







Reflecting on Instruction: Forest Meditation

Six Essential Components		Examples of 6 essentials observed in video of activity	Reflection notes to adjust Instruction
	1. Builds on student's strengths and interest, opportunity for choice-making	Student chose the forest as the location rather than the beach.	
	2. Includes peers in the interaction	Ultimately she shared her meditation with her class.	
	3. Creates an atmosphere of play (social and/or symbolic) with modeling and encouragement	She pretends her teacher is the "tree" she leans against, that the carpet is moss and grass, that she hears birds singing and that she smells pine trees	
	4. Provides a context for activity through predictable routines, consistent and accessible locations, adequate space for enactment and story creation	The activity is based on the mantras she has learned previously There is plenty of room to "take a walk" before sitting against the "tree"	
	5. Includes the use of props and actions and physical enactment	Her partner (in this case the teacher) is used as "the tree". She leans against the "tree", feels the carpeted floor which represents the forest floor.	
	6. Adult is flexible and supportive and provides scaffolding between highly directive and participatory role and non-directive encourager and scribe.	Her teacher is supporting the student's activity by being a guide as they walk and becoming the "tree" This is a very non-directive role for the teacher.	