



Being Mindful, Being Kind

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. It's also 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.

Lesson Name: Partner ABCs

Unit Name: Being Mindful, Being Kind

Grade Level: K-2

Lesson Length: 7-10 minutes

Before beginning, teachers should offer accommodations specifically mentioned in a student's IEP to support their ability to participate in the mini-lesson. A sample list of common accommodations and modifications to aid you in selecting appropriate supports for students can be found under "Additional Resources" [here](#).

Lesson Objective(s):

Students will work together with their partners to collect various letters.

Students will discuss the importance of reflection and spend time reflecting.

Essential Question (related to objective):

How can reflection help me be healthy?

Equipment Needed:

- [How am I feeling? Emoji Rating Scale poster](#)
- [Letter Cards](#)

CASEL Core SEL Competency:

Self-awareness

- Identifying one's emotions
- Linking feelings, values and thoughts

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

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

- S3.E2.K Participates actively in physical education class.
- S3.E2.1 Engages actively in physical education class.
- S3.E2.2 Engages actively in physical education class in response to instruction and practice.

Standard 4: The physically literate individual exhibits responsible [personal and social behavior that respects self and others

- S4.E4.K Shares equipment and space with others.
- S4.E4.1 Works independently with others in a variety of class environments (e.g., small and large groups).
- S4.E4.2 Works independently with others in partner environments.

National Health Education Standards & Performance Indicators:

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

- 7.5.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.

Lesson Overview:

This mini-lesson has two parts. In the first part, students will participate in a simple cooperative activity focusing on communication. In the second part of the mini-lesson, students will discuss the concept of reflection and will spend some time reflecting. The teacher will connect the concept of reflecting as a healthy practice. Taking time to reflect is a way we can take care of our mind and body. The reflection portion of the mini-lesson can be used regularly after any lesson or activity.

Mini-Lesson Name: Partner ABCs Unit Name: Being Mindful, Being Kind Grade Level: K-2

Definitions:

Mindfulness is:

- Paying full attention
- Slowing down to notice what's happening
- Staying focused and relaxed

Reflection is taking time to think about:

- Something you may have learned,
- Your feelings, or
- Your behavior

Activity Progression:

This mini-lesson is a great addition to the beginning or closing of an already existing lesson.

To start the mini-lesson, have students check in using the Emoji Rating Scale.

Example script: “Before we get started let’s check in with ourselves. It’s healthy for us to take time to see how we are feeling. So, let’s look at our Emoji Rating Scale and see how we are feeling today, right now in class.

[Give students a few minutes to think about how they are feeling. They can share out if they would like or keep their response to themselves.]

If you would like to share how you are feeling right now you can or if not, that’s okay too! I’m feeling [insert an emoji] because [then a reason you are feeling this way].”

Scatter letter cards all around the gym. Have students find a partner who has the same birthday month or same number of siblings. Pairs will then go stand near one of the letters of their choice. Pair up leftover students with the closest matches.

The shorter student will start as the anchor and stay next to the letter while their partner is the scout that searches for the next letter. Once they find it, they stand at that letter and raise their hand. Their partner runs to them, gives them a high five, fist bump or another positive greeting and then becomes the scout for the next letter. The object is to go find every letter in alphabetical order and return to the one they started at.

Encourage students to communicate and share with their partner if they saw a letter. Additional ways to play:

- Find vowels only
- Find consonants only
- Spell each other’s names
- Spell various sight words (dependent on age/grade)
- See who can find all the letters the fastest

Debrief the activity then move on to the concept of reflection.

Example script: “That was great teamwork and communication I saw just now! What were some of the ways you all worked together? [Allow for responses.] Today I wanted to talk about the word reflection. Has anyone heard of the word? We may have heard of reflection when talking about a mirror. When we look in a mirror, we can see ourselves, that’s called our reflection. Well, one way we can take care of our minds is through reflection. Reflection is taking time to think about something you may have learned, your feelings, or your behavior.

We have places where we keep and store things — like our backpacks, our desks/lockers/cubbies, our drawers, closets, toy boxes. We are always putting things in there and if we don’t take time to go through these places once in a while, we forget what’s in there. Who has cleaned out one of these spaces and found something that you had forgotten about? Show me a thumb up if this has happened to you.

Our brains are where we keep all of our memories of our experiences and things that we have learned. They work in a similar way. If we don't take some time to think about what we have been doing, what we have been learning, or what we have been feeling, we can forget what's in there. Reflecting also helps us learn about ourselves."

Allow students to spend some time reflecting. One easy way to reflect is to think about the highs and lows in a day. Have students think about their favorite part of class and something they felt could have been better. Also, have them think about why that was their favorite part or why it could have been better.

At the end of class have students check in with themselves again using the Emoji Rating Scale.

Extension: Have students complete [The Daily Big 3 for Grades K-5](#). Students can complete all five days at home, or the teacher can assign specific pages to be completed during class time.

Mini-lesson adapted from Amanda Amtmanis, Middletown City Schools, CT.

Modifications/Differentiation:

- Allow students to choose what words they select.
- Place a list of word on the board for students to see.

Checks for Understanding:

- Why is it good for us to take time to reflect on things we are learning or feeling?
- What is something you learned today?
- How can you reflect on your own?