accountability.

6. Write down at least one thing that you will sacrifice in order to reach this goal (Horst, 2010, p. 130).

Once you have gone through this process, post your goals somewhere you will see them on a daily basis. In addition, please bring a copy of your goals to our next class or share them with me via email between now and then.
Assessment and Improvement

Unit 06 – Assignment 03

Now that you have refined your mission statement and set goals worthy of your time and energy, it is time to begin working towards accomplishing these goals. It is important to keep track of what is working and what is not in this process. A journal, or any other medium in which you can keep notes, reflect, or make suggestions for yourself will be a valuable asset in this process. Sometimes this journal can be linked to a calendar that allows you to cross off short-term goals as you accomplish them. It is important to have new short-term goals ready to replace the ones you have accomplished. And, this actually goes for the medium and long-term goals as well. Additionally, you might find yourself in a situation where you need to focus on an immediate task related to a short-term goal.

I call this too the micro-goal process, whereby your goals collapsed to very short-time-frame achievable goals, allowing you to create a series of short-term victories. Micro-goals keep you focused and present, while allowing you to develop confidence and momentum. Your enthusiasm remains intact because you are not focused on a goal that is too far out to see or feel. As I mentioned, these micro-goals lead to micro-victories, which accelerate you to macro level success. Micro-goal setting forces your mind to focus on what’s happening right here and now, rather than on what may happen in the future. Focus on the next meal, the next event, or even the next footstep, and you will make it happen (Divine, 2014, p. 101).

With this assignment, I really want you to be comfortable with the process of assessing your progress so that you can improve. And, that you are comfortable enough with the process to make changes if you need to, such as creating a new goal or prioritizes parts of a goal you have already created. This journal should be an ongoing part of the process and something that you are entering notes and ideas into at least 3-5 times per week. Bring your journal to our next class so that I can take a look at your progress.
UNIT 07 - Stress

Description: This unit is focused on stress. Specifically, helping students better understand stress, both good and bad, and the effects of fear and anxiety in relation to stress.

Objective: Students will increase their ability to deal with stress and have a better understanding of what causes stress for them.

Concepts: fear/anxiety, emotional resiliency, breathing techniques, and the idea of fearlessness

Timing: The classes will follow the 80-minute format, however the exercises will be introduced and repeated throughout the entire school year.

Assignments:
1 – Stress Triggers: In/Out of control
2 - Emotional Resiliency and Box Breathing

Assessment: Students will periodically, every 6-8 weeks, be asked to write and hand in a reflection of their experiences. In addition, I will check their journals on a regular basis to ensure they are keeping up with the assignments and increasing their understanding of the concepts.
Stress triggers: In/Out of control
Unit 07 – Assignment 01

During the next week or two, I would like you to create a list of things that trigger a stress response for you. Please, keep in mind that “Stress is an integral part of the human condition. From daily life stressors, to huge life events, everyone has experienced some form of stress” (Cheadle, 2013, p. 3). Another important idea to understand is that, “stress is cumulative… some people accumulate so much stress that they lose track of it” (Maffetone, 2012, p. 345). Also, “a stressor can originate physiologically or psychologically, meaning the demand can be something that originates in your body, or the demand can be something that originates in your mind” (Cheadle, 2013, p. 5). It does not matter where the stressor originates because “they both lead to a physiological response. You have assessed that there is something to be stressed about and the emotions associated with stress will coincide with biochemical changes in your body…”(Cheadle, 2013, p. 6).

Once you have a list of stress triggers compiled, grab a sheet of paper and fold it in half so that you have two columns. Label one IN and the other OUT. Then, take your list and appropriately categorize everything you wrote based on whether or not that stress trigger is in or out of your control. Post this somewhere that you can see it and refer to it, if this helps remind you that some things you cannot control.
Emotional Resiliency and Box Breathing

Unit 07 – Assignment 02

This next assignment is focused on helping you create a process for dealing with stress as it arises. There are times when things happen spontaneously that are out of our control. However, we always have a choice in how we react and this process focuses on our internal reaction to external events. It is called emotional resiliency and described here:

I. Witness the negative emotional reaction, and then interdict it to observe the root emotion beneath it.
II. Lean into the root emotion to experience it fully, ensuring that you are avoiding denial or transference.
III. Transmute the negative emotion to its positive sister: for example, fear becomes courage, anger becomes commitment, jealousy becomes appreciation, shame becomes pride, and despair becomes surrender.
IV. Engage the new emotion with imagery and self-talk that supports it and blocks the old emotion. Then get moving again by taking action or taking your eyes off yourself... The positive momentum will take you to a new, more positive, emotional place” (Divine, 2014, p. 52).

Another tool to experiment with is conscious breathing. Conscious breathing has many benefits and is found in many different fields of study. The exercise I would like you to practice is called box breathing.

Start by exhaling all of the air from the lungs. Now inhale to a count of five, and then hold your breath to a count of five. Next, exhale to a count of five, and then hold your breath to a count of five (Divine, 2014, p. 50).

For the next 4-6 weeks I would like you to practice both of these exercises. Spend some time journaling and recording times that you used them and how they worked. Just before our next class, I would like you to write a short paper that explains your experiences and reflects on the process of practicing these two methods for controlling our emotions when faced with an un-controllable stress trigger.
UNIT 08 - Relaxation

Description: This unit is focused on relaxation. Specifically, helping students better understand how to relax and introduce techniques for relaxation that they can experiment with on an individual basis.

Objective: Students will develop a series of techniques that work for them to promote relaxation in their life. As long as each student ends this section with one technique they are comfortable enough with to continue practicing it, then this objective will be met.

Concepts: relaxation techniques: radiant sun, ANSWER, progressive relaxation, and the Huang and Lynch tips and tricks

Timing: The classes will follow the 80-minute format, however the exercises will be introduced and repeated throughout the entire school year.

Assignments:
1 – Practice each relaxation technique at least 3 times per week.
2 – Choose the relaxation technique you are most comfortable with and continue to practice it at least 3-5 times per week and journal when you do.

Assessment: Students will periodically, every 6-8 weeks, be asked to write and hand in a reflection of their experiences. In addition, I will check their journals on a regular basis to ensure they are keeping up with the assignments and increasing their understanding of the concepts.
Relaxation
Unit 08 – Assignment 01

This assignment has two parts. The first part is to experiment with all of the relaxation techniques at least three times. Then, choose the one – or two – that work best for you and continue to practice them for the next 4-6 weeks. These are the techniques:

Radiant Sun
Imagine a strong, radiant yellow beam of sunlight entering the top of your head. “See” and “feel” it permeate your skull, neck, and shoulders, move out your arms to your fingertips and into your chest cavity, and continue to flow throughout your entire body, down to the very last cell. Notice how it nourishes and nurtures each molecule, bringing with it enormous health, beauty, vibrancy, and energy. “See” yourself being transformed into a relaxed being, full of joy and happiness. Affirm to yourself, “I am relaxed and calm and am getting better everyday in every way.” Count from one to five slowly. As you reach five, open your eyes and remain relaxed (Huang and Lynch, 1992, p. 48).

ANSWER
A – Awareness of rising tension, anxiety, or negative thoughts.
N – Normalize breathing.
S – Scan for specific areas of muscular tension.
W – Wave of relaxation.
E – Erase thoughts of past events and focus on the present.

PMR
The following technique was developed by Edmund Jacobsen in the 1930’s and is called Progressive Muscle Relaxation. Take a reclining position, and breathe in and out three times. Prepare to contract and relax each and every major muscle group throughout your body. Begin at your feet. Tense your feet, and clench your toes. Hold for five seconds, and relax. Tense your calf muscles, raise them a couple of inches off the floor, tense, tense, relax. Let your legs drop to the floor. Tense your knees, and precede to the lower and upper legs, then to the abdomen, buttocks, chest, back, shoulders, arms, hands, neck, and face. Contract and hold for at least ten seconds, then release. The idea is to become aware of what tension feels like and to experience the relaxation that follows when you release or “let go.” Whenever you feel tense… try saying to yourself “let go” and recall the feeling of relaxation you received from the daily practice of progressive muscle relaxation (Huang and Lynch, 1992, p. 51).
I would like for you to journal after each time you practice one of these techniques and create a short reflection on that specific experience. At the end of the next 6 weeks please write up a reflection for this entire process. Have you been less stressed? Are you sleeping better? Do things feel easier? Please include answers to ideas along these lines if it helps you write the reflection.

Additionally, if you would like to explore some changes in your overall daily habits, here is a list of recommendations to enhance relaxation and lower stress:

- Take three deep breaths and count backward from ten to one when you are faced with potential flare-ups at work or home.
- Avoid caffeine, alcohol, and sugar. Fortify your body with foods and supplements rich in B-complex vitamins. Your diet can help maintain your calm.
- Before you make any presentation or perform any professional activity, visualize yourself doing it in a relaxed and calm manner. Run through all the possible positive scenarios in your mind. See how many routes you can envision to a successful outcome.
- If anxiety-producing situations loom on the horizon, take time out for a hot tub or sauna. While you are experiencing the heat, breathe deeply and visualize. Soft music and commercial or self-made relaxation tapes can help you become calm before sleep…
- Exercising on a regular, consistent basis will help you to better regulate the impact that anxiety and stress have (Huang and Lynch, 1992, p. 50).
UNIT 09 - Focus and Concentration

Description: This unit explores ideas and exercises related to focus and concentration. It is the final stage in combatting stress and taking advantage of a relaxed mental state.

Objective: Ideally, students will increase their ability to focus and concentrate. This process is the first step and basis for most of the meditation exercises presented later in the curriculum. It is important that students begin practicing and training their mind to focus and concentrate before the meditation concepts are introduced.

Concepts: Concentration vs. Distraction, the two-minute breathing focus, Millman’s three breaths, focusing on a burning candle, and affirmations.

Timing: The classes will follow the 80-minute format, however the exercises will be introduced and repeated throughout the entire school year.

Assignments:
1 – Focus

Assessment: Students will periodically, every 6-8 weeks, be asked to write and hand in a reflection of their experiences. In addition, I will check their journals on a regular basis to ensure they are keeping up with the assignments and increasing their understanding of the concepts.
Focus
Unit 09 – Assignment 01

Over the next six weeks I would like you to practice developing your ability to focus and concentrate. This is going to require more work for some and less for others in this class, but everyone should benefit from the practice. Focus and concentration are similar and both depend on the mind overcoming distraction. There are two types of distraction: internal and external.

“Internal distractions usually take the form of thoughts, worries, and doubts…. External distractions will take the form of things that are outside of you that are irrelevant to performance” (Cheadle, 2013, p. 126).

Regardless of what type of distraction you are facing, these exercises will help you stay focused and free your mind from these distractions. The only thing required is practice. Because, “the only way to improve concentration is by practicing concentration” (Divine, 2014, p. 45). Here are the exercises:

2-minute Breathing

Sit down in a comfortable chair in a quiet room. Relax your muscles and feel yourself sink into the chair. Next, let go of all active thinking and focus your awareness on your breathing. Since most of us have active mind, this can be difficult – but try to let any outside thoughts pass, as your attention is centered on your breathing. Feel your belly moving as you take slow, deep belly breaths. Concentrate on the feeling of air flowing in and out of your lungs, and soon your mind will be very still. When void of outside thoughts, begin counting your breaths. Think of nothing but the feeling of your breaths and the number of breaths you have taken. If your mind wanders, return to zero and begin counting again (Horst, 2010, p. 168).

3 Breaths

1. Notice your breathing right now.
2. Now, consciously take three deep breaths, feeling your inhalation expand your belly and lower back, and then your chest. Make the breaths very slow and deep, but not to the point of strain. Remember to do this at random moments in your day.
3. As you inhale, feel your body filled with vitality. As you exhale, feel your shoulders, chest, belly, and entire body relax and let go of tension (Millman, 1992, p. 139).
Burning Candle

Stare at a candle at the base of the flame (do not stare directly at the light) while you focus on your present feelings. Exclude all other thoughts. Just focus your body and mind on sensations. If your mind wanders, bring it back to the present moment and feelings by saying, “At this very moment the candle flame and I are the center of life. I focus on the brilliant light that enables me to feel peaceful and calm. That is all there is in this moment” (Huang and Lynch, 1992, p. 64).

Affirmations

“To replace the random, endless, negative, or positive chatter that filters into your mind each moment of the day, affirmations are conscious, preplanned, positive thoughts to direct your actions and behaviors in a productive way” (Huang and Lynch, 1992, p. 23). Almost any phrase repeated over and over will force the mind from focusing on distractions. However, there are a few that deal with focus specifically that can be used for this purpose:

“I stay in the here and now, so I’ll take a bow.
Think less, achieve more.
Single-mindedness creates happiness.
Like a child at play, I ask my mind to stay.
Focus, focus, focus, focus.
Follow through and I am true” (Huang and Lynch, 1992, p. 63).

For this assignment, I would like you to work with one exercise at a time. Once you have practiced a specific exercise 5-7 times, and then move on to the next one. Please, keep track of your progress in a journal and write a short reflection on any changes you notice in your ability to focus and concentrate.
UNIT 10 - Meditation

Description: This unit is designed to introduce students to the concept and fundamental ideas of meditation. It explores the universal meditation postures as well as the two main types of meditation: concentration and contemplation.

Objective: Students will explore meditation techniques and find one that they continue to practice.

Concepts: breathing, mindfulness, universal postures, concentration, and contemplation

Timing: The classes will follow the 80-minute format, however the exercises will be introduced and repeated throughout the entire school year.

Assignments:
1 – Concentration
2 – Contemplation

Assessment: Students will periodically, every 6-8 weeks, be asked to write and hand in a reflection of their experiences. In addition, I will check their journals on a regular basis to ensure they are keeping up with the assignments and increasing their understanding of the concepts.
Meditation
Unit 10 – Assignment 01

The next four assignments and exercises are going to feel like extensions of the relaxation and concentration exercises you have already done. And, they are. However, these meditation exercises have a different intention, for the most part. One of the best descriptions about the benefits of meditation comes from LeShan (1999) stating meditation provides, “the attainment of another way of perceiving and relating to reality and a greater efficiency and enthusiasm in everyday life” (p. 29). There are two more perspectives I would like to share with you before we get to the exercises:

Meditation Practice – whether sitting, standing, or moving – develops insight into the process of your thoughts. By paying attention in this way, you are able to recognize, acknowledge, and accept thoughts and feelings, but no longer let them drive your behavior or run your life. This is the beginning of body mind mastery. The first step to transcending the mind is to notice how you blame external circumstances for your anger – to understand that the problem lies not simply in the circumstance but in your mind’s resistance to what is (Millman, 1999, p. 40).

Meditation is a method for acquainting our mind with virtue. The more familiar our mind is with virtue, the calmer and more peaceful it becomes. When our mind is peaceful we are free from worries and mental discomfort, and we experience true happiness. If our mind is not peaceful, then even if we have the most pleasant external conditions we shall not be happy. However, if we train our mind to become peaceful we shall be happy all the time, even in the midst of adverse conditions. Therefore it is important to train our mind through meditation (Gyatso, 1993, p. 3).

These quotes provide a little background and insight into meditation and its benefits. One more and extremely important point to keep in mind when beginning to practice any of the exercises is:

Do not expect to do a meditation “well” (focusing on it and nothing else) for a long period of time. The first major effect of meditation, strengthening the personality structure, comes from working consistently on it, not on doing it “well”. The important thing about a meditation is how hard and consistently you work on it, not how well you do it. This point cannot be overstated. It is a crucial
truth, but most people simply do not believe it. Only after a long period of practice can you expect to be really just doing a meditation and not anything else (LeShan, 1999, p. 74).

Please, begin this process with patience and open mind. Work consistently and diligently but do not be too hard on yourself along the way. The most important step is taking the time and finding a quiet space to practice. There are four universal postures used for meditation: moving, standing, sitting, and lying. I would like for you to try each of the three meditations in each of the postures at least once. Then, after you have found a posture and exercise that resonates with you, continue to practice it at least 4-5 times a week until our next class. I recommend that all of the sitting, standing, and lying meditation exercises be practiced at your sit spot. The moving meditations, depending on what type of movement you choose can be done to and from a brief sit at your sit spot. The most basic form of moving meditation is walking and this is what I would recommend. Additionally, try walking combined with wide angle seeing or owl eyes. The two types of meditation that I would like you to explore are concentration and contemplation.

**Concentration**

The classic form of concentration meditation is to focus on ones breath. This type of meditation is found in almost every book written on the subject and is almost always recommended as the starting point for any meditation program. Hanh (1992) describes it as conscious breathing.

As you breathe in, you say to yourself, “Breathing in, I know that I am breathing in.” And as you breath out, say, “Breathing out, I know that I am breathing out.” Just that. You recognize your in-breath as an in-breath and your out-breath as an out-breath... This technique can help you keep your mind on your breath... In just a few minutes you can realize the fruit of meditation (Hanh, 1992, p. 8). This is perhaps one of the simplest forms of meditation, although that does not make it easy. An additional idea one can apply to breathing concentration is counting. Most sources recommend counting your breaths until you reach a pre-determined number such as four, or eight, or ten. Once the number of breaths is reached, it is recommended that
the meditator simply repeat the process until the meditation is over. Again, this simple practice is not always easy.

Sooner or later you will suddenly awaken with a little gasp of surprise as you realize that you have been lost in thoughts or fantasies, unaware of the breath or even that you were meditating. This is a natural process, just another reminder of how much our untrained minds roam away from reality. The treatment is very simple. Just return your attention, gently and lovingly, back to the sensations of the breath. You will fall into fantasies a hundred times. The task is to awaken one hundred and one times (Walsh, 1999, p. 163).

Another form of concentration meditation that is quite popular is repeating a phrase over and over again. This phrase is also known as a mantra.

The Mantra is one of the most widely used forms of meditation. We find it in every major mystical training school… It consists of a word or phrase or sentence chanted over and over and over again. The basic goal is to be doing one thing at a time, in this case chanting and being aware of your chanting and only your chanting (LeShan, 1999, p. 94).

Meditating with a mantra can take more time than concentrating on the breath, and requires a private space, especially if the mantra is chanted out loud. However, a mantra can be used anytime, anywhere if the person recites it in their head. This practice can have powerful effects on bringing one back to the present moment, which is the desired outcome for most meditation practices. The last form of concentration meditation is that of sensorial awareness. Meditations that focus on the senses require the practitioner to observe the present moment without judgment.

Body awareness exercises are common in religious traditions, and extensive exercises are found in Hindu or Taoist yogas. One of the simplest body meditations is the Buddhist sweeping meditation. One systematically sweeps awareness through the body from head to toe, carefully feeling the myriad sensations that constitute our bodily life (Walsh, 1999, p. 189). Regardless of which type of concentration is chosen: breath counting, mantra or sensorial awareness, the desired results are all the same.

**Contemplation**

Contemplative meditation is different than concentration meditation. However, at times it relies on the ability to concentrate on ones breath to get in and out of the contemplation.
I would like for you to experiment with each of these contemplations in sequence to get the most benefit from the process.

In contemplative meditation, we bring a certain thought to mind and focus on it… Contemplating it can help us clarify a question or engender a certain attitude. It can also lead to insight or epiphany or transform our perspective. But the overall reason we practice contemplation is to point our mind in a particular direction… Begin each meditation session by simply following the breath, move on to the contemplation if you can, and then go back to following the breath again, ending the meditation (Mipham, 2012, p. 96).

One contemplative form of meditation uses the four dignities of Shambala.

In the tiger phase, after assuming a good meditation posture and practicing mindfulness and awareness with presence and attention to the breath, bring to mind the contemplation “What is my motivation? …Having determined what your motivation is, stay with that motivation. When your mind gets distracted, come back to that motivation. When the reasons for that motivation begin to dissipate, again think about the reasons that it is helpful and positive. Contemplation is essentially a process of convincing ourselves (Mipham, 2012, p. 96).

During the lion phase, we contemplate feeling fortunate… Appreciating who we are and what we have energizes our vitality, strength and purpose… We can feel grateful for our good health and ability to exercise, our relatively sane mind, and our sense of faculties. By contemplating these truths, we come to the conclusion that we are fortunate (Mipham, 2012, p. 130).

In the Garuda phase, we expand our mind to include others. Happiness is the experience of love and kindness between family and friends… The less intense version of love is kindness. Expressing love and kindness to others benefits them and roots us in our own happiness. This love and kindness is innate in the human mind and heart. Even though most of us experience it in random moments, it is something we can cultivate. Like the freedom of the garuda, it is measureless and limitless (Mipham, 2012, p. 163). The phrases are very simple. They traditionally include four desired qualities such as “May I be happy, kind, loving, and peaceful” or “May I be joyful, gentle, calm, and loving.” As the meditation progresses, these phrases will be modified – for example, “May you be happy, kind, loving, and peaceful.” Finally, when the meditation becomes all-encompassing, the sentence becomes, “May all beings be happy, kind, loving, and peaceful. (Walsh, 1999, p. 107).

The contemplation for the dragon is egolessness, going beyond the limitations of self… Contemplating how we can be a little more selfless makes more room for
family and friends in our mind and heart. This is a deep meditation in which we reflect on how we are always putting ourselves first, spoiling many situations as a result. How can we be a little more selfless? (Mipham, 2012, p. 183).

Over the next 6 weeks, please make sure that you are journaling consistently. Additionally, I would like you to write a 2-3-page paper that represents your experience with this process and reflects anything that stood out for you.
UNIT 11 - Processing and Reflection

Description: The processing and reflection class will happen at the end of each grade level. It will be a group discussion of personal experiences throughout the year in addition to a critique of the concepts presented and format of the course. Additionally this class will have a major group activity associated with it, such as: primitive fire building, slack lining, or group meditation.

Objective: The processing and reflection is designed to build community and provide closure for the year. Additionally, it provides a clear transition for that group of students, in that class, at that time.

Concepts: All

Timing: This class will be a discussion and activity that will take the entire class period.

Assignments:

Assessment: Students will have an opportunity to turn in any outstanding reflections, journal entries or other work.
APPENDIX B

SURVEY AND RESULTS
UNIT 01 - Nature Connection

For this unit, please circle your answer to the following questions:

1 – Are the concepts presented effectively for 9th-12th grade students?
   Very Effective     Effective     Somewhat Effective     Not Effective

2 – Does this unit promote positive personal growth?
   Definitely Yes     Probably Yes     Uncertain     Probably No     Definitely No

3 – Does this unit provide a sufficient amount of time to practice the independent exercises?
   Definitely Yes     Probably Yes     Uncertain     Probably No     Definitely No

4 – Does this unit provide skills that will help students cope with the challenges and demands of contemporary society?
   Definitely Yes     Probably Yes     Uncertain     Probably No     Definitely No

5 – Will the concepts presented in this unit help each student achieve his or her full potential in life?
   Definitely Yes     Probably Yes     Uncertain     Probably No     Definitely No

6 – Are the concepts presented in this unit appropriate for the developmental stage of high school students?
   Definitely Yes     Probably Yes     Uncertain     Probably No     Definitely No

7 – Does this unit address the whole being of each student?
   Definitely Yes     Probably Yes     Uncertain     Probably No     Definitely No

For this unit, please answer the following questions in the space provided, or on a separate piece of paper if necessary.

8 – Are there any concepts or exercises that you would add to this unit?

9 – Would you suggest any changes to the pacing, timing, and sequencing, of this unit?
Questionnaire Results
UNIT 01 – Nature Connection

1 – How effective are the concepts in this unit presented for 9th-12th grade students?
5 - Very Effective  4 - Effective  2 - Somewhat Effective

2 – Does this unit promote positive personal growth?
5 - Definitely Yes  5 – Probably

3 – Does this unit provide a sufficient amount of time to practice the independent exercises?
3 - Definitely Yes  6 - Probably Yes  1 - Probably No

4 – Does this unit provide skills that will help students cope with the challenges and demands of contemporary society?
3 - Definitely Yes  7 - Probably Yes

5 – Will the concepts presented in this unit help each student achieve his or her full potential in life?
1 - Definitely Yes  9 - Probably Yes

6 - Are the concepts presented in this unit appropriate for the developmental stage of high school students?
6 - Definitely Yes  2 - Probably Yes  1 - Uncertain

7 – Does this unit address the whole being of each student?
7 - Definitely Yes  3 - Probably Yes

8 – Are there any concepts or exercises that you would add to this unit?
Please see below.

9 - Would you suggest any changes to the pacing, timing, and sequencing, of this unit?
Please see below.
Comments/Suggestions/Questions
UNIT 01 – Nature Connection

- “Lying down and looking up and following the transition from day to night.”
  Small group interaction.
- Clear and specific expectations for journaling, especially for 9/10.
- Prompts for journaling and reflection: Blooms Taxonomy and/or Clayton’s DEAL model.
- Clearer examples of a sit spot.
- Time and space for journaling so they do not “cram” it at the end.
- How have these skills informed their artistic discipline?
- Journal Prompts, help with formatting and engagement, i.e. buy journals for them so they are all the same.
- More examples for younger students.
- Illustrative questions
- Less structured time, more open to experiences.
- Clarify the sequence of the unit/class with a calendar.
- Reflection at the end of the unit.
- Move to second unit, to start the curriculum focused on the students…
- Time/Space and contact between classes…
- The directions need to emphasize finding a spot they are drawn to with other factors secondary.
- When they look they should try and feel their feet on the ground.
UNIT 02 - Eat/Sleep/Move

For this unit, please circle your answer to the following questions:

1 – Are the concepts presented effectively for 9th-12th grade students?
   Very Effective  Effective  Somewhat Effective  Not Effective

2 – Does this unit promote positive personal growth?
   Definitely Yes  Probably Yes  Uncertain  Probably No  Definitely No

3 – Does this unit provide a sufficient amount of time to practice the independent exercises?
   Definitely Yes  Probably Yes  Uncertain  Probably No  Definitely No

4 – Does this unit provide skills that will help students cope with the challenges and demands of contemporary society?
   Definitely Yes  Probably Yes  Uncertain  Probably No  Definitely No

5 – Will the concepts presented in this unit help each student achieve his or her full potential in life?
   Definitely Yes  Probably Yes  Uncertain  Probably No  Definitely No

6 – Are the concepts presented in this unit appropriate for the developmental stage of high school students?
   Definitely Yes  Probably Yes  Uncertain  Probably No  Definitely No

7 – Does this unit address the whole being of each student?
   Definitely Yes  Probably Yes  Uncertain  Probably No  Definitely No

For this unit, please answer the following questions in the space provided, or on a separate piece of paper if necessary.

8 – Are there any concepts or exercises that you would add to this unit?

9 - Would you suggest any changes to the pacing, timing, and sequencing, of this unit?
**Questionnaire Results**

UNIT 02 – Eat/Sleep/Move

1 – How effective are the concepts in this unit presented for 9th-12th grade students?
   6 - Very Effective   4 - Effective   2 - Somewhat Effective

2 – Does this unit promote positive personal growth?
   8 - Definitely Yes   2 - Probably Yes

3 – Does this unit provide a sufficient amount of time to practice the independent exercises?
   7 - Definitely Yes   2 - Probably Yes   1 - Uncertain

4 – Does this unit provide skills that will help students cope with the challenges and demands of contemporary society?
   6 - Definitely Yes   4 - Probably Yes

5 – Will the concepts presented in this unit help each student achieve his or her full potential in life?
   5 - Definitely Yes   3 - Probably Yes   2 - Uncertain

6 – Are the concepts presented in this unit appropriate for the developmental stage of high school students?
   9 - Definitely Yes   1 - Probably Yes

7 – Does this unit address the whole being of each student?
   5 - Definitely Yes   5 - Probably Yes

8 – Are there any concepts or exercises that you would add to this unit?
   Please see below.

9 - Would you suggest any changes to the pacing, timing, and sequencing, of this unit?
   Please see below.
Comments/Suggestions/Questions
UNIT 02 – Eat/Sleep/Move

- Add questions and examples in food section
- Small group discussion to intro.
- Clarify timing, frequency prompts for journaling and use of class time.
- 5-minute moving activity
- 3 major points about eating and sleeping “if you only follow these three guideline…”
- Reference meaningful eating practices
- Better as first unit foundation?
- Class presentation should clarify techniques and ideas more
- Time to clarify simple ideas like whole vs. processed grains
- Simplify major concepts
- More questions and prompts for journaling
- Some specific questions to journal would help here
- Smaller steps than just one reflection paper
- Opportunities for small group work in class?
- Eat: more options than the food game. Discuss ways they can be implemented, what are the difficulties?
- Sleep: group discussion
- Move: after intro. – Challenge them, if you already move a lot, how can you improve the quality?
UNIT 03 - Passion/Principles/Purpose

For this unit, please circle your answer to the following questions:

1 – Are the concepts presented effectively for 9<sup>th</sup>-12<sup>th</sup> grade students?
   Very Effective     Effective     Somewhat Effective     Not Effective

2 – Does this unit promote positive personal growth?
   Definitely Yes     Probably Yes     Uncertain     Probably No     Definitely No

3 – Does this unit provide a sufficient amount of time to practice the independent exercises?
   Definitely Yes     Probably Yes     Uncertain     Probably No     Definitely No

4 – Does this unit provide skills that will help students cope with the challenges and demands of contemporary society?
   Definitely Yes     Probably Yes     Uncertain     Probably No     Definitely No

5 – Will the concepts presented in this unit help each student achieve his or her full potential in life?
   Definitely Yes     Probably Yes     Uncertain     Probably No     Definitely No

6 – Are the concepts presented in this unit appropriate for the developmental stage of high school students?
   Definitely Yes     Probably Yes     Uncertain     Probably No     Definitely No

7 – Does this unit address the whole being of each student?
   Definitely Yes     Probably Yes     Uncertain     Probably No     Definitely No

For this unit, please answer the following questions in the space provided, or on a separate piece of paper if necessary.

8 – Are there any concepts or exercises that you would add to this unit?

9 - Would you suggest any changes to the pacing, timing, and sequencing, of this unit?
Questionnaire Results
UNIT 03 – Purpose/Passion/Principles

1 – How effective are the concepts in this unit presented for 9th-12th grade students?
6 - Very Effective  3 - Effective  1 - Somewhat Effective

2 – Does this unit promote positive personal growth?
8 - Definitely Yes  2 - Probably Yes

3 – Does this unit provide a sufficient amount of time to practice the independent exercises?
4 - Definitely Yes  5 - Probably Yes  1 - Probably No

4 – Does this unit provide skills that will help students cope with the challenges and demands of contemporary society?
7 - Definitely Yes  3 - Probably Yes

5 – Will the concepts presented in this unit help each student achieve his or her full potential in life?
6 - Definitely Yes  4 - Probably Yes

6 – Are the concepts presented in this unit appropriate for the developmental stage of high school students?
8 - Definitely Yes  1 - Probably Yes

7 – Does this unit address the whole being of each student?
5 - Definitely Yes  4 - Probably Yes  1 - Uncertain

8 – Are there any concepts or exercises that you would add to this unit?
See below.

9 - Would you suggest any changes to the pacing, timing, and sequencing, of this unit?
See below.
Comments/Suggestions/Questions
UNIT 03 – Purpose/Passion/Principles

- Share with them my own stories
- “Essentialism” and what would you let go of?
- Think of opposites: don’t want, uninspired, etc.
- More guidance for underclassmen
- Exercise and evaluate these principles based on “how can you move toward…?”
- “How do you spend your time…?”
- Build on awareness from Unit 2
- “This I believe essay” based on NPR radio show
- Reversing the sequence by recognizing what holds you back first – out of that comes resolution about what to adopt…
- 12th grade recommendation.
- Slow down with the mission and integrate it into class, more on mission statement, 5 question Mad-Lib approach
- Make the essay assignment part of English class?
- Remind students to return to their mission on a daily basis!
- Break assignment 01 into 3 separate parts
- A1, great ?’s but students might need more scaffolding to properly engage with the content
- A2, Same as 1. Student support groups? Cohort style groups? Etc.
UNIT 04 - Values

For this unit, please circle your answer to the following questions:

1 – Are the concepts presented effectively for 9th-12th grade students?
   Very Effective  Effective  Somewhat Effective  Not Effective

2 – Does this unit promote positive personal growth?
   Definitely Yes  Probably Yes  Uncertain  Probably No  Definitely No

3 – Does this unit provide a sufficient amount of time to practice the independent exercises?
   Definitely Yes  Probably Yes  Uncertain  Probably No  Definitely No

4 – Does this unit provide skills that will help students cope with the challenges and demands of contemporary society?
   Definitely Yes  Probably Yes  Uncertain  Probably No  Definitely No

5 – Will the concepts presented in this unit help each student achieve his or her full potential in life?
   Definitely Yes  Probably Yes  Uncertain  Probably No  Definitely No

6 – Are the concepts presented in this unit appropriate for the developmental stage of high school students?
   Definitely Yes  Probably Yes  Uncertain  Probably No  Definitely No

7 – Does this unit address the whole being of each student?
   Definitely Yes  Probably Yes  Uncertain  Probably No  Definitely No

For this unit, please answer the following questions in the space provided, or on a separate piece of paper if necessary.

8 – Are there any concepts or exercises that you would add to this unit?

9 - Would you suggest any changes to the pacing, timing, and sequencing, of this unit?
**Questionnaire Results**

UNIT 04 – Values

1 – How effective are the concepts in this unit presented for 9th-12th grade students?
3 - Very Effective  7 - Effective

2 – Does this unit promote positive personal growth?
9 - Definitely Yes  1 - Probably Yes

3 – Does this unit provide a sufficient amount of time to practice the independent exercises?
2 - Definitely Yes  5 - Probably Yes  3 - Uncertain

4 – Does this unit provide skills that will help students cope with the challenges and demands of contemporary society?
6 - Definitely Yes  4 - Probably Yes

5 – Will the concepts presented in this unit help each student achieve his or her full potential in life?
7 - Definitely Yes  2 - Probably Yes  1 - Uncertain

6 – Are the concepts presented in this unit appropriate for the developmental stage of high school students?
7 - Definitely Yes  2 - Probably Yes  1 - Uncertain

7 – Does this unit address the whole being of each student?
6 - Definitely Yes  3 - Probably Yes  1 - Probably No

8 – Are there any concepts or exercises that you would add to this unit?
See below.

9 - Would you suggest any changes to the pacing, timing, and sequencing, of this unit?
See below.
Comments/Suggestions/Questions
UNIT 04 – Values

- Reframe positive to authentic
- Specific time to practice, or create scenarios to practice
- More prompts, explanations and examples from journal
- Response to emotions and reactions of others
- Define in class: true/helpful/positive (debate/group discussion?)
- Role-playing
- “Try to revisit your actions at the end of each day, asking yourself the following questions…” Assign. 01
- Simplify the sequence
- Shorten the reflection for this unit
- Leave time and space to discuss our behavior (small groups?)
- Specific Journaling/Reflection exercises
- Move this unit to 03
- Nicely placed between 3 and 5
- Be specific about writing exercises
- Just list when/what was noticed with a short paragraph, not a 1-2pg. reflection
- A3 is missing – delete it…
- A1 – address obstacles to integrity, impeccability, etc.
- A2 – discriminate between difficult and natural, perhaps an experiential exercise to introduce this assignment would help
- Support groups could be helpful
- Focus on one topic for each student, for example: one type of situation you have difficulty being honest
UNIT 05 - Community Leadership

For this unit, please circle your answer to the following questions:

1 – Are the concepts presented effectively for 9th-12th grade students?
Very Effective   Effective   Somewhat Effective   Not Effective

2 – Does this unit promote positive personal growth?
Definitely Yes   Probably Yes   Uncertain   Probably No   Definitely No

3 – Does this unit provide a sufficient amount of time to practice the independent exercises?
Definitely Yes   Probably Yes   Uncertain   Probably No   Definitely No

4 – Does this unit provide skills that will help students cope with the challenges and demands of contemporary society?
Definitely Yes   Probably Yes   Uncertain   Probably No   Definitely No

5 – Will the concepts presented in this unit help each student achieve his or her full potential in life?
Definitely Yes   Probably Yes   Uncertain   Probably No   Definitely No

6 - Are the concepts presented in this unit appropriate for the developmental stage of high school students?
Definitely Yes   Probably Yes   Uncertain   Probably No   Definitely No

7 – Does this unit address the whole being of each student?
Definitely Yes   Probably Yes   Uncertain   Probably No   Definitely No

For this unit, please answer the following questions in the space provided, or on a separate piece of paper if necessary.

8 – Are there any concepts or exercises that you would add to this unit?

9 - Would you suggest any changes to the pacing, timing, and sequencing, of this unit?
Questionnaire Results
UNIT 05 – Community Leadership

1 – How effective are the concepts in this unit presented for 9th-12th grade students?
3 - Very Effective   4 - Effective   1 - Somewhat Effective

2 – Does this unit promote positive personal growth?
7 - Definitely Yes   1 - Probably Yes   1 - Uncertain

3 – Does this unit provide a sufficient amount of time to practice the independent exercises?
4 - Definitely Yes   3 - Probably Yes   2 - Uncertain

4 – Does this unit provide skills that will help students cope with the challenges and demands of contemporary society?
8 - Definitely Yes   1 - Uncertain

5 – Will the concepts presented in this unit help each student achieve his or her full potential in life?
6 - Definitely Yes   2 - Probably Yes   1 - Uncertain

6 - Are the concepts presented in this unit appropriate for the developmental stage of high school students?
6 - Definitely Yes   2 - Probably Yes   1 - Uncertain

7 – Does this unit address the whole being of each student?
6 - Definitely Yes   2 - Probably Yes   1 - Uncertain

8 – Are there any concepts or exercises that you would add to this unit?
See below.

9 - Would you suggest any changes to the pacing, timing, and sequencing, of this unit?
See below.
Comments/Suggestions/Questions
UNIT 05 – Community Leadership

- Interview teachers/administrators, etc.
- Add more community leadership at the forefront
- Consider a self-assessment for students on leadership qualities
- More questions about leadership and their qualities
- Leadership related to 3P’s
- Class activities?
- Observe leaders, decision making processes, etc. and then question them?
- What are they “observing” about leadership?
- Create questions around the qualities of leadership?
- One task, like collaborating on an activist project in small groups, where they can practice and manageably reflect these ideas
- Focus first exercise on community leadership, what does it mean, norms/expectations, etc.
- Provide some scaffolding: brainstorming as a group, then individually or in small groups choose one characteristic to discuss
- A2 does not seem likely to be effective as is. Perhaps have students select 10 item…
UNIT 06 - Goals

For this unit, please circle your answer to the following questions:

1 – Are the concepts presented effectively for 9th-12th grade students?
Very Effective Effective Somewhat Effective Not Effective

2 – Does this unit promote positive personal growth?
Definitely Yes Probably Yes Uncertain Probably No Definitely No

3 – Does this unit provide a sufficient amount of time to practice the independent exercises?
Definitely Yes Probably Yes Uncertain Probably No Definitely No

4 – Does this unit provide skills that will help students cope with the challenges and demands of contemporary society?
Definitely Yes Probably Yes Uncertain Probably No Definitely No

5 – Will the concepts presented in this unit help each student achieve his or her full potential in life?
Definitely Yes Probably Yes Uncertain Probably No Definitely No

6 – Are the concepts presented in this unit appropriate for the developmental stage of high school students?
Definitely Yes Probably Yes Uncertain Probably No Definitely No

7 – Does this unit address the whole being of each student?
Definitely Yes Probably Yes Uncertain Probably No Definitely No

For this unit, please answer the following questions in the space provided, or on a separate piece of paper if necessary.

8 – Are there any concepts or exercises that you would add to this unit?

9 - Would you suggest any changes to the pacing, timing, and sequencing, of this unit?
**Questionnaire Results**

**UNIT 06 – Goals**

1 – How effective are the concepts in this unit presented for 9th-12th grade students?
4 - Very Effective     4 - Effective     1 - Somewhat Effective

2 – Does this unit promote positive personal growth?
7 - Definitely Yes     2 - Probably Yes

3 – Does this unit provide a sufficient amount of time to practice the independent exercises?
5 - Definitely Yes     2 - Probably Yes     2 - Uncertain

4 – Does this unit provide skills that will help students cope with the challenges and demands of contemporary society?
7 - Definitely Yes     1 - Probably Yes     1 - Uncertain

5 – Will the concepts presented in this unit help each student achieve his or her full potential in life?
6 - Definitely Yes     3 - Probably Yes

6 – Are the concepts presented in this unit appropriate for the developmental stage of high school students?
8 - Definitely Yes

7 – Does this unit address the whole being of each student?
6 - Definitely Yes     2 - Probably Yes     1 - Uncertain

8 – Are there any concepts or exercises that you would add to this unit?
See below.

9 - Would you suggest any changes to the pacing, timing, and sequencing, of this unit?
See below.
Comments/Suggestions/Questions
UNIT 06 – Goals

- Emphasize that present action determines the goals – back to acting with integrity
- Differentiate between goals and purpose
- A3 – sample journal pages – might help pacing
- Revisit 3P’s
- Consider adding goals to earlier units so they can begin to assess their effectiveness
- Choose a goal related to your mission and focus on that
- Break goal setting into smaller parts
- More context for arts high school
- Re-examining mission might be too soon after writing mission
- Clarify timing…
- Utilize a section in the journal/planner for this?
- A1 I like revisiting the mission; however, you need an activity to re-engage the students in this process
- A2 – similar to 1, suggestion to find a partner is a good idea
- A3 – Only one approach presented, be prepared for students that this doesn’t work for and be prepared to adjust the approach
UNIT 07 - Stress

For this unit, please circle your answer to the following questions:

1 – Are the concepts presented effectively for 9th-12th grade students?
   Very Effective  Effective  Somewhat Effective  Not Effective

2 – Does this unit promote positive personal growth?
   Definitely Yes  Probably Yes  Uncertain  Probably No  Definitely No

3 – Does this unit provide a sufficient amount of time to practice the independent exercises?
   Definitely Yes  Probably Yes  Uncertain  Probably No  Definitely No

4 – Does this unit provide skills that will help students cope with the challenges and demands of contemporary society?
   Definitely Yes  Probably Yes  Uncertain  Probably No  Definitely No

5 – Will the concepts presented in this unit help each student achieve his or her full potential in life?
   Definitely Yes  Probably Yes  Uncertain  Probably No  Definitely No

6 - Are the concepts presented in this unit appropriate for the developmental stage of high school students?
   Definitely Yes  Probably Yes  Uncertain  Probably No  Definitely No

7 – Does this unit address the whole being of each student?
   Definitely Yes  Probably Yes  Uncertain  Probably No  Definitely No

For this unit, please answer the following questions in the space provided, or on a separate piece of paper if necessary.

8 – Are there any concepts or exercises that you would add to this unit?

9 - Would you suggest any changes to the pacing, timing, and sequencing, of this unit?
Questionnaire Results
UNIT 07 – Stress

1 – How effective are the concepts in this unit presented for 9\textsuperscript{th}-12\textsuperscript{th} grade students?
7 - Very Effective  2 - Effective

2 – Does this unit promote positive personal growth?
7 - Definitely Yes  2 - Probably Yes

3 – Does this unit provide a sufficient amount of time to practice the independent exercises?
5 - Definitely Yes  3 - Probably Yes

4 – Does this unit provide skills that will help students cope with the challenges and demands of contemporary society?
8 - Definitely Yes  1 - Probably Yes

5 – Will the concepts presented in this unit help each student achieve his or her full potential in life?
6 - Definitely Yes  2 - Probably Yes  1 - Uncertain

6 - Are the concepts presented in this unit appropriate for the developmental stage of high school students?
6 - Definitely Yes  3 - Probably Yes

7 – Does this unit address the whole being of each student?
6 - Definitely Yes  3 - Probably Yes

8 – Are there any concepts or exercises that you would add to this unit?
See below.

9 - Would you suggest any changes to the pacing, timing, and sequencing, of this unit?
See below.
Comments/Suggestions/Questions
UNIT 07 – Stress

• Heart/math technique?
• Share assessment with the class so everyone moves forward together
• Meditation technique to do in the moment when stress arises
• What happens in class?
• Move unit earlier for more effective processing
• Another exercise to focus on this for a bit longer
• Leave time/space for defining the bigger ideas
• Leave time for students to thoughtfully practice this technique
• A1 – experiential or examples from my life would be a useful introduction
• A2 – nice assignment, do it as a group first
UNIT 08 - Relaxation

For this unit, please circle your answer to the following questions:

1 – Are the concepts presented effectively for 9th-12th grade students?
   Very Effective   Effective   Somewhat Effective   Not Effective

2 – Does this unit promote positive personal growth?
   Definitely Yes   Probably Yes   Uncertain   Probably No   Definitely No

3 – Does this unit provide a sufficient amount of time to practice the independent exercises?
   Definitely Yes   Probably Yes   Uncertain   Probably No   Definitely No

4 – Does this unit provide skills that will help students cope with the challenges and demands of contemporary society?
   Definitely Yes   Probably Yes   Uncertain   Probably No   Definitely No

5 – Will the concepts presented in this unit help each student achieve his or her full potential in life?
   Definitely Yes   Probably Yes   Uncertain   Probably No   Definitely No

6 - Are the concepts presented in this unit appropriate for the developmental stage of high school students?
   Definitely Yes   Probably Yes   Uncertain   Probably No   Definitely No

7 – Does this unit address the whole being of each student?
   Definitely Yes   Probably Yes   Uncertain   Probably No   Definitely No

For this unit, please answer the following questions in the space provided, or on a separate piece of paper if necessary.

8 – Are there any concepts or exercises that you would add to this unit?

9 - Would you suggest any changes to the pacing, timing, and sequencing, of this unit?
Questionnaire Results
UNIT 08 – Relaxation

1 – How effective are the concepts in this unit presented for 9th-12th grade students?
7 - Very Effective 2 - Effective

2 – Does this unit promote positive personal growth?
8 - Definitely Yes 1 - Probably Yes

3 – Does this unit provide a sufficient amount of time to practice the independent exercises?
5 - Definitely Yes 2 - Probably Yes 1 - Uncertain 1 - Probably No

4 – Does this unit provide skills that will help students cope with the challenges and demands of contemporary society?
7 - Definitely Yes 2 - Probably Yes

5 – Will the concepts presented in this unit help each student achieve his or her full potential in life?
5 - Definitely Yes 3 - Probably Yes 1 - Uncertain

6 - Are the concepts presented in this unit appropriate for the developmental stage of high school students?
7 - Definitely Yes 2 - Uncertain

7 – Does this unit address the whole being of each student?
7 - Definitely Yes 2 - Probably Yes

8 – Are there any concepts or exercises that you would add to this unit?
See below.

9 - Would you suggest any changes to the pacing, timing, and sequencing, of this unit?
See below.
Comments/Suggestions/Questions
UNIT 08 – Relaxation

- Earth meditation
- More breathing meditation
- Go deeper with the concept of distractions: least to most distracted… avoid distraction?
- Introduce meditation without visualization much earlier so that it is not exotic and special
- Combine this with the idea of taking on less; limiting what we do, focusing on what is essential, etc.
- Remind them constantly it’s “about practicing”
- Ask other teachers to incorporate these ideas in their classes
- It seems like 8,9,10 might be better toward the beginning of the curriculum
- A1 – great to allow choice of 3 do them with the class first
- A2 – MISSING???
UNIT 09 - Focus and Concentration

For this unit, please circle your answer to the following questions:

1 – Are the concepts presented effectively for 9th-12th grade students?  
   Very Effective    Effective    Somewhat Effective    Not Effective

2 – Does this unit promote positive personal growth?  
   Definitely Yes    Probably Yes    Uncertain    Probably No    Definitely No

3 – Does this unit provide a sufficient amount of time to practice the independent exercises?  
   Definitely Yes    Probably Yes    Uncertain    Probably No    Definitely No

4 – Does this unit provide skills that will help students cope with the challenges and demands of contemporary society?  
   Definitely Yes    Probably Yes    Uncertain    Probably No    Definitely No

5 – Will the concepts presented in this unit help each student achieve his or her full potential in life?  
   Definitely Yes    Probably Yes    Uncertain    Probably No    Definitely No

6 - Are the concepts presented in this unit appropriate for the developmental stage of high school students?  
   Definitely Yes    Probably Yes    Uncertain    Probably No    Definitely No

7 – Does this unit address the whole being of each student?  
   Definitely Yes    Probably Yes    Uncertain    Probably No    Definitely No

For this unit, please answer the following questions in the space provided, or on a separate piece of paper if necessary.

8 – Are there any concepts or exercises that you would add to this unit?

9 - Would you suggest any changes to the pacing, timing, and sequencing, of this unit?
**Questionnaire Results**
UNIT 09 – Focus and Concentration

1 – How effective are the concepts in this unit presented for 9th-12th grade students?
3 - Very Effective  3 - Effective  2 - Somewhat Effective

2 – Does this unit promote positive personal growth?
4 - Definitely Yes  3 - Probably Yes

3 – Does this unit provide a sufficient amount of time to practice the independent exercises?
4 - Definitely Yes  3 - Probably Yes  1 - Uncertain

4 – Does this unit provide skills that will help students cope with the challenges and demands of contemporary society?
6 - Definitely Yes  2 - Probably Yes

5 – Will the concepts presented in this unit help each student achieve his or her full potential in life?
3 - Definitely Yes  5 - Probably Yes

6 - Are the concepts presented in this unit appropriate for the developmental stage of high school students?
6 - Definitely Yes  2 - Probably Yes

7 – Does this unit address the whole being of each student?
7 - Definitely Yes  1 - Probably Yes

8 – Are there any concepts or exercises that you would add to this unit?
See below.

9 - Would you suggest any changes to the pacing, timing, and sequencing, of this unit?
See below.
Comments/Suggestions/Questions
UNIT 09 – Focus and Concentration

• Connection with everyday life.
• Walking in nature
• Omit candle burning
• Time in class to practice?
• Move to beginning of units
• Collaborate with Res Life
• Move unit 8 and 9 earlier, with the sit spot
• Good Unit, Practice/Demonstrate each one with them as a group
• 8/9/10 should be earlier in the curriculum.
• 1 – good foundation and
• 2 – I think this unit and sit spot are more “concrete” and more likely to facilitate students seeing the value of the curriculum – helping to create a strong foundation for more abstract units (e.g. goals/purpose/etc.)
UNIT 10 - Meditation

For this unit, please circle your answer to the following questions:

1 – Are the concepts presented effectively for 9th-12th grade students?
   Very Effective   Somewhat Effective   Not Effective

2 – Does this unit promote positive personal growth?
   Definitely Yes   Probably Yes   Uncertain   Probably No   Definitely No

3 – Does this unit provide a sufficient amount of time to practice the independent exercises?
   Definitely Yes   Probably Yes   Uncertain   Probably No   Definitely No

4 – Does this unit provide skills that will help students cope with the challenges and demands of contemporary society?
   Definitely Yes   Probably Yes   Uncertain   Probably No   Definitely No

5 – Will the concepts presented in this unit help each student achieve his or her full potential in life?
   Definitely Yes   Probably Yes   Uncertain   Probably No   Definitely No

6 - Are the concepts presented in this unit appropriate for the developmental stage of high school students?
   Definitely Yes   Probably Yes   Uncertain   Probably No   Definitely No

7 – Does this unit address the whole being of each student?
   Definitely Yes   Probably Yes   Uncertain   Probably No   Definitely No

For this unit, please answer the following questions in the space provided, or on a separate piece of paper if necessary.

8 – Are there any concepts or exercises that you would add to this unit?

9 - Would you suggest any changes to the pacing, timing, and sequencing, of this unit?
**Questionnaire Results**

**UNIT 10 – Meditation**

1 – How effective are the concepts in this unit presented for 9th-12th grade students?
   4 - Very Effective    3 - Effective    2 - Somewhat Effective

2 – Does this unit promote positive personal growth?
   7 - Definitely Yes    2 - Probably Yes

3 – Does this unit provide a sufficient amount of time to practice the independent exercises?
   4 - Definitely Yes    3 - Probably Yes    2 - Uncertain

4 – Does this unit provide skills that will help students cope with the challenges and demands of contemporary society?
   8 - Definitely Yes    1 - Probably Yes

5 – Will the concepts presented in this unit help each student achieve his or her full potential in life?
   6 - Definitely Yes    2 - Probably Yes    1 - Uncertain

6 – Are the concepts presented in this unit appropriate for the developmental stage of high school students?
   5 - Definitely Yes    2 - Probably Yes    2 - Uncertain

7 – Does this unit address the whole being of each student?
   7 - Definitely Yes    2 - Probably Yes

8 – Are there any concepts or exercises that you would add to this unit?
   See below.

9 - Would you suggest any changes to the pacing, timing, and sequencing, of this unit?
   See below.
Comments/Suggestions/Questions
UNIT 10 – Meditation

- Feeling the air passing through the nose, tongue on the roof of the mouth.
- Walking meditation as transitional.
- Follow each meditation with 5-10 minutes of journaling?
- Collaborate and create practice sessions outside of class
- Have students create their own meditation tape or guided meditation
- Eliminate the candle meditation for practical reasons at our school
- Keep it really simple
- Shambala exercises are too exotic
- Time/Support/Mentoring etc.?
- Simplify the process
- Time to practice/share/work etc.
- Perhaps introduce these concepts at the beginning of each class period… rather than as a stand-alone unit?
- One assignment vs. two
- Omit dragon contemplation or make it optional
UNIT 11 - PROCESSING AND REFLECTION

For this unit, please circle your answer to the following questions:

1 – Are the concepts presented effectively for 9th-12th grade students?
   Very Effective  Effective  Somewhat Effective  Not Effective

2 – Does this unit promote positive personal growth?
   Definitely Yes  Probably Yes  Uncertain  Probably No  Definitely No

3 – Does this unit provide a sufficient amount of time to practice the independent exercises?
   Definitely Yes  Probably Yes  Uncertain  Probably No  Definitely No

4 – Does this unit provide skills that will help students cope with the challenges and demands of contemporary society?
   Definitely Yes  Probably Yes  Uncertain  Probably No  Definitely No

5 – Will the concepts presented in this unit help each student achieve his or her full potential in life?
   Definitely Yes  Probably Yes  Uncertain  Probably No  Definitely No

6 – Are the concepts presented in this unit appropriate for the developmental stage of high school students?
   Definitely Yes  Probably Yes  Uncertain  Probably No  Definitely No

7 – Does this unit address the whole being of each student?
   Definitely Yes  Probably Yes  Uncertain  Probably No  Definitely No

For this unit, please answer the following questions in the space provided, or on a separate piece of paper if necessary.

8 – Are there any concepts or exercises that you would add to this unit?

9 - Would you suggest any changes to the pacing, timing, and sequencing, of this unit?
Questionnaire Results
UNIT 11 – Processing and Reflection

1 – How effective are the concepts in this unit presented for 9th-12th grade students?
4 - Very Effective  3 - Effective  2 - Somewhat Effective

2 – Does this unit promote positive personal growth?
6 - Definitely Yes  2 - Probably Yes

3 – Does this unit provide a sufficient amount of time to practice the independent exercises?
5 - Definitely Yes  2 - Probably Yes  1 - Uncertain  1 - Definitely No

4 – Does this unit provide skills that will help students cope with the challenges and demands of contemporary society?
7 - Definitely Yes  1 - Probably Yes

5 – Will the concepts presented in this unit help each student achieve his or her full potential in life?
5 - Definitely Yes  3 - Probably Yes

6 – Are the concepts presented in this unit appropriate for the developmental stage of high school students?
8 - Definitely Yes  1 - Probably Yes

7 – Does this unit address the whole being of each student?
6 - Definitely Yes  2 - Probably Yes

8 – Are there any concepts or exercises that you would add to this unit?
See below.

9 - Would you suggest any changes to the pacing, timing, and sequencing, of this unit?
See below.
Comments/Suggestions/Questions
UNIT 11 – Processing and Reflection

- More guidance on the connection between units
- Reflect and Share – perhaps creatively
- DEAL model, service-learning model,
- Combine obvious outcomes with journal and special activities with a sense of completion
- This needs to be more explicit since it feels like a culmination of their hard work
- 00-15min: U7-U10 every class
- 15-65min: U1-6 each individually
- 65-80min: U11 every class
- Reflect at the end of every grade level sequence, will also help define the curriculum
- Find meaningful ways to reinforce these concepts with other areas of student life
- Do this unit 2-3 times a year instead of just once
CURRICULUM QUESTIONAIRIE

For the curriculum, please circle your answer to the following questions:

1 – Is this curriculum presented effectively for 9th-12th grade students?
   Very Effective  Effective  Somewhat Effective  Not Effective

2 – Does the curriculum support and promote positive personal growth throughout the learning process?
   Definitely Yes  Probably Yes  Uncertain  Probably No  Definitely No

3 – Does the curriculum provide an opportunity for students to practice exercises that will contribute to their health and longevity?
   Definitely Yes  Probably Yes  Uncertain  Probably No  Definitely No

4 – Will the curriculum increase the likelihood that students develop the skills necessary for coping with the challenges and demands of being an artist in contemporary society?
   Definitely Yes  Probably Yes  Uncertain  Probably No  Definitely No

5 – Will the concepts presented in this curriculum help each student achieve his or her full potential in life?
   Definitely Yes  Probably Yes  Uncertain  Probably No  Definitely No

6 – Are the concepts presented in an appropriate sequence for 9th to 12th grade students?
   Definitely Yes  Probably Yes  Uncertain  Probably No  Definitely No

7 – Do you feel the assignments and exercises address the whole being of each student in a way that promotes positive personal growth for that student?
   Definitely Yes  Probably Yes  Uncertain  Probably No  Definitely No

Please answer the following questions in the space provided, or on a separate piece of paper if necessary.

8 – In addition to having each student practice the exercises that go with each of the major concepts, are there other approaches and strategies that you feel should be included?

9 - Would you suggest any changes to the pacing, timing, and sequencing, of this curriculum?
Questionnaire Results
Curriculum Overview

1 – How effective are the concepts in this unit presented for 9th-12th grade students?
3 - Very Effective  5 - Effective

2 – Does this unit promote positive personal growth?
8 - Definitely Yes

3 – Does this unit provide a sufficient amount of time to practice the independent exercises?
8 - Definitely Yes

4 – Does this unit provide skills that will help students cope with the challenges and demands of contemporary society?
4 - Definitely Yes  4 - Probably Yes

5 – Will the concepts presented in this unit help each student achieve his or her full potential in life?
3 - Definitely Yes  5 - Probably Yes

6 - Are the concepts presented in this unit appropriate for the developmental stage of high school students?
4 - Definitely Yes  3 - Probably Yes  1 - Uncertain

7 – Does this unit address the whole being of each student?
5 - Definitely Yes  3 - Probably Yes

8 – Are there any concepts or exercises that you would add to this unit? See below.

9 - Would you suggest any changes to the pacing, timing, and sequencing, of this unit? See below.
Comments/Suggestions/Questions
Curriculum Overview

- Have a solid introduction to the overall program and the idea of warriorship.
- Create clearer divisions between the grade levels and make appropriate changes to these units.
- Unclear on the timing related to each grade level.
- More focus on “move” maybe it’s own unit?
- Sample journal pages and more prompts/directions for journals while keeping them open.
- Clarify the “class” lectures/activities, etc.
- Place the “processing” unit at the end of each grade level
- Integrate processing/reflection into each unit
- Time commitment for the depth that is necessary. Any institution that adopts this curriculum will need to commit the time that is appropriate for the in-depth coaching, mentoring, and processing (soak time) of this material so that it truly becomes a life style for the student.
- Timing of the material will take some experimentation with the curriculum to make sure the amount of time given to the topics is appropriate for the learning process.
- Some basic skills will need to be integrated into the curriculum for affective journaling.
- The integration or format of so many concepts into journals may need more specific direction to the students to help them be organized, at least in the beginning stages. After time the students will either follow the prompts and protocols provided or will evolve their own versions.
- Are the 80-minute classes enough?
- Is there space for small group processing? And working on assignments together?
- Perhaps begin the entire course with a retreat?
- How well will this transfer?

Created by Daniel Robert Gray


Divine, Mark (2014). *Unbeatable mind: Forge resiliency and mental toughness to succeed at an elite level*. San Bernardino, CA: Self Published


Emmaus, PA: Rodale.


Stevenson, Shawn (2014). Sleep smarter: 21 proven tips to sleep your way to a better body, better health, bigger success. San Bernardino, CA: Self Published


