

Learn*Cut*Glue*Reflect

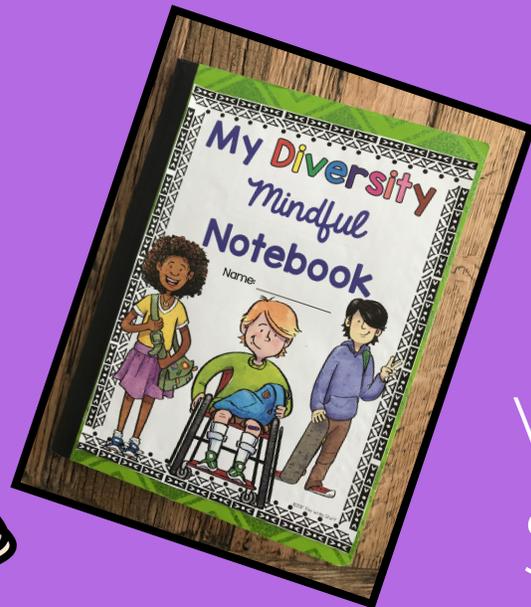
Interactive Mindful Notebook



For



Diversity



The
Write
Stuff

Creating Happy Kids for a Brighter Future



A Note From the Seller

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Thank you for purchasing this interactive mindful notebook. I truly appreciate your faith in my products and appreciate your feedback so I can continuously improve my resources. If you have any questions, you can email me personally at yuhavethewritestuff@gmail.com You can leave feedback on TPT for free credits towards other resources.

How this Notebook Came About

As life is speeding up, I noticed a big need for mindful education. The problem is that mindful education is not a “quick fix”. My mindful resources and methods I use are part of a year long system that is effective to develop the whole child over the year. How could I possibly explain how I teach this when I am not in anyone else’s classroom for this length of time? Teachers wanted something tangible not philosophical as they too needed to learn it and believe it for it to be effective. I came up with this idea based on the widely successful Interactive Writer’s Notebooks I created and the year long Mindful Hearts, Mindful Brains set. I thought, why not combine the two? It is my hope that teachers and students alike will be able to use this as a tool to becoming more mindful and successful in school and beyond. This is how the Interactive Mindful Notebook came about.

I’m always observant of human behavior and life and current events. I want my students, even the little ones, always being self aware in order to be more mindful. But I think as our lives are constantly changing and world events and social interactions are changing, our teaching methodologies and perspectives need to change and evolve too. I want my students to be thinking deeper. As I pondered the fact that so many classrooms worldwide are now using my Interactive Mindful Notebook to teach mindfulness to their students, I realized that there is a great opportunity here to go beyond and pursue an avenue to reach out to the world through education and teach our students more about diversity. This can affect future generations. The time is now, and that is how this new set was born. I hope you and your students love learning and growing together.

Shelley :)

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My Diversity Mindful Notebook

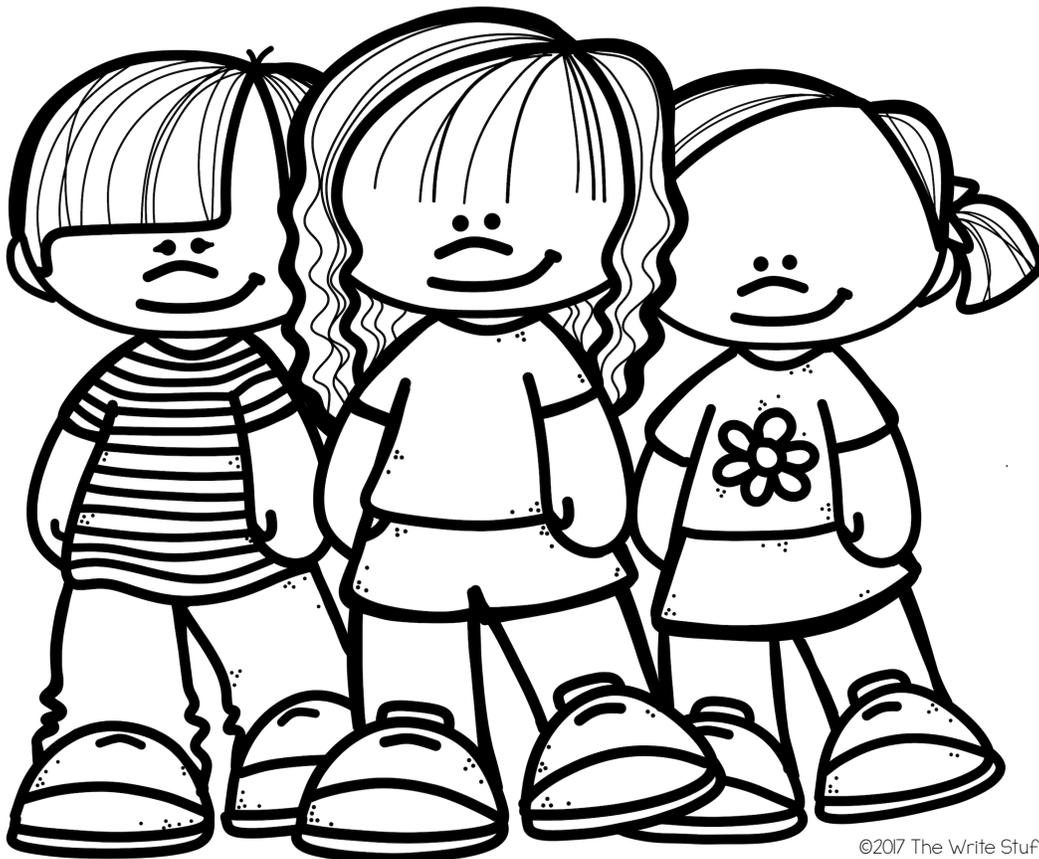
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My Diversity Mindful Notebook

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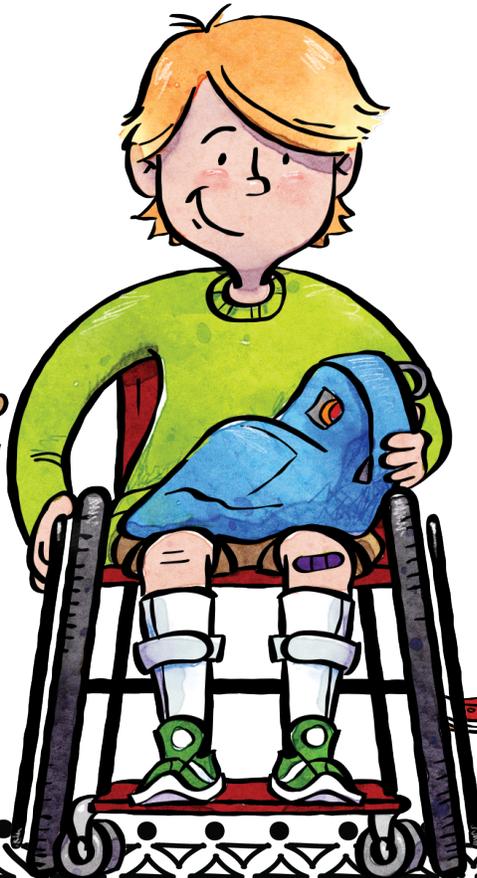


My Diversity

Mindful

Notebook

Name: _____



My Diversity

Mindful

Notebook

Name: _____



What is mindfulness? (and why is it important?)

Mindfulness is the ability to be fully aware of yourself as you are in the moment. You are aware of your surroundings and what life is happening right now. Many people are on auto pilot - they just don't see what's going on and their world revolves around them and their needs and wants.

Mindful people are aware of themselves and others. They are calm and generally happy and are willing problems solvers.

Mindful people are grateful for what they have and they express that and show that in different ways. Sometimes it's a simple thank you and sometimes it's by "paying it forward".

It's important that when you teach mindfulness to students that you share a little piece of yourself so that they realize that you are human too. :) Mindfulness is humble. Mindfulness is sometimes a feeling of being vulnerable. Students need to feel safe to share. For that reason, we start with learning about self and branch out from there.

Lesson Idea:

Brain storm things with your class that show mindfulness. Students will choose some of those ideas and write them on the front of the tab (1 for each). Inside the tab they can do many things depending on your goals/levels: write underneath the flap whether they do that mindfulness thing, draw a picture of what it might look like, draw a picture of them doing it, write an example of that thing when they actually did it.

If you have my other set (Interactive Mindful Notebook) and have done this activity already, you can do it again to show growth over time or changes to thinking OR you can have students apply mindfulness to OTHERS. What might that look like?

Mindfulness is...

Mindfulness is...	Mindfulness is...	Mindfulness is...
Mindfulness is...	Mindfulness is...	Mindfulness is...
Mindfulness is...	Mindfulness is...	Mindfulness is...

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Mindfulness is...

Being aware
of yourself.

Being grateful.

Mindfulness
is...

Mindfulness
is...

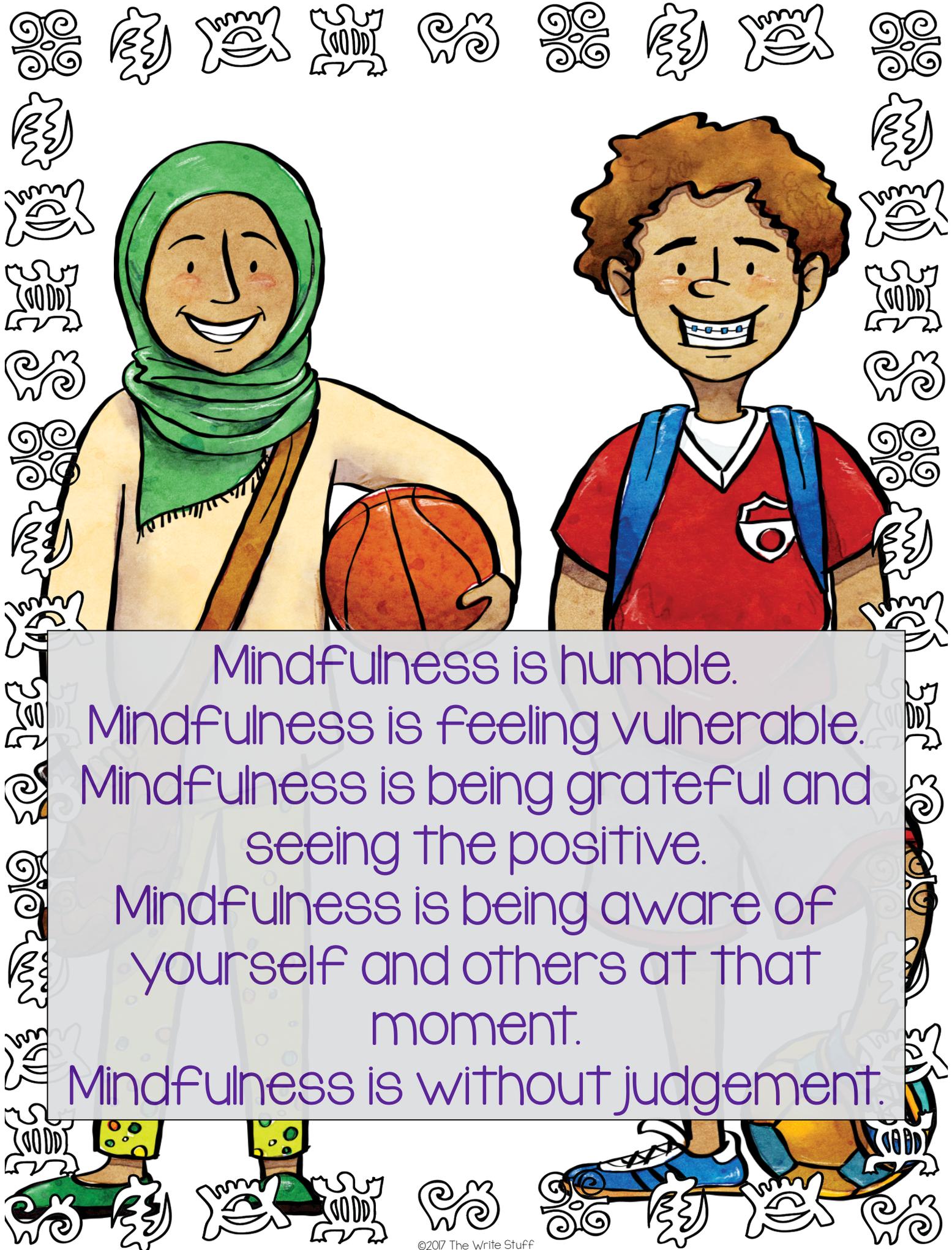
Mindfulness
is...

Mindfulness
is...

Mindfulness
is...

Mindfulness
is...

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Mindfulness is humble.

Mindfulness is feeling vulnerable.

Mindfulness is being grateful and seeing the positive.

Mindfulness is being aware of yourself and others at that moment.

Mindfulness is without judgement.



**You are equal to others.
Be open to new things.**

**Be thankful for everything you
have.**

**See yourself, see others. Be aware
of right now.**

**Make no opinions about yourself or
others in the moment.**

Human Life (The Circle of Life)

In elementary school, we often learn about our families and animal and plant life cycles. Some classrooms teach about multiculturalism and hold cultural fairs. Students learn about learning and physical disabilities and in different ways; often when there are students in their class that have these difficulties.

These days, it's important to be culturally responsive as well as aware and understanding of differing abilities and needs. We are all so different but we are all so much the same. We have differentiated our curriculum and our teaching methods to adapt for students with special needs which has been a great move forward. and this needs to be continued. Now, we need to focus some energy and time into making sure that all of our students feel loved and valued by creating classrooms that successfully create environments and learning that is responsive to all needs, cultures and personalities.

Lesson Idea:

This lesson takes the human life cycle and creates a time line. It will identify birthplace and activities and project life in the future. The purpose of this activity is to show students that human life (birth, death) is the same. It is also to show students that life is valuable and can be delicate.

It's important to share these so that students can see the similarities and appreciate the subtle differences. Use the Venn to work in pairs to compare.

Timeline of My Life

The form consists of two vertical columns of four rounded rectangular boxes. Each box has a small rectangular tab at the top center. On the left side of each box, there are two vertical lines: a shorter one on the far left and a longer one to its right, creating a narrow column for writing. The boxes are arranged in a 2x4 grid, providing a structured space for a child to write about their life events.

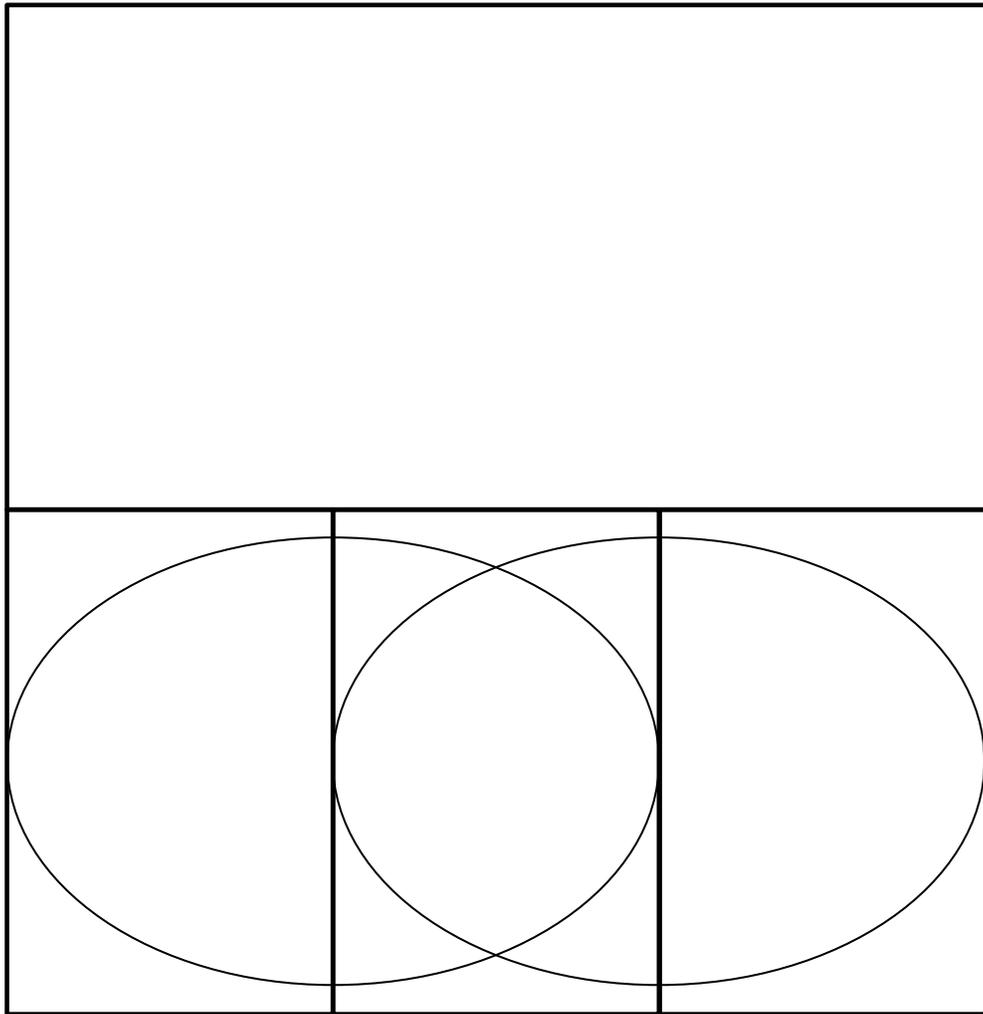
Timeline of My Life



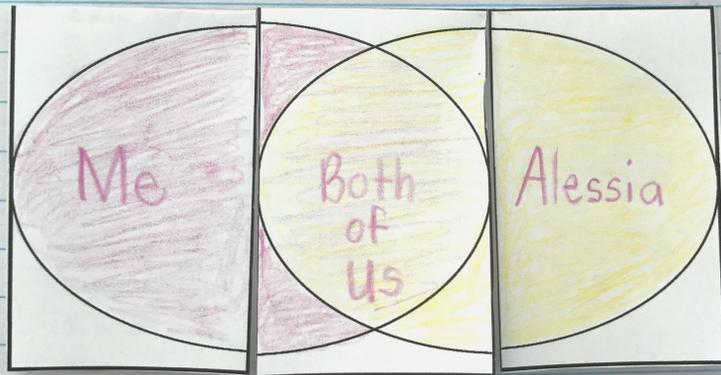
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Comparing Timelines



Comparing Timelines



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Perspective Taking

Our perspectives are born out of our life experiences, our upbringing, the interpretations we make about the things we see and hear,

When we understand that people can have different perspectives based on their own lives, it makes it easier to listen and value things people have to say without having to agree with them. This creates a more harmonious situation in the face of disagreements that your students will face as they grow up. Understanding perspective will also help your students learn about how to read and infer based on evidence so that they can determine importance and truth in the things they will read. Starting this at a young age is important, even in the smallest form.

#1 *Lesson Ideas:*

Have your students sketch a picture of something - the playground, a bowl of fruit in the classroom what ever you want. Don't give them too many directions but whatever it is, make sure students can take on one of many angles of the object (perspectives) i.e. put the fruit bowl in the center of the room or go outside with clipboards and just instruct the kids to sketch the playground.

#2

Pick something that appears to be the same like a collection of marbles or navy beans or what have you. (Rocks are easier to distinguish. We used to use peanuts in a shell but I don't encourage that anymore due to allergies.) Give each student one. Have them STUDY it. Then, put it in a pile and have students see if they can recognize theirs and why it is theirs.

#3

Pick a staff member or a student from another class. Have them come into the classroom for 1 minute to say something or ask something. After they have left, ask students what they looked like and describe what they were wearing from head to toe.

Perspective

How I See It #1

**My Visual
Illustration**

Perspective

How I See It #2

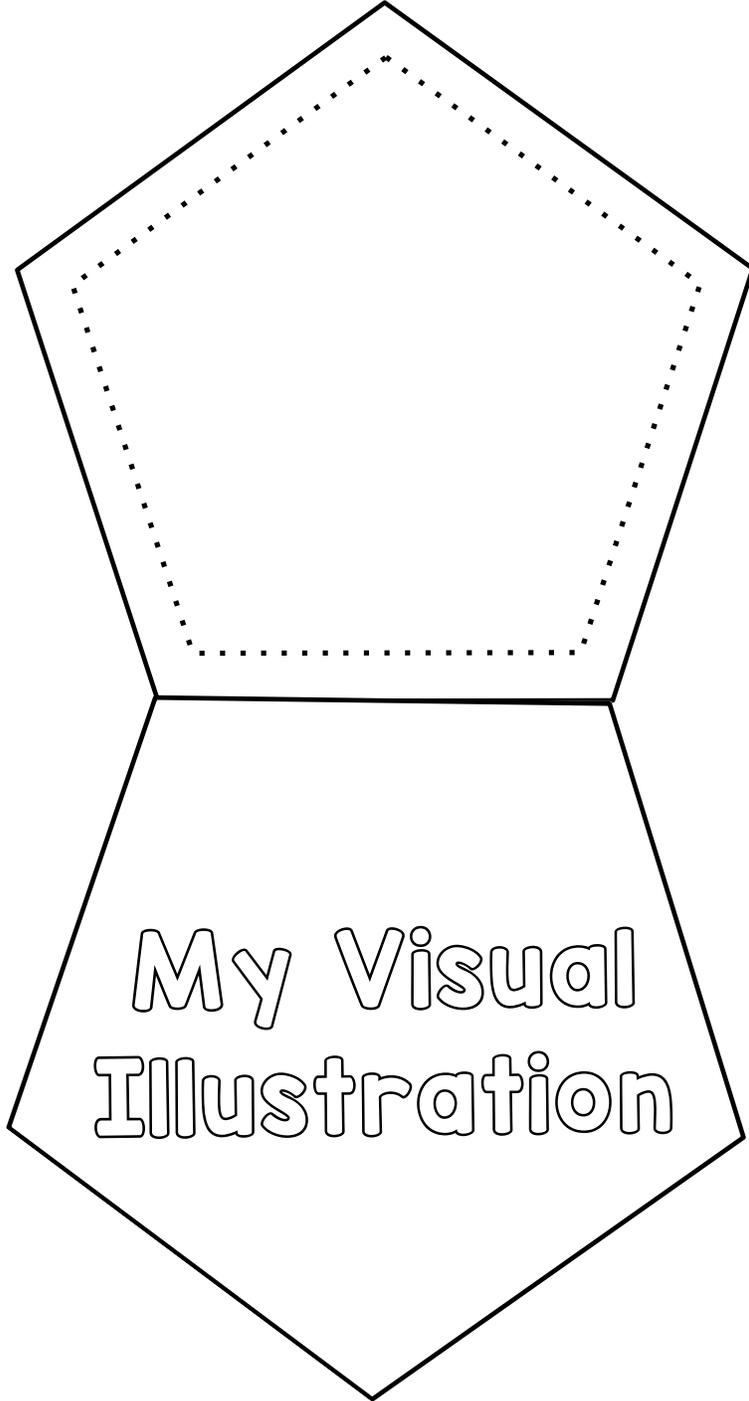
**This One is
Mine.**

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الحب السلام الحياة الحكمة

Perspective

How I See It #1



الحكمة الحب السلام الحياة الحكمة الحب

الحب السلام الحياة الحكمة

الحكمة الحب السلام الحياة الحكمة الحب



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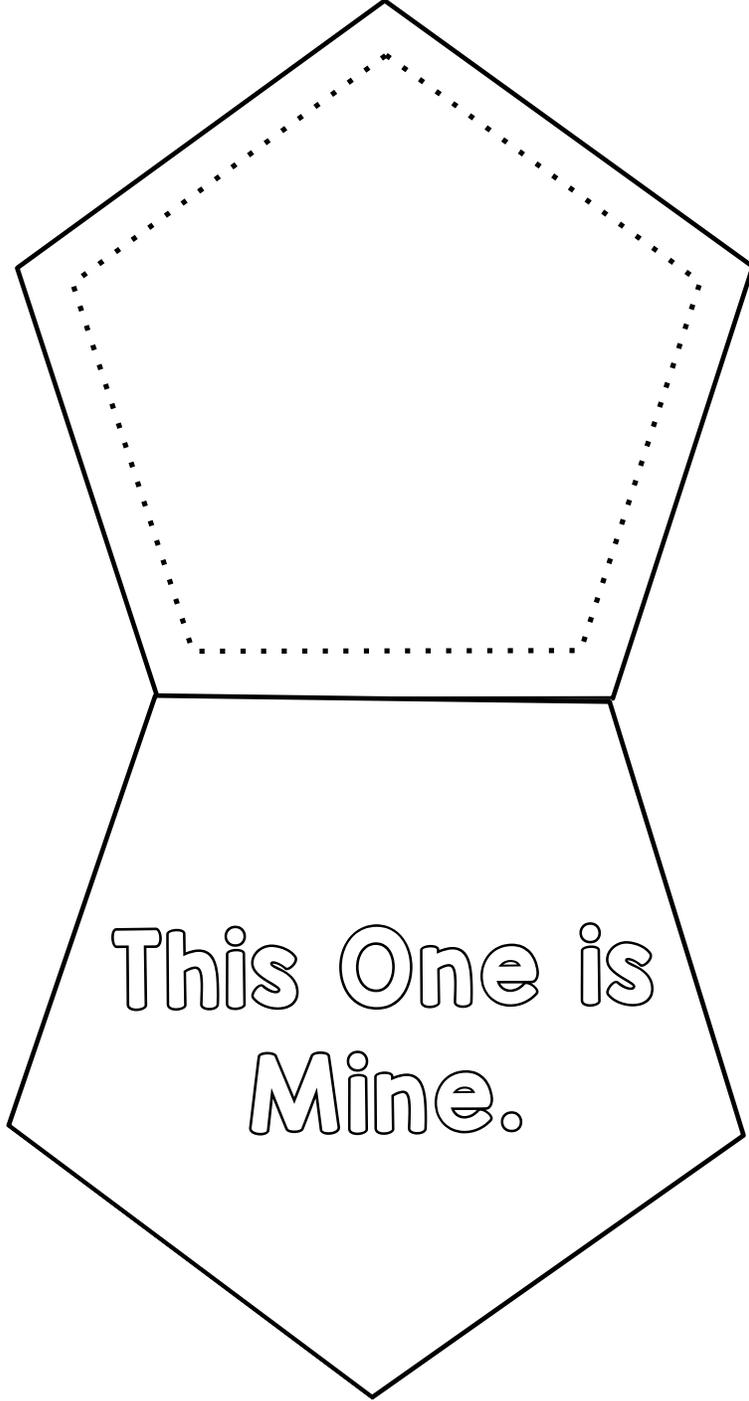
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الحب السلام الحياة الحكمة

Perspective

How I See It #2



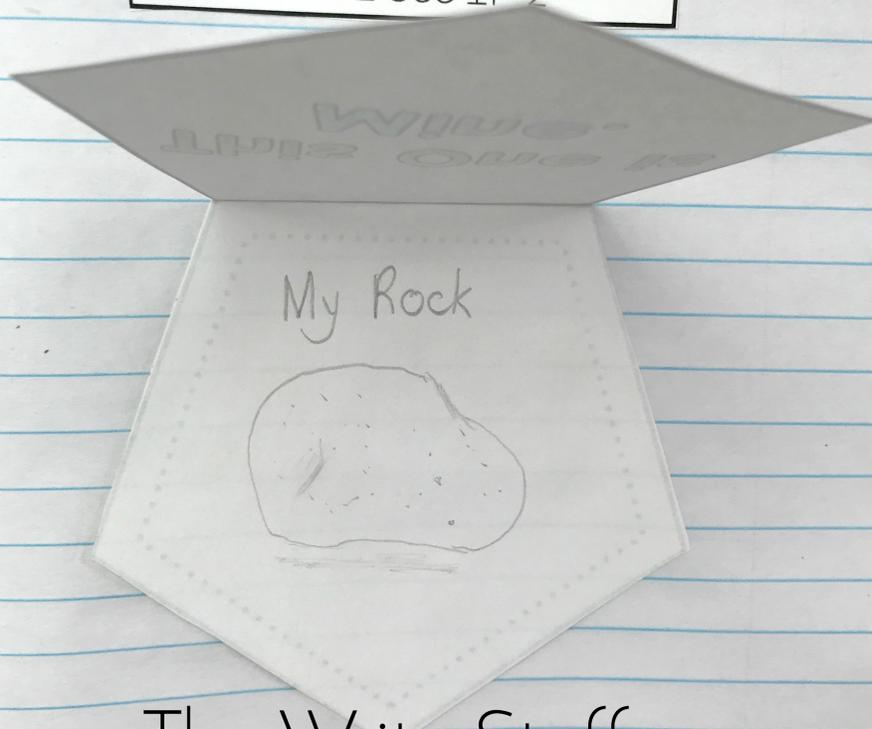
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الحب السلام الحياة الحكمة

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Perspective

How I See It #2



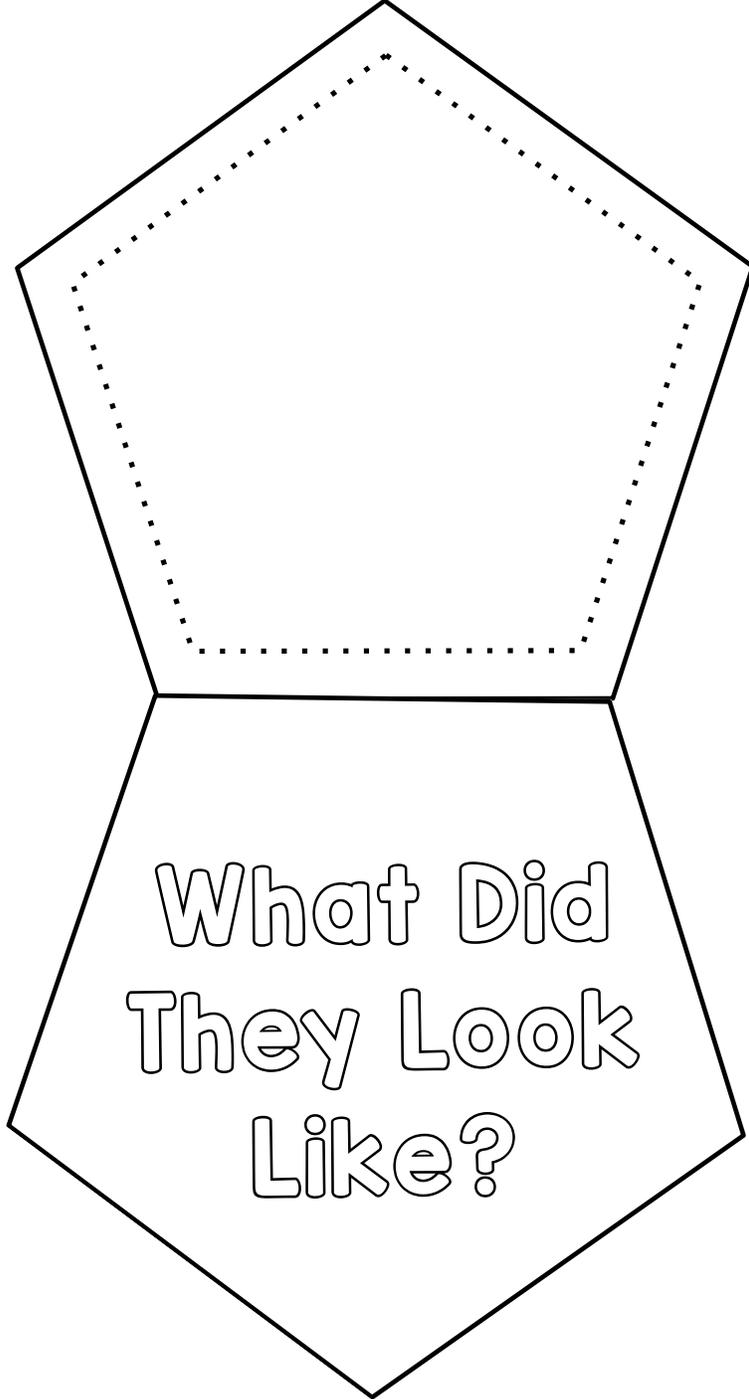
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The Write Stuff

الحب السلام الحياة الحكمة

Perspective

How I See It #3



الحكمة الحب السلام الحياة الحكمة الحب

الحب السلام الحياة الحكمة

GIKE;
THEY LOOK
MRA+ DIA

The Write Stuff

- brown, short hair
- black pants
- black and white shirt - short sleeves
- tan colored dress shoes

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Recognizing My Role in the World

(social awareness#1)

We all have roles. [Steven Covey identified these types of roles in his book The 7 Habits of Highly Effective People (1990).] In our roles, we have certain responsibilities that go along with these roles. Even as young children, we have responsibilities. Having these responsibilities and roles helps us learn how to be independent and it helps us to understand the workings of a family, a community, a country. We all have a place in this world. We are all unique and special beings.

Lesson Ideas:

This lesson will guide your students into thinking about their role in the world, starting with their person, their family and maybe their school or community events.

Under the flaps, you can decide whether you want your (young) students to give examples or names (ie I am a son to Mike and Kelly my parents) or just draw a picture OR for (older students) you might have them write their responsibilities underneath. (ie. I am a kid - "I need to go to school and learn." I am a daughter "I need to make my bed")

My Roles in the World

I am **kid**.

I am a son, daughter, sister,
brother, only child, friend, cousin...

I am a **student**.

I am a soccer **player**.

I am a dog **lover**.

The Write Stuff

The Write Stuff

My Roles in the World

I am a 4th grader.

I am a daughter.

I am a recycler.

I am a friend.

I am a dancer.

The Write Stuff

The Write Stuff

My Roles in the World

I am 10 years old. I have to go to school.

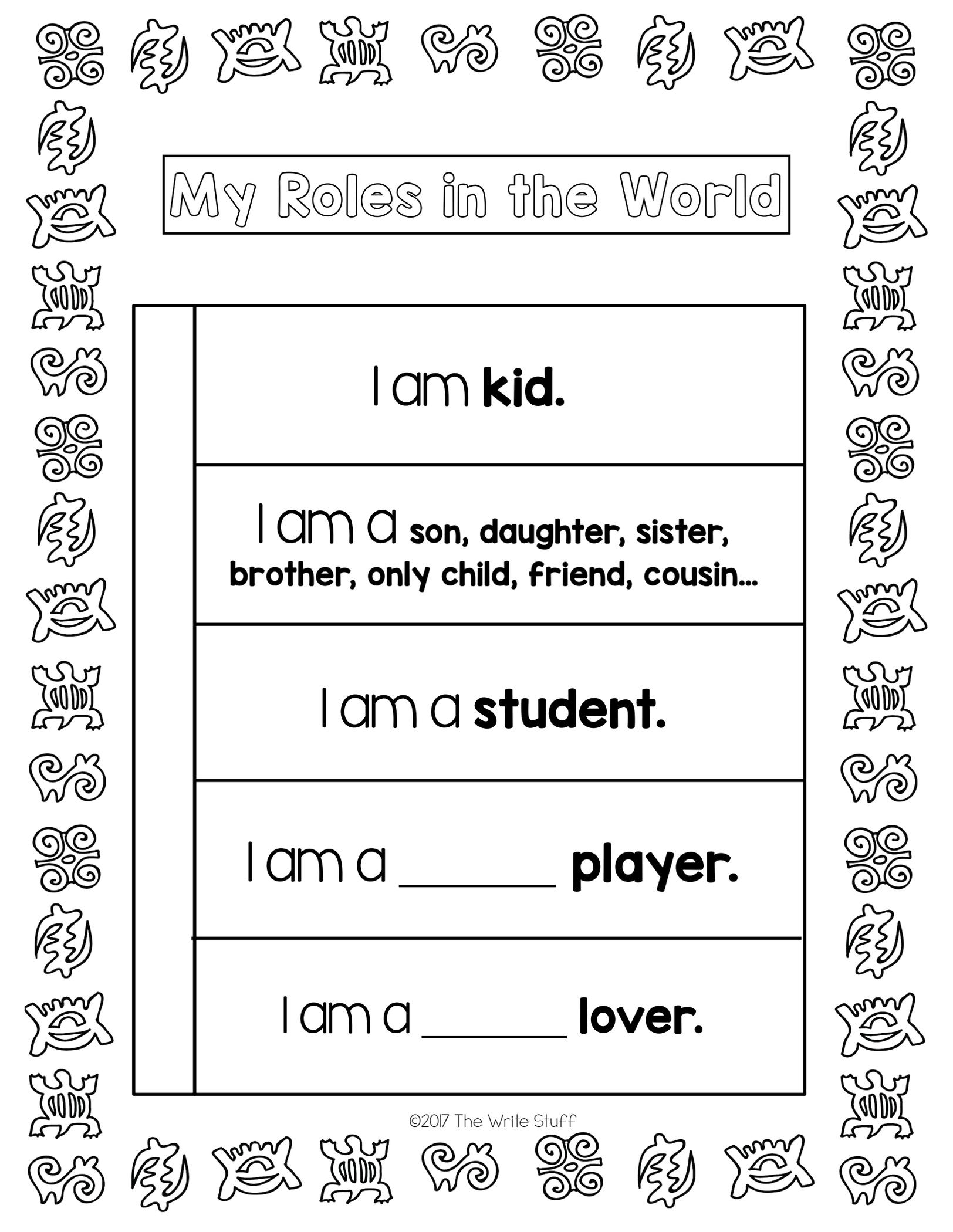
I am a son, daughter, sister, brother, only child, friend, cousin...

I am a **student**.

I am a soccer **player**.

I am a dog **lover**.

The Write Stuff



My Roles in the World

I am **kid**.

I am a son, daughter, sister,
brother, only child, friend, cousin...

I am a **student**.

I am a _____ **player**.

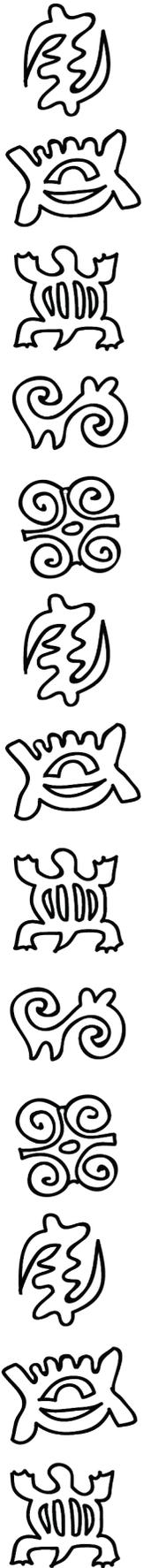
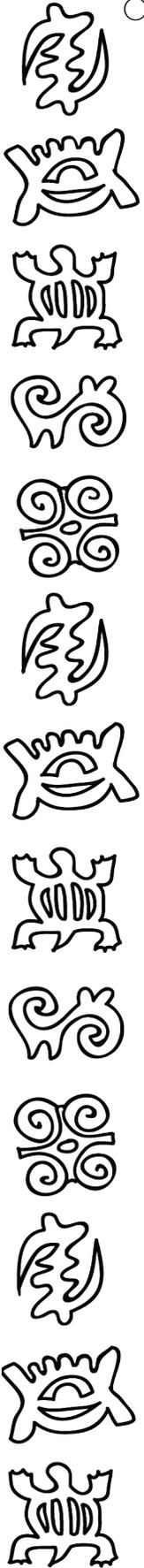
I am a _____ **lover**.

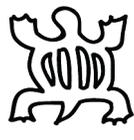


Open-ended option

My Roles in the World

	I am a _____





Open-ended option



My Roles in the World

I am a _____



Identifying Me in My World (social awareness#2)

How can I person make a difference in the world? One way to encourage understanding of all people is to work together for a common good.

Students will look at their current roles (a kid, a student etc.) and identify ways that just being that one kid can make a difference. (I can stick up for others.) It's part of social responsibility.

Other examples:

As a student, I can help someone with their reading (which could change their future.) Or as a future student I can learn how to build and I can build new homes in developing countries.

As a soccer player, I can play the game around the world showing people that if you work hard, you too can live your dreams.

Of course, if your students are younger, their examples will be simpler. (ie. As a kid, I can be kind to my friends, stand up to bullying etc.

Lesson Ideas:

Have students write about how they can use there roles to make a difference to others.

My Roles in the World

I am **kid**.

I am a son, daughter, sister,
brother, only child, friend, cousin...

I am a **student**.

I am a soccer **player**.

I can make sure I
always clean up after
my dog.

My Roles in the World

I am **kid**.

I am a **son, daughter, sister,
brother, only child, friend, cousin...**

I am a **student**.

I am a _____ **player**.

I am a _____ **lover**.

Open-ended option

My Roles in the World

I am a _____

Open-ended option

My Roles in the World

I am a _____

Comparing My Role in the World with Others.

(Does it change my perspective?)

Knowing **your** role in the world is step one to realizing where you fit and that you are a contributing member of our society even if you are a wee thing in a classroom in a small town. Belonging is very important to all of us. When people do not have that sense of belonging, they may try to get it in negative ways.

Being aware that **others** have roles too that might be the same or different to your roles is also a piece of the sense of belonging.

Now that students have identified their roles in the world, (or in their home or in their community), let's get them comparing with their classmates.

There is no printable for this lesson.

Lesson Idea:

Have students work in pairs. Use a highlighter or crayon (2 different colors) to highlight things that are the **SAME** as their partner and things that are **DIFFERENT**. Either switch partners and do it again and/or share these as a class (under a document camera) so that students can see that many of us have the same roles and importance in our lives to others and ourselves.

Family is Everything

Families come in a huge variety of different sizes, compositions and even who we define as family. Families are changing. The stereotypical family unit is not necessarily represented in great numbers in your classroom as you know. Teachers have an obligation to create a learning environment that accepts and understands all kinds of different families. To truly understand people and our students, we first need to understand the families of the students we teach. Where possible, connect with the families regularly.

Here are some websites designed to help with understanding and teaching: [culturally responsive teaching](#).

[teaching students from poverty and trauma](#)

[teaching students with learning disabilities](#)

Students will focus on their own family and what makes them unique. It is hoped that by the end of this lesson, teachers have made every effort to have students really get to know each other and their families.

NOTE: You will need to be very sensitive to certain issues such as poverty and trauma. Where possible, be aware of this and speak to your student/s privately before any sharing takes place. While it is important we all get to know where we came from so that we can have perspective, it's also important to keep some things private and/or downplay certain aspects depending on the age of your students and/or the make up of your class.

Lesson Idea:

Here, students will spend some time thinking about their family. They will write about the habits, customs, daily living things that make their family who it is.

Share together in an open discussion. Ask essential questions such as "If you have never ate a food before, should you criticize it just because it is not what you normally eat?" Encourage your students to ask their peers questions.

My Family

members

language
customs &
celebrations

clothes I wear,
how I have
my hair

pets

The Write Stuff

responsibilities

food we
eat

My Family

Blank dashed-line box for writing.

Blank dashed-line box for writing.

Blank dashed-line box for writing.

eat
food we

pets

members

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My Family

responsibilities

language
customs &
celebrations

clothes I wear,
how I have
my hair

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Stereotypes and Compassion

(building hope)

Hope. It's a powerful feeling and one that can be nurtured. Losing hope can be debilitating. As little children, it can hinder learning and affect social and emotional development. What does hope look like as an elementary school student?

It can look like: having a friend, being able to do things that other kids their age do (academically, sports, have breakfast or lunch), have a family, be understood for who you are. There are many other, more personal reasons why someone may lose hope.

Many of the conditions to a loss of hope are within our abilities as teachers to promote and understand our students through preventing stereotypes of people and nurturing compassion.

Lesson Idea:

According to Merriam Webster Learner dictionary stereotype is:

an often unfair and untrue belief that many people have about all people or things with a particular characteristic.

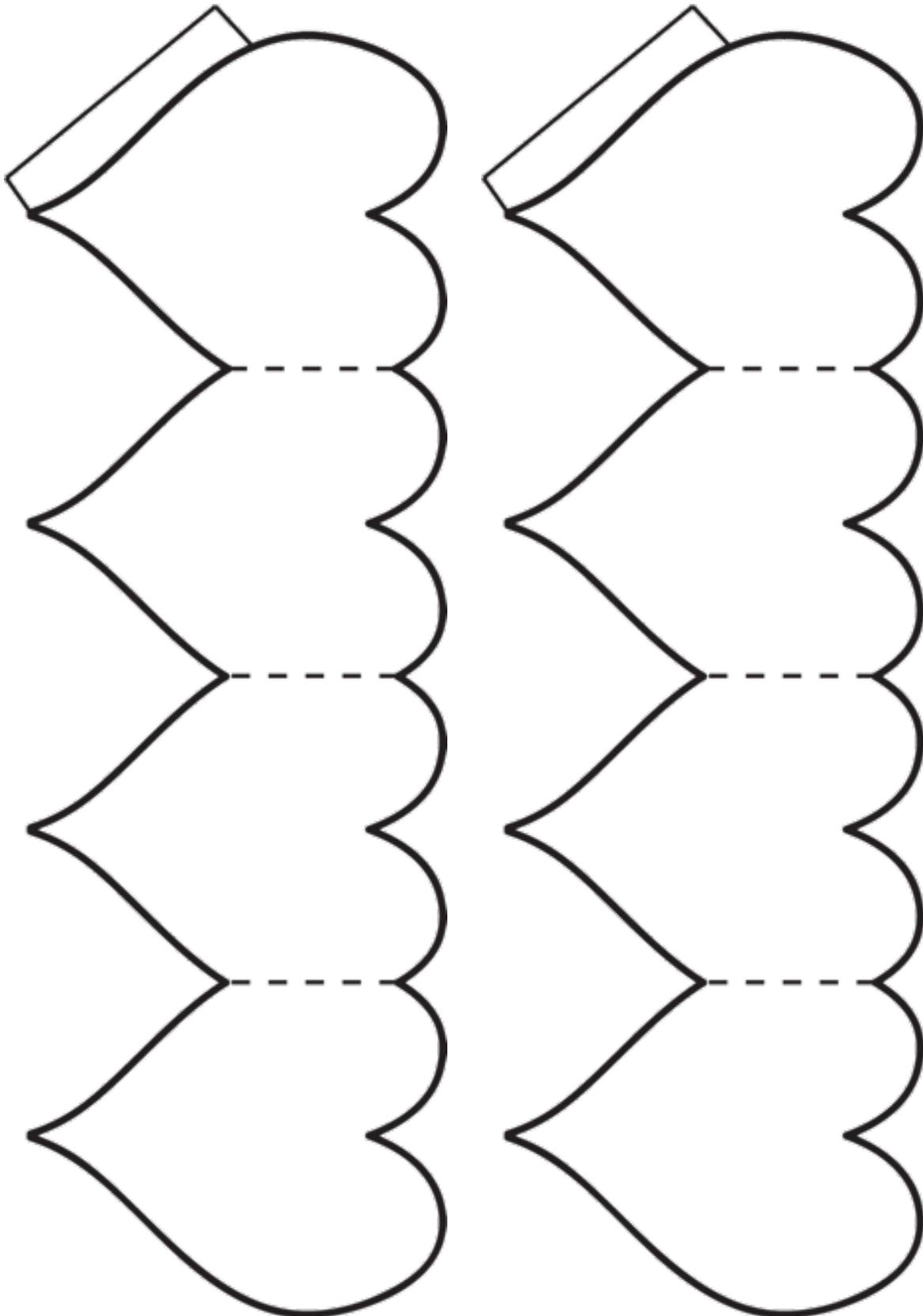
As a class have students debunk these stereotypes by creating an anchor chart with the person or thing on one side and the stereotype on the other side.

Here are some examples but you can also search appropriate examples online.

Boys are better at sports. Girls are neat, boys are messy. All tall people can play basketball well. All seniors are forgetful. Scientists are men. Women are nurses. If you are Asian you are good at Math. If you are poor you are lazy. Pick and choose examples based on your students' age/grade.

On the heart printable to follow, have students identify a positive way to state the opposite of the stereotype. (ie. Anybody can be good at Math if they practice a lot) You may decide to come up with these as a class and then have students choose the ones they most relate to.

Building Compassion



Building Compassion

Girls can be scientists too.

People in poverty need help and hope.

Being good at Math is not a cultural thing. It takes practice.

Boys can show emotion and cry and that's okay.

People who struggle with learning just need a different way to learn.

The Write Stuff

Growth Mindset for Diversity & My Growth Goals

By now, most of us are familiar with the term Growth Mindset. It is a term coined by researcher Carol Dweck to identify learning mindsets: the fixed mindset and the growth mindset. She has showed that we teach students that they all can learn if they believe they can, and that they need to persevere in their learning in order to move forward. Learning and knowledge is not fixed. Here is a video if you would like to see more: <https://www.youtube.com/watch?v=isHMIrEd3GE>

So how can this apply to teaching, understanding and embracing diversity in your classroom? It starts with students knowing where they are at in terms of acceptance and understanding and identifying ways that they can grow in their learning and not stay with a fixed idea. Stereotypes start early in life. This is why it is important to get the families involved in lots of classroom learning. Not just learning about diversity which I feel should be embedded into learning but just the interactions and exposure to many differing abilities, cultures and beliefs is important.

Lesson Idea:

Students will identify their stereotypes on the rectangle pieces and place them in the pocket. In the next lesson, students will take one or more out and on the back, identify how they can change their ideas or beliefs.

If you feel your students are too young or unable to identify their own stereotypes, you can use this instead to identify situations or social problems in the classroom and set learning goals for how to move kindness, acceptance and inclusion forward. (ie. I will make up a new game so that my friend in a wheelchair can play. I will act out game rules so that my new friend from Korea will understand.

Stereotypes

I think...
Deshan's lunch
looks weird.

I think... boys
are better at Math.

My
stereotypes

The Write Stuff

I can... practice
my Math more
to improve.

I can... try to
eat different foods.
- try not to judge
- look by how
- not in

I can change my
thoughts by:

I think...

I can...

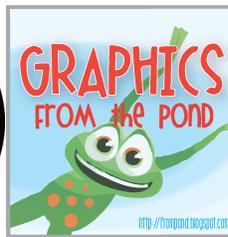
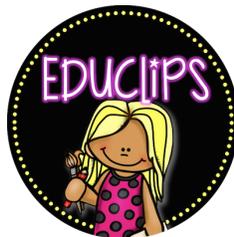
Social Problems

Social Problems in
our Classroom

I Can Help By:

Thank you!

CREDITS



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