



Being Mindful, Being Kind

The following lessons can be implemented in their entirety or you can replace the starred* 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. The key message throughout these lessons is that being mindful of our own feelings and being mindful of how we treat others can help us be kinder. Additionally, taking care of our minds and bodies makes us healthy. Students will also begin to learn basic mindfulness strategies. Alternatively, you can replace the word mindfulness with self-awareness throughout the lessons.

Lesson Name: A Mindful Minute & Our Feelings

Unit Name & Lesson #: Being Mindful, Being Kind: Lesson 1

Grade Level: K-2

Lesson Length: 30-35 minutes

Before beginning, the “Modifications/Differentiation & Checks for Understanding” section includes 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.

National Standards:

- 1 (Movement Skills)
 - S1.E1 Locomotor: Hopping, galloping, running, sliding, skipping, leaping
- 2 (Movement Concepts & Strategies)
 - S2.E1 Space
 - S2.E2 Pathways, shapes, levels
 - S2.E3 Speed, direction, force
- 3 (Fitness & Physical Activity)
 - S3.E2 Engages in physical activity
- 4 (Responsible Personal & Social Behavior)
 - S4.E4 Working with others
- 5 (Value of Physical Activity)

Lesson Objective(s):

By the end of class, students will be able to demonstrate Mindful Minute for 20 seconds as a technique for implementing mindfulness. Students will also be able to identify when a Mindful Minute can be implemented by an individual.

Essential Question (related to objective):

What does it mean to be mindful?

Equipment Needed:

- Emoji rating scale
- Parachute
- Small balls
- Music (optional)

Lesson Overview:

By the end of this lesson, students will be able to define mindfulness and practice greeting a person. The teacher should emphasize that being mindful is about paying attention and slowing down to notice what you are doing. Students will be introduced to the Mindful Minute. Students will also practice different ways to greet other people. The teacher will lead a discussion on feelings and how practicing mindfulness techniques can help reduce stress/anxiety. If appropriate, replace the word mindfulness with self-awareness.

Warm-Up*

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

Time (minutes)
5

Organization

Students in general space throughout the play area.

Activity Progression:

Have students find their own personal space anywhere in the instructional area. Tell them you are going to put their listening ears AND bodies to the test! You will call out different directions for the students to complete. Remind students to stay in their personal space and to watch out for other students when moving.

Have students complete the following:

- Touch a wall and skip back to their spot.
- Find a classmate and say hello. Ask students to complete the following:
 - What are non-verbal ways you can greet someone/say hello? (e.g., smile with eye contact, shake hands, fist bump, wave, bow, etc.)
 - Find another classmate and choose a different way to say hello.
 - Find another classmate and make up a new way to greet someone.
 - Share how to say hello in different languages (e.g., hola, bonjour, ciao, Nī hāo, hallo).
- Find a line on the floor and jump over it five times and run back to your spot.
- Use your body to make a shape.
- Find something green – not on your body (or someone else's) – and touch it, then zig zag walk back to your spot.
- Choose a creative way to walk.
 - When students return, ask them how walking that way made them feel and why they chose that way.
 - Ask what level they walked at: high, medium, or low.

After a few rounds, have students tiptoe or walk quietly to the center of the play area. Discuss greeting people and how saying hello to people is polite and kind.

Example script:

“We did a great job greeting our classmates today. Can you tell me other people you might greet in school? [Allow students to give several different examples.] Those are great examples! When someone you know greets you how does that make you feel? [Allow students to share out.] How about someone you don't know? [Allow for answers – ideally this will bring about discussion of feeling accepted, positive environment, etc.] Those are all great feelings. I feel that way too; it feels good when someone says hello to me and I feel good when I greet someone too. Greeting people when we see them is an easy way to be kind and to make people feel welcome.”

Modifications/Differentiation:

- Focus only on one movement skill between students greeting each other.
- Use signs for directions or visual displays of what you want students to do.
- Show students different ways people greet one another in different cultures.
- 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.).
- Replace jump with step over or roll over.
- Have students use an auditory cue (e.g., bells) so students with visual impairments can find a peer to greet.
- Allow students to choose the movement.
- Allow students to share how they say hello in different cultures or languages.

Checks for Understanding:

- Ask students to give examples of people they greet in school.
 - Provide students with pictures of teachers/staff in the building for those who have difficulty communicating.
- Ask how students feel when they are greeted by someone they know and someone they don't know.
 - Provide a picture board with emotions and model some of these before having the students model them.

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 Being Mindful, Being Kind 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.

Example script:

“Over the next few weeks we are going to learn ways that we can take care of our minds and bodies by practicing mindfulness. [You may opt to use the term self-awareness in place of mindfulness throughout the lesson.] Being mindful is when you pay full attention to what you’re doing. You’re taking your time. You’re focused and relaxed. We are going to explore how we behave or treat others and think about ways we can be nice to others. Taking care of our minds and bodies makes us healthier. When we are mindful of how we treat others and mindful of our own feelings it can help us demonstrate kinder behavior. Today we are going to learn one way to help us be more mindful.”

Use a color or an 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 that matches the emoji they are feeling like currently.] Sometimes when we feel mad, sad, scared 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 mad, sad, scared 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 mad, sad, scared, or overwhelmed.”

Next, introduce the concept of a Mindful Minute.

Example script:

“It is okay to feel sad, mad, scared or overwhelmed sometimes and in fact everyone feels those feelings at times. Over the next few lessons we are going to learn ways we can help our minds and bodies when we feel those feelings. The first thing we will learn is a Mindful Minute. A Mindful Minute is when you sit quietly with your eyes shut, clear your mind and focus on what you notice around you.”

Direct students to sit quietly with their eyes closed. Have students focus on what they hear around them and what they notice, this will help them to begin to clear their mind. Have students do this for 20 seconds. After 20 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 eventually we will work up to sitting quietly with our eyes closed for one minute.

Cues:

- Mindfulness (or Self-Awareness)
 - Paying full attention
 - Slowing down to notice what you’re doing
 - Focused and relaxed
- 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:

- Replace overwhelmed with stressed, worried or anxious.
- 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:

- The teacher should circulate and listen to conversation.
- Ask students to turn to someone next to them and share how they might behave when they feel overwhelmed/anxious/stressed.
- Have students act out being sad, anxious, overwhelmed, mad, happy.

Learning Activity 2*

Take a Selfie

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

Time (minutes)

5

Organization

Students in general space.

Activity Progression:

Play music and allow students to choose how they move around the instructional area.

Once the music is stopped, call out a different emotion and have students pause and pretend to take a selfie acting out that emotion. Suggested emotions:

- Brave
- Shy
- Worried
- Bored
- Surprised
- Cheerful
- Embarrassed
- Excited
- Confused
- Silly

Play music with different tempos and have students move to the tempo slowing down and speeding up. Or direct students to move at a slow/medium/fast speed, low/medium/high level. Use color visuals to help students recognize how they should be moving. Green — fast, yellow — slow or medium, red — stop or slow. Show this visual at different levels so the students can visually see at what level they should be moving.

Reinforce to students that all feelings are healthy (even feelings that can seem negative like anger) and being able to identify our feelings is helpful so we can do something healthy to feel better. Part of being mindful is embracing all our feelings.

Modifications/Differentiation:

- Randomly call out for students to turn left or right, build up speed then slow down.
- Provide visually impaired students a sighted guide using a small piece of rope or a guide rope.
- Choose different students to select how everyone should move or what emotion to act out.
- Have students call out synonyms for a feeling.

Checks for Understanding:

- Why is it a good thing for us to know how we are feeling?
- **Extension:** For homework, have students draw their own emoji icon to share with the class.

Learning Activity 3*

Mindful Parachute

Time (minutes)
5

Organization
Students gathered
around the parachute.

Activity Progression:

Use the following parachute activities to help reinforce the day's lesson on mindfulness or self-awareness. Go over the definition of mindfulness again.

Breathe In, Breathe Out – Have the students place their hand on their chest and take a deep breath so they can feel their lungs at work. Have students lift the parachute to simulate breathing in and have students drop the parachute and step back to breathe out. “Focusing on our breathing is good to do while doing a Mindful Minute. In our next class, we will learn more about how breathing can help us calm down.”

Color Greetings – Review some of the greetings from the warm-up. Have students lift the parachute. While the parachute is still up call out a color; have all the students holding that color come to the center and greet each person however they wish.

Mindful Parachute – Have students lift the parachute, step in to make a mushroom, then pull the parachute down behind them and sitting on it so everyone is underneath. Have students look around quietly to notice what they are seeing, hearing, and feeling. Have students share out what they notice.

Popcorn Thoughts – Students will pretend the parachute is someone's mind. Add a few small balls to the parachute and tell them they are someone's thoughts. Have students shake the parachute fast. Tell students this is how someone's mind can be when they feel mad, upset, or overwhelmed. Guide students to stay still for a few seconds and notice how the balls stop moving and everything is calm. This is similar to when we practice a Mindful Minute – it can help calm our mind and make us feel better.

Cues:

- Mindfulness (or Self-Awareness)
 - Paying full attention
 - Slowing down to notice what you're doing
 - Focused and relaxed a feeling

Modifications/Differentiation:

- Allow students who may feel uncomfortable in enclosed spaces to stand outside of the parachute and still share what they are noticing from outside the parachute.
- Have a designated spot outside of the parachute for students to greet each other.
- Assign peer helpers to support students grasping the parachute or moving with the class in unison.

Checks for Understanding:

- Ask students to move as a team to show a calm mind. Look for arms that are moving slowly versus rapidly.

Closure

Time (minutes)

5

Activity Progression:

Have students practice a Mindful Minute for 20 seconds again.

Have students use the emoji rating scale again to determine how they are feeling. Ask students if they feel better (thumbs up), the same (thumbs sideways), or worse (thumbs down). Review health. moves. minds.™ and a Mindful Minute. Ask students what the overall theme is for health. moves. minds.

Tell students to practice taking a Mindful Minute at home.

Modifications:

- 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:

- Why is it important to know how we are feeling?
- Ask students how does a Mindful Minute help us?

Quick Assessment:

- Exit Slip: Give an example of when a person can use a Mindful Minute.

OR

- Exit slip: Circle the picture of the person who is in need of a Mindful Minute.