



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: Feelings, Feelings Everywhere

Unit Name: Being Mindful, Being Kind

Grade Level: K-2

Lesson Length: 5-7 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 be able to identify and list various feelings.

Essential Question (related to objective):

What feelings do I feel?

Equipment Needed:

- [How am I feeling? Emoji Rating Scale poster](#)
- Sidewalk chalk, 1 piece per student

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 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

- S1.E1.K Hops, gallops, jogs and slides using a mature pattern.
- S1.E1.1 Hops, gallops, jogs and slides using a mature pattern.
- S1.E1.2 Skips using a mature pattern.

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.

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 can be a great opening or closing to an already existing lesson. Students will identify and list various feelings. They will also identify times they may have felt a variety of feelings.

Mini-Lesson Name: **Feelings, Feelings Everywhere** Unit Name: **Being Mindful, Being Kind** Grade Level: **K-2**

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Definitions:

Mindfulness is:

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

Activity Progression:

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].”

Have students identify different kinds of feelings and write them with sidewalk chalk throughout a small area. It’s okay if feelings are repeated. If students can’t write allow them to draw emojis or faces of feelings. Encourage younger students to sound words out.

Have students leap, (or let students choose how they want to move) from feeling to feeling based on how they have felt:

- Today
- Over the last couple of days
- At some point in their entire life

Reinforce to students that all feelings are healthy and normal, even feelings like anger or being sad. Have students identify healthy ways to help improve their mood like doing a Mindful Minute or Better Breathing.

Example script: “I love all the feelings we have come up with. All of our feelings are normal, even feelings that might not feel that good like being sad or scared. It’s good to be able to name our feelings when we are feeling them so we can do something healthy when we might have a big feeling. That’s why we are taking time in PE class to build our toolbox of things we can use when we might have big feelings. What are some healthy things we can do if we have a big feeling?”

Allow additional classes to continue to add to all the words that have already been written. Encourage students to think of other feelings not listed or other synonyms for feelings.

Optional: Have students draw a simple picture. As they are drawing, have them pay attention to things they might not normally notice.

- How does the chalk feel in your hand?
- How does the chalk sound against the ground as you draw?
- Does the chalk have a smell?
- What else do you notice about the chalk as you draw?

Example script: “Paying close attention like this is a form of being mindful. Being mindful is slowing down and paying full attention – you are focused, relaxed and in the present moment. Mindful drawing or coloring is a great tool to use when a you might need a moment to clear your mind when feeling a big feeling.”

At the end of class have students check in with themselves again.

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Modifications/Differentiation:

- Allow students to draw emojis to represent feelings.
- Have feelings already listed for students.
- Have students call out various ways they can move from feeling to feeling.
- Allow students with sensory issues to observe students drawing and share what they notice.

Checks for Understanding:

- What are things you can do that are healthy when having big feelings?