



### 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: Imagination Creation**

**Unit Name: Being Mindful, Being Kind**

**Grade Level: 3-5**

**Lesson Length: 10-15 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 practice using their imagination to create a peaceful scene in their mind as a strategy for when they might be feeling strong or complex emotions.

Students will work together in small groups to create imaginary scenes.

#### Essential Question (related to objective):

How can I use my imagination to be mindful?

#### Equipment Needed:

- [How am I feeling? Emoji Rating Scale poster](#)
- At least 2 juggling scarves/plastic grocery bags (or something similar) per student
- Various types of PE equipment of the teacher's choice, 1 for each student
- Optional: Projector, speakers

#### CASEL Core SEL Competency:

Self-management

- Managing one's emotions
- Identifying and using stress management strategies

#### 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.E2.3 Engages actively in the activities of physical education class without teacher prompting.
- S3.E2.4 Engages actively in the activities of physical education class, both teacher-directed and independent.
- S3.E2.5 Engages actively in all of the activities of physical education.

#### National Health Education Standards & Performance Indicators:

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

- 7.2.1 Demonstrate healthy practices and behaviors that maintain or improve personal health.

#### Lesson Overview:

Teachers will introduce a Mindful Movie, a skill which uses imagery as a way to relax by creating a peaceful scene in your mind. Teachers should make the connection that using our imagination is another tool that can be used to help us when we feel a big feeling. The teacher will lead an imaginary scene that students will act out then students will get into small groups to create their own scenes as a group.

Based on the needs of the community, teachers can replace the word mindfulness with self-awareness throughout the mini-lesson.

## Definitions:

### Mindfulness is:

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

### Mindful Movie

- Close your eyes.
- Do Better Breathing 3 times (or as many times as you like).
- Imagine a place that is peaceful to you and pretend you are there.
- Add as many details as you can. Try using the 5 senses.
- Spend time in your movie.
- Once you're done notice how you feel.

## 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 it not, that’s okay too! I’m feeling [insert an emoji] because [then a reason you are feeling this way].”

Revisit the definition of mindfulness.

**Example script:** “Today we are going to learn another skill to help us when we might feel uncomfortable and wish we could be somewhere else or when we are feeling a big feeling like being nervous or angry. It’s called a Mindful Movie.”

Explain to students that a Mindful Movie is a way that we can help our bodies relax by imagining or creating a movie, specifically a peaceful scene in a movie.

**Example script:** “Today we are going to use our imagination a lot. Our imagination is one way we can practice mindfulness and see things in our mind to help us feel better. We are going to practice using our imagination today and then learn to create a Mindful Movie in our mind. Movies have LOTS of details. So, when we start doing our Mindful Movies and other activities today, you will need to think of LOTS of details. When we learn to create a movie or image in our mind and add lots and lots of details, it can be really helpful when we have a big feeling. We can help create new thoughts to push out the thoughts that are making us feel bad.”

Start with a teacher-led imaginative scene describing a rainstorm (using scarves) and then get students into small groups.

**Example script:** “Now we are going to use our imagination to practice mindfulness. For this activity we will imagine there is a rainstorm. As I’m describing the scene you can choose how that scene may look or sound. You can use your body or scarves to make sounds or to act out the scene. Be as creative as you like!”

Lead students through the following activities:

- Do you hear that? I hear a slow pitter patter of rain hitting the ceiling. *Allow students to choose how they would like to make the pitter patter sound of rain.*
- The wind is picking up now and I can hear it howling outside. Can you show me how the wind might sound or how the wind might blow?
- The rain is getting heavier and it’s raining faster. It’s pouring out! There’s so much rain everywhere. I can hear it.
- LIGHTNING! [Teacher claps hands.]
- THUNDER! [Teacher stomps feet.]

Mini-Lesson Name: **Imagination Creation** Unit Name: **Being Mindful, Being Kind** Grade Level: **3-5**

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- LIGHTNING and THUNDER! [Teacher claps hands and stomps feet at the same time.]
- It's a crazy storm in here! I hear lots of thunder and lightning and rain!
- But the rain is slowing down and so is the wind.
- There's no more lightning and thunder, I think the rain might be stopping.
- Everything is slowwwwwing down.
- The sun is coming out, everything is still and quiet.

Point out the different ways you saw students acting out the rainstorm. Get students into small groups of 3-5. Provide various types of equipment that students can pick from. Encourage students to choose a different piece of equipment than others in their group.

Students will take turns creating their own story similar to the rainstorm. It doesn't have to be a nature event it can be anything the group decides. Each person in the group will take a turn adding to the story and everyone will act out the part of the story how they imagine it to be using their body and/or the piece of equipment. This activity should only be about 3-5 minutes total.

Optional: Play this [video from Go Zen! about going to a still quiet place.](#)

Have students complete a Mindful Movie by walking them through the Mindful Movie cues.

Example script: "What are some places you think might be peaceful or where is a place you like to go? [Allow students to answer.] I love all those ideas! It can be a made-up place or a real place. Let's try creating a Mindful Movie together. I'll help you through it.

- Close your eyes.
- Let's do Better Breathing 3 times. Breathe in deeply and quietly and breathe out slowly and quietly.
- Imagine a place that is peaceful to you and pretend you are there.
- Now add as many details as you can. Try using the 5 senses.
  - What do you see?
  - What do you hear?
  - What do you feel?
  - What do you taste?
  - What do you smell?
  - What else can you add?
- Let's spend time in your movie.
- Now slowly open your eyes and take some deep breaths. How are you feeling?"

At the end of class have students check in with themselves again. Have students rate how they are feeling using the Emoji Rating Scale. Ask students if they feel better (thumbs up), the same (thumbs sideways) or worse (thumbs down).

### **Modifications/Differentiation:**

- Break each step down for students who may only be able to process one step at a time.
- Provide students with pictures, dramatic actions, or a video demonstration.
- Students who don't have the lung capacity to take controlled deep breaths may do a slow repetitive movement with their hand or foot as a method to control the emotions and improve focus.
- Play calming music with the lights dimmed.
- Allow students to keep their eyes open.
- Provide students with pre-determined locations (e.g. beach, deserted island, forest, a mansion, etc) to act out in their groups.
- Allow students to draw their own mindful scene.

### **Checks for Understanding:**

- How did we use our imagination to be mindful?