



Empowered Mind & Body The following lessons can be implemented in their entirety or you can replace designated activities with activities of your choice to reinforce specific physical education concepts, skills or outcomes previously taught. It's important to note, the lesson plans may need to be adjusted by the teacher to accommodate the unique attributes and diversity of individual classes and students. These lessons focus on being empowered to make healthy decisions. In middle school students will learn how developing strategies to deal with stress and other emotions – as well as being kind to others and themselves – can empower them to make healthier decisions. The key message is that it's healthy to be empowered.

Lesson Name: Mindfulness and Myself

Unit Name & Lesson #: Empowered Mind & Body: Lesson 1

Grade Level: 6-8

Lesson Length: 45 minutes *(This lesson may need to be implemented over two class periods or adjusted to fit your class time.)*

Before beginning, teachers should offer accommodations specifically mentioned in a student's IEP to support their ability to participate in the lesson. The "Modifications/Differentiation" & "Checks for Understanding" sections include examples of potential accommodations for students with special needs. This is not a comprehensive list and teachers should be sure to follow the supplemental aids, services, program modifications, and supports as indicated in a student's IEP or 504 so that all students may participate in the lesson. A sample list of common accommodations and modifications to aid you in selecting appropriate supports for students can be found in the educational material resources.

National Standards & Grade-Level Outcomes for K-12 Physical Education:

- 3 (Fitness & Physical Activity)
 - S3.M18.7 Stress Management
- 4 (Responsible Personal & Social Behavior)
 - S4.M2.6 Personal responsibility
 - S4.M5 Working with others
- 5 (Value of Physical Activity)
 - S5.M6 Social Interaction

Lesson Objective(s):

By the end of class, students will demonstrate a Mindful Minute as a technique for implementing mindfulness for 60 seconds.

Students will discuss how positive self-talk (kind messages) affects how we perform/ behave in different situations.

Essential Question (related to objective):

How can a Mindful Minute and positive self-talk help empower me?

Equipment Needed:

- Kind and negative message cards
- Cones or poly spots (one per message card)
- Emoji rating scale for grades 6-8
- Equipment list cards
- Self-talk scenario slips
- Music (optional)

Lesson Overview:

By the end of this lesson, students will be able to define mindfulness, practice the skill of a Mindful Minute and discuss the importance of positive self-talk on one's health. The teacher should emphasize how using tools like a Mindful Minute can empower us by having healthy tools/strategies during times when we feel anxious, overwhelmed, mad or angry. The teacher should also lead discussion on how positive self-talk affects how a person feels about themselves, which can eventually affect how a person makes healthy choices. Based on the needs of the community, teachers can replace the word mindfulness with self-awareness throughout the lesson.

Lesson Name: **Mindfulness and Myself** Unit Name & Lesson #: **Empowered Mind & Body: Lesson 1** Grade Level: **6-8**

Kind of a Warm-Up

(The teacher can select an activity of their choice or use the activity provided.)

Time (minutes)
5

Organization

Students in general space throughout the instructional area with cones or poly spots spread out.

Activity Progression:

Spread kind message cards face down throughout the instructional area. Place a kind message card underneath each cone/poly spot.

Organize students into groups of 3-4. On the go signal, students will move around the instructional area. After about 20-30 seconds have the students stop.

Tell students that now on the go signal they are going to move through the space, pick up and read a kind message card and bring it back to their group. If they have cards that match, they can keep the cards. If they have cards that don't match, they will place them back in the middle of the instructional area. Stop after about 20-30 seconds. Complete three rounds.

At the end, have each group reflect upon the messages they grabbed. After a couple minutes, have students grab the kind message cards, bring them to you, and have a seat.

Begin a discussion around kind messages and how they make students feel.

Example script: "What were some of the messages that you read? [Allow students to respond between each question.] What was your first initial reaction/thought when you read the message? How did it make you feel reading all of the messages? How does it make you feel receiving kind messages from friends? Family? Teachers? Strangers? How does it feel to give a kind message to someone else? Kind messages can make us feel good about ourselves and help build our self-esteem. It can even feel good to give a kind message to someone else because we may be able to see a positive reaction. Being kind and giving/receiving kind messages may sound easy, but it can really take practice believe it or not! So, today we are going to continue to talk about kind messages and how they affect us."

Extension: Have students come up with a question to better get to know their classmates. Next, they will find a classmate to ask their question and answer their peer's question. The two students will switch and go find someone else. Research indicates that the more you relate and know someone, the kinder people typically are to each other.

Modifications/Differentiation:

- Use signs for directions or visual displays of what you want students to do.
- Provide replacement activities for students who may not be able to perform all locomotor skills (e.g., isometric holds, arm circles, walk versus run, etc.).
- Allow students to choose the movement.
- Encourage peer support.

Checks for Understanding:

- Ask students how someone might feel when they receive a kind message from someone they know and someone they don't know. Compare and contrast the difference.

Learning Activity 1

A Mindful Minute

Time (minutes)
5

Organization
Students seated in the middle of the play area.

Activity Progression:

Introduce the health. moves. minds.™ program and the concept of the Empowered Mind & Body lessons and what students will be focusing on over the next few weeks (see the description at the top of page 1). Tell students they are going to be practicing ways to take care of their mind and body because that is an important part of being healthy overall and can help empower them to make better decisions.

Example script:

“Over the next few weeks we are going to learn ways that we can take care of our mind and body by practicing being mindful and being kind. We will also learn how taking care of our mind and body empowers us. Empowerment is the process of becoming stronger and more confident. Being mindful is when you pay full attention to your thoughts, emotions, body and environment. It’s also about focusing on the present. The past* already happened, and the future isn’t here yet.

[*Consider your students’ background or past experiences, this statement may be a trigger for students who have experienced trauma. Work with your school’s counselor/psychologist for responding to triggers.]

Taking care of our mind and body makes us healthier and empowers us. When we are mindful of how we treat others (and ourselves) and mindful of our own feelings it can help us demonstrate kinder behavior and help us make healthier decisions. Today we are going to learn one way to help us be more mindful.”

Use the emoji rating scale for students to rate how they are currently feeling. You will then have them rate how they’re feeling again at the end of class.

Example script:

“First, I would like you to take a look at this emoji scale and pick an emoji based on how you feel

right now. At the end of class, I will ask you again how you are feeling.” [You can decide if you would like students to keep how they are feeling to themselves as a self-assessment or share by holding up the number of fingers according to the emoji they have selected.]

“Sometimes when we feel anxious, angry or overwhelmed it can make us behave differently than we normally would act. I want you to take a few seconds to think of how you feel when you are either anxious, angry or overwhelmed. Do you act differently? How do you act differently? Do you want to be alone? Do you cry? Do you yell? Share with someone sitting next to you something you do when you feel anxious, angry or overwhelmed.”

Next, introduce the concept of a Mindful Minute.

Example script:

“It is okay to feel anxious, angry, sad, scared or overwhelmed sometimes. In fact, everyone feels those feelings at times. Over the next few lessons we are going to learn ways we can help our mind and body when we feel those feelings. We will also explore how taking care of ourselves when we feel those feelings helps us overall. The first thing we will learn is a Mindful Minute. A Mindful Minute is when we sit quietly with our eyes shut, focusing our attention on our breathing. At first, our mind will wander and that’s okay. We will keep practicing and eventually it will get easier.”

Direct students to sit quietly with their eyes closed. Have students focus on their breathing for 60 seconds. After 60 seconds, have students open their eyes and ask them how they feel. Tell them this is a great way to help make them feel calm and we will continue to practice this daily as well as learn other mindfulness skills throughout the unit.

Cues:

- **Empowerment** is the process of becoming stronger and more confident, especially in controlling one’s life and claiming one’s rights.
- Mindfulness (or Self-Awareness) is paying full attention to our
 - thoughts
 - emotions
 - body
 - environment
- Focusing on the present
 - the past already happened
 - the future isn’t here yet
- Mindful Minute
 - Closing your eyes
 - Focus on breathing
 - Noticing what is around you
 - Takes practice – it’s okay for the mind to wander; bring your mind back to your breathing

Modifications/Differentiation:

- Allow students the option to sit or lay quietly, walk around the room quietly or use a fidget quietly.
- Individuals with autism have difficulty understanding emotions and expressions. They learn best through concrete real- life experiences. You may show the student an emotions picture board. The teacher should show the picture to the student of the student’s current emotion and allow the student to look into a mirror.

Checks for Understanding:

- When would be a time that a Mindful Minute would be useful?
- Why would using a Mindful Minute be healthy for a person?

Learning Activity 2

Team Building

(The teacher can select an activity of their choice or use the activity provided.)

Time (minutes)
20

Organization
Students divided into six teams.

Activity Progression:

Students will work together to make a building or structure as a team. At the end, students will reflect and give a positive comment about how the team worked together. Have students give compliments to their teammates throughout the activity.

Let students know ahead of time that they will be giving their teammates compliments so they must pay close attention during the activity for things to compliment.

Part One: Get the Equipment List

Divide the class into six teams or into teams of four. Each team is assigned a home base (hula hoop). Once the teams are divided, each team lines up behind their home base.

Place 36 cones/poly spots in the playing area. Under each cone, place an item from the equipment list. Alternatively, teachers can just place the equipment list items face down in the instructional area without a cone/poly spot.

Equipment lists have a list of six different pieces of equipment with various quantities. Each item is numbered 1-6. You can

use the suggested equipment list or create your own with equipment you have available.

Once all the equipment items have been hidden under the cones, give the signal to start.

Each team attempts to find all the equipment list items (1-6) for their team as quickly as possible. All players must run back to their team's home base before looking for another equipment list item. If an item is found, they can bring it back and place it in their home base. Teams are encouraged to talk to each other throughout the activity. Play until every team has collected all of their cards (1-6).

Part Two: Get the Equipment
Each team will have an opportunity to go over their equipment list now that they have collected all the cards. As teams do this, the teacher will scatter all the equipment that is needed for team building.

On the teacher's signal, teams will continue to work together to gather all the materials on their equipment list. A running player may only gather one piece of equipment at a time and bring it back to their home base before

gathering another piece of equipment. Play continues until each team has collected all their equipment.

Part Three: Team Building

Now that each team has their equipment list and all their materials, it's time to build!

Mark an area at the opposite side of the playing area which will be designated as the construction zone.

Students can decide as a team what they want to build or – to add another layer of teamwork – teams can build as they go, compromising on what equipment goes where.

Students will bring one piece of equipment at a time from the home base to the construction zone. Teams must attempt to build their building inside the construction zone.

Play ends once each team has finished their building. Teams are then invited to go check out the other teams' buildings and give positive feedback on another team's work.

Cues:

- Kind messages/compliments are
 - Genuine, true
 - Specific

Modifications/Differentiation:

- Provide students with visual impairments an auditory object or a sighted guide using a small piece of rope or a guide rope.
- Place objects closer or farther from home base.
- Give students a list of kind messages to choose from.

Checks for Understanding:

- What are positive effects of giving our teammates kind messages?
- Why would “building up” our teammates be an advantage?
- Compare and contrast the effects of giving positive and negative messages during a teamwork activity.

At the end, have students reflect and think of something positive to share about the group's ability to work together.

Example Script:

“I saw a lot of great teamwork today. [Name specific things you saw.] Continuing with what we started in our warm-up, giving kind messages, I want you to take a few moments to reflect on the activity and think of one kind or positive message or compliment you can give each of your teammates. You can say something like, ‘It was really helpful when you helped me find an equipment list item’ or ‘I really liked your ideas during the team-building part of the activity.’ The key thing to keep in mind when giving a compliment or a kind message is that it should be genuine and specific. So instead of saying ‘good job,’ describe what is the actual good job you think they did. Let’s take a minute to reflect on the kind messages you want to give to your teammates. Then we will share them with our teammates.”

Learning Activity 3

Kind vs. Negative Messages

Time (minutes)
10

Organization
Students in general space throughout the instructional area with cones or poly spots spread out.

Activity Progression:

Repeat the warm-up, adding the negative message cards. Spread out half of the kind message cards and all of the negative message cards facedown throughout the instructional area. Have students stay in their Team Building groups.

On the go signal, students will move around the instructional area. After about 20-30 seconds have the students stop.

Tell students that now on the go signal they are going to move through the space, pick up and read a kind AND negative message card and bring it back to their group. If they have cards that match, they can keep the cards. If they have cards that don't match, they will place them back in the middle of the instructional area. Stop after about 20-30 seconds. Complete two rounds.

At the end, have students grab a kind/negative message card, bring it to you, and have a seat. Begin a discussion around kind versus negative messages and how they make students feel.

Example Script: "So this time when we did the activity, I'm sure you quickly noticed something different. This time I added negative messages. When you read the first negative message, what was your reaction? [Allow students to answer.] It was probably kind of surprising and imagine if someone you knew said that to you. What about someone you didn't know? What about yourself? [Allow students to answer the questions. Ideally you will begin to discuss that how we talk to ourselves – either positively or negatively – affects us.] We mostly talk to ourselves in our head; this is called self-talk. Just like we practice giving compliments or kind messages to other people, we should practice and make sure we talk positively to ourselves as well!"

- Have students get into pairs.

- o Ways to get students into pairs:
 - Have students stand on poly spots and match with the same color
 - Name starts with the same letter
 - Same birthday month
 - Same number of letters in their name
 - Born in the same season
- Give students slips that have different scenarios. Students will walk around the perimeter of the instructional area and discuss with their partner how the positive or negative self-talk impacts the scenario.
 - o Scenario 1 – Nico studied hard for a test, but still didn't get a good grade. He began to think to himself, "You're so dumb you can't even study and get a good grade. What's wrong with you? If everyone knew how long you studied, they would probably think you're stupid too."
 - Q1: What could Nico say to himself instead?
 - Q2: What are some things Nico could do to encourage himself?
 - Q3: What would you do in this situation?
 - Q4: If Nico talked negatively to himself all the time, what effect do you think it would have on him?
 - o Scenario 2 – Melissa wants to try out for the volleyball team but is nervous.
 - Q1: What are some examples of positive self-talk Melissa could use?
 - Q2: Why would it be important for Melissa to talk to herself positively instead of negatively?
 - Q3: Can you think of time where you used positive self-talk and it helped you?
 - Q4: How does positive self-talk help a person's self-esteem?

Review the scenarios after a few minutes of student discussion.

Cues:

- Mindfulness (or Self-Awareness) is paying full attention to our
 - thoughts
 - emotions
 - body
 - environment
- Focusing on the present
 - the past already happened
 - the future isn't here yet
- Mindful Minute
 - Closing your eyes
 - Focus on breathing
 - Noticing what is around you
 - Takes practice – it's okay for the mind to wander; bring your mind back to your breathing

Modifications:

- Use signs for directions or visual displays of what you want students to do.
- Provide replacement activities for students who may not be able to perform all locomotor skills (e.g., isometric holds, arm circles, walk versus run, etc.).
- Allow students to choose the movement.
- Students who have difficulty with reading or comprehension of text can choose between positive and non-desirable pictures/videos.
- Students with visual impairments can use braille text or have the passage read to them.

Checks for Understanding:

- Ask students how giving positive and negative messages to others can affect someone.
- Ask students how giving positive and negative messages to yourself can affect you.

Example Script: "Positive self-talk is one way to empower ourselves, by building ourselves up and being compassionate to ourselves when we make a mistake. Positive self-talk is a healthy behavior to practice."

Extension: For scenario 2, discuss with students how Melissa can prepare herself in case she doesn't make the team.

Closure

Time (minutes)

5

Activity Progression:

Have students practice a Mindful Minute for 60 seconds again.

Review health. moves. minds., a Mindful Minute and the effects of positive/negative messages and empowerment.

Ask students if it was easy for them to give kind messages to each other – and why or why not? Do you think it's easier or harder to give kind messages to yourself or someone else? Why or why not? Remind students that giving kind messages (to others and ourselves) can take practice and it will get easier just like practicing a Mindful Minute.

Tell students to practice taking a Mindful Minute at home.

Have students use the emoji rating scale again to determine how they are feeling. Ask students if they feel better (thumbs up), the same (thumb sideways) or worse (thumbs down).

Cues:

- **Empowerment** is the process of becoming stronger and more confident, especially in controlling one's life and claiming one's rights.
- Mindfulness (or Self-Awareness) is paying full attention to our
 - thoughts
 - emotions
 - body
 - environment
- Focusing on the present
 - the past already happened
 - the future isn't here yet

Modifications/Differentiation:

- Provide preferential seating for those who need it (e.g., closer to the teacher, in a chair, on an exercise ball, etc.).
- Allow students the option to sit or lay quietly, walk around the room quietly or use a fidget quietly.

Checks for Understanding:

- What is mindfulness?
- Define empowerment.
- Why is it important to be kind to ourselves as well as others?
- How does using a Mindful Minute empower us?