



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.



Lesson Name: R-E-S-P-E-C-T

Unit Name & Lesson #: Being Mindful, Being Kind: Lesson 2

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.E3 Locomotor: Jumping and landing, horizontal plane
 - S1.E13 Manipulative: Underhand throw
- 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)
 - S5.E3 Self-expression & enjoyment

Lesson Objective(s):

By the end of class, students will demonstrate a Mindful Minute for 30 seconds as a technique for implementing mindfulness.

During class, students will be able to demonstrate respectful listening by making eye contact with their partner, thinking about what is being said, and remaining quiet.

By the end of class, students will be able to demonstrate deep, relaxation breathing (Better Breathing) as a technique for implementing mindfulness.

Essential Question (related to objective):

How does being respectful make me mindful?

Equipment Needed:

- Emoji rating scale
- Poly spots
- One beanbag per 2 students
- Music

Lesson Overview:

In this lesson, students will continue to practice a Mindful Minute and will learn about Better Breathing as another technique for practicing mindfulness, or self-awareness, and making themselves feel better. Students will also define respect. The teacher should connect how being respectful is a way to be mindful and kind. The teacher should emphasize that students should be respectful to everyone despite differences.

Warm-Up*

Musical Spots & Respectful Listening
(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. Poly spots spread out throughout the instructional area.

Activity Progression:

Have students move however they choose in the instructional area. When the music starts, students can move however they wish.

Once the music stops they must quickly find a poly spot to stand on. Have students find a partner who is wearing the same color shirt. Alternatively, have students find a student with the same type of shirt (e.g., short sleeve, long sleeve, button up, with a collar, with buttons, with a pocket, with stripes, etc.) to ensure no one is left out.

Have students decide who will be an Apple and who will be a Banana. Apples will be talkers and Bananas will be listeners.

Ask the students a question. Apples will have 20 seconds to answer the question while Bananas are quiet and listening.

Example script:

“Apples are going to answer the question and will have 20 seconds. Bananas, while Apples are answering you are listening quietly to what they are saying. Make sure to pay attention so you are able to repeat something that your Apple has shared.”

After the 20 seconds, Apples will stop talking (even if they didn't finish their answer) and Bananas will say something their Apple said. Have students give a high five, fist bump, smile or another way to show positive recognition and start another round.

Example script:

“After both Apples and Bananas have gone, be sure to show your partner they did a good job. How can we show someone they did a good job?” [Have all students physically demonstrate how to show positive reinforcement e.g., thumbs up, high five, fist bump, etc.]

Be sure everyone has a chance to be an Apple and a Banana.

Sample questions for fitness?

- (previous lesson review)
- What is a Mindful Minute? (previous lesson review)
- When is a good time to use a Mindful Minute?
- What is health. moves. minds. about?

Other ways to get students into pairs:

- Same color poly spot
- Tape playing cards underneath the poly spots and have students find someone with the same number or suit
- Tape index cards with opposites, shapes, colors or pairs and have students find the match
- Name starts with the same letter
- Same birthday month

After a few rounds, discuss respectful listening with students. Respectful listening is not interrupting someone while they are talking and then being able to summarize what they said. Have the students end this activity seated on their poly spot.

Cues:

- Respectful listening
 - Eye contact
 - Think about what is being said
 - Quiet

Modifications/Differentiation:

- Use signs for directions or visual displays of what you want students to do.
- Allow student leaders to choose the movement.
- Use pictures to describe movements students should perform.
- Allow students to make up a positive recognition with their partner.
- For students with hearing impairments, have the Apple answer with picture cards. This may also work for students with intellectual disabilities who may have to focus on the picture shown to them and match a picture on their communication board.
- Allow students to use a fidget when listening.

Checks for Understanding:

- Have students think, pair, and share the following questions:
 - What does respectful listening sound like?
 - What does respectful listening look like?

Learning Activity 1
Review a Mindful Minute
Introduce Better
Breathing

Time (minutes)
7

Organization
Students seated on
a poly spot in the
instructional area.

Activity Progression:

Review the purpose of the health. moves. minds.™ program and a Mindful Minute.

Example script: “Last class we discussed that taking care of our minds and bodies makes us healthier. What was one way we practiced taking care of our minds when we feel sad, mad, scared, or overwhelmed?” [Allow students to answer] “That’s exactly right! We talked about a Mindful Minute. Did anyone practice taking a Mindful Minute at home? [Review a Mindful Minute and have students perform a Mindful Minute for 30 seconds]

Have students rate how they are feeling using the emoji rating scale before introducing Better Breathing. Introduce the concept of Better Breathing or deep, belly breathing. Tell students that Better Breathing is another technique to use when feeling sad, mad, scared, or overwhelmed.

Example script: “We’ve been talking about ways to better take care of our minds and bodies and ways to help us when we may feel sad, mad, scared, or overwhelmed. I’m going to talk about another technique called Better Breathing. Better Breathing is just learning to take a deep breath so that it goes way into your stomach. This kind of breathing can help us calm down and feel better. Let’s practice some Better Breathing.”

“I’m going to imagine it’s time to eat and I can smell the good food. Watch me as I breathe in a deep breath so much that it fills my lungs and makes my stomach poke out. [Take a deep breath and hold this breath and count to 4] 1, 2, 3, 4 and now I can breathe out slowly 1, 2, 3, 4. Let’s try it together, think of your yummy food and how good it smells and breathe in really deep! [Count to 4 as students are breathing in] What do we do next? We need to breathe out. I want you to SLOWLY breathe out the air QUIETLY. [Count to 4 as students are breathing out]”

Have students practice breathing in deep and blowing out slowly and QUIETLY a couple more times in their spots. Students may want to hurry their breaths and blow out loudly and faster. Practice with them emphasizing to count to 4 breathing in slowly and deeply and counting to 4 when breathing out slowly and quietly. Share with students this is also a good technique to use when catching your breath after you have moved around a lot.

Have students play musical spots again or an activity that increases the heart rate (for students with multiple disabilities, an activity that stimulates the nervous system) for about 60 seconds. Have students sit and practice Better Breathing again.

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
- Better Breathing
 - Take a deep breath in – so deep your stomach pokes out
 - Breathe in on a count of 4 slowly and deeply
 - Breathe out to a count of 4 slowly and quietly

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.
- 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.
- Use a balloon to show deep breathing.
- Use Smell the Flower and Blow Out the Candle as another method to teach deep breathing.
- Have students imagine there is a balloon in their stomach.
- 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.
([Try this playlist.](#))

Checks for Understanding:

- Have students show the incorrect way to do Better Breathing (e.g., breathing in and exhaling fast) and the correct way to do Better Breathing.
- **Extension question:** Have students think of a time they could have used Better Breathing.

Learning Activity 2

Was This Respectful?

Time (minutes)
8

Organization
Students on a designated start line.

Cues:

- Respect means that you are kind enough to think about others' feelings before you act.

Modifications/Differentiation:

- Allow students to vary how they answer; for example, lift one arm for "no" responses and lift two arms for "yes" responses.
- Allow students to choose an independent movement to perform once or twice based on the response.
- Have peer performers act out the scenario in a safe manner.

Checks for Understanding:

- What are examples of respectful behavior?

Activity Progression:

Have the students take their poly spot and place it on a starting line and sit quietly.

Explain to students that today we are going to continue practicing being kind by learning about respect.

Example script: "We did a great job practicing our Mindful Minute and Better Breathing. We are going to practice that as much as possible during health. moves. minds.™ and I want you to practice it at home too. Today we are going to practice being kind by learning about respect. What does respect mean? Turn to your partner and share what you think respect means. [Wait 10-20 seconds for students to share their answers] Does someone want to share what they think respect means? Respect means that you are kind enough to think about others' feelings before you act. A simple way to be respectful is to treat others the way you would want to be treated."

Extension opportunity: Read or work with classroom teachers to read Have You Filled a Bucket Today by Carol McCloud, which is also a YouTube video. Then, implement a behavior system where students can place a token in a bucket every time a peer does something respectful for them or take one out if someone doesn't show respect. This can then be reinforced throughout the day.

Have students start in the center of the instructional area in a circle facing outward. The teacher will read different scenarios and ask if the action was respectful. Students will then perform an action based on their answer. For yes, they will jump or move forward twice and for no they will jump or move forward once.

To add more physical activity, consider having students perform a locomotor movement in between scenarios.

Scenarios to read:

- Taylor walked down the hall quietly. Was this respectful?
- Marcus spilled water and cleaned it up. Was this respectful?
- Jill rolled her eyes at the teacher. Was this respectful?
- Dimitri waited for the school secretary to get off the phone before asking a question. Was this respectful?
- Lola left the classroom without permission. Was this respectful?

Review why the scenario was or wasn't respectful as you go through the activity. Have students perform a locomotor movement back to their poly spot with their partner. Review the meaning of respect and revisit the warm-up activity.

Example script: "What does respect mean again? Respect means that you are kind enough to think about others' feelings before you act. Remember our warm-up activity? We practiced not talking while our partner was answering a question. We were practicing being respectful. Being a respectful listener is another way we can practice being kind and mindful."

Lesson Name: **R-E-S-P-E-C-T** Unit Name & Lesson #: **Being Mindful, Being Kind: Lesson 2** Grade Level: **K-2**

Learning Activity 3

Don't Bust the Water Balloon

Time (minutes)
5

Organization
Students in pairs with one beanbag per pair.

Activity Progression:

Organize students into pairs.

See the suggestions for getting students into pairs in the Warm-Up.

Have one partner get a beanbag from the teacher and the other partner find a spot on the baseline of the basketball court or another starting point.

Partners will pretend their bean-bag is a water balloon. Students will toss the beanbag back and forth, taking a step back after every successful catch and toss. Be careful don't let your "water balloon" bust! After a few minutes, have students perform a locomotor movement of their choice back to their poly spot. Explain to students that people can be fragile like water balloons.

Example script:

"What happens if we drop a water balloon? It breaks. Well as humans we aren't water balloons filled with water, but we do have feelings. When we treat others with respect we are thinking about their feelings so we don't hurt them. Just like when you were tossing your "water balloons" I saw how each of you were careful to not drop your water balloons. This is how we should be toward one another even when we don't like someone or they are different than us. It doesn't matter if someone has a different religion, looks different, or has different physical or processing abilities because we are all people and we all have feelings, so we should be respectful to each other no matter what."

"When we stop to think about how our actions might make someone feel, this is not only kind, but it's a way of being mindful. Remember mindful means paying full attention to what you are doing."

Cues:

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

Modifications/Differentiation:

- Allow students to hand their beanbag to a peer and receive it back.
- Allow students to pick different distances to start from.
- Allow students to pick different objects to toss.
- Provide a sighted guide or guided rope to students who have a visual impairment.
- Students with visual impairments would benefit from having their partner roll them a beeping ball or a bell ball so they can use their auditory system to track and catch the ball upon arrival.

Checks for Understanding:

- How is "Don't Bust the Water Balloon" like being respectful?

Closure

Time (minutes)
5

Organization

Students are seated quietly in middle of the instructional area.

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.

Activity Progression:

Have students return any equipment and sit quietly in the middle of the instructional area.

Review the overall lesson. Explain how being respectful is a way to be kind and mindful.

Example script: “When we stop to think about how our actions might make someone feel this is not only kind, but it’s a way of being mindful. Remember that being mindful means paying full attention to what you are doing. When you act respectfully you are taking the time to pay attention to how your actions might make someone else feel. This is great because you are being kind and mindful, which is what we are practicing.”

Have students practice a Mindful Minute for 30 seconds as well as Better Breathing.

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).

Tell students to practice taking a Mindful Minute at home.

Checks for Understanding:

- How is being respectful similar to being mindful?



Lesson Name: We Are a Team

Unit Name & Lesson #: Being Mindful, Being Kind: Lesson 3

Grade Level: K-2

Lesson Length: 30 minutes

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 - 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 demonstrate a Mindful Minute for 40 seconds as a technique for implementing mindfulness.

Students will continue to demonstrate Better Breathing as a technique for implementing mindfulness.

Students will demonstrate teamwork by completing a group activity. Students will demonstrate muscle relaxation as a technique for implementing mindfulness.

Essential Question (related to objective):

What is teamwork?

Equipment Needed:

- Emoji rating scale
- 20-25 small objects
- One hula-hoop per student
- Muscle Relaxation Video for Kids from Go Zen!
- Projector and laptop (optional)
- Music

Lesson Overview:

In this lesson students will learn a third mindfulness technique, muscle relaxation, as well as practice teamwork. Emphasize to the students they are already part of a team every day: their class. Revisit respect and how being respectful when working in a team is important. Based on the needs of your community, continue to replace “mindfulness” with the term “self-awareness”.

Warm-Up*

Take a Selfie With Partners
(The teacher can select an activity of their choice or use the activity provided.)

Time (minutes)
3

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, have students find a partner (see suggestions below). Partners will agree on an emotion to act out. Once they've decided on the emotion, they will pretend to take a selfie together acting out the emotion. Suggested emotions:

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

Ways to get students into pairs:

- Name starts with the same letter
- Same birthday month
- Same color shirt or other clothing item
- Same number of letters in your name

After a few rounds, have students stop and sit in the middle of the instructional area. Remind students that all feelings are healthy (even feelings that can seem negative like anger) being able to identify our feelings is helpful, so we can do something healthy to feel better.

Talk to students about working with their partner to agree on an emotion to act out. Communication and compromise are essential aspects of teamwork, which they will be working on today.

Optional activity (two minutes): Challenge to get a ball from one end of the room to the other with the following rules: the ball has to be off the ground, they can't use their hands to bring the ball across the room, and both students have to be touching the ball. The purpose of this activity is to quickly demonstrate the importance of communication and compromise.

Modifications/Differentiation:

- Allow peers to move together or use a sighted guide or guided rope.
- Randomly call out for students to turn left or right, build up speed then slow down.
- Play music with different tempos and have students move to the tempo slowing down and speeding up.
- Direct students to move at a slow/medium/fast speed, low/medium/high level.
- Choose different students to select how everyone should move or what emotion to act out.
- Have students call out synonyms for a feeling.
- Allow students to use picture communication symbols to choose an emotion and a mirror to help them understand and practice pretending the emotion of the selfie.
- The teacher can share a scenario and students act out an emotion they might feel (e.g., getting a present from a friend, winning a game, getting chased by a dog, breaking a glass, etc.).

Learning Activity 1

Review a Mindful Minute and Better Breathing

Time (minutes)
4

Organization
Students seated in the instructional area.

Activity Progression:

Have students rate their current mood using the emoji rating scale.

Have students to practice Better Breathing and a Mindful Minute for 40 seconds. Review respect and what it means.

Example script:

“Let’s practice Better Breathing. Remember when we do our Better Breathing we are going to take a deep breath in so that it fills our lungs up so much our stomach pokes out almost like you are filling up a balloon with air and then we will breathe out SLOWLY and QUIETLY. Ready? Let’s breathe in nice and deep [Count to 4 as students breathe in] and now let’s breathe out SLOWLY and QUIETLY [count to 4 as students breathe out]. Good! I can tell we are getting better at Better Breathing! Now let’s take a moment to do a Mindful Minute. We are going to do a Mindful Minute for 40 seconds today! We are working our way up to 60 seconds, which is a full minute. Alright, everyone let’s close our eyes and start our Mindful Minute. Remember, we are focusing on what we notice around us that we can hear. [Time 40 seconds and allow students to perform a Mindful Minute] Nice job! I feel relaxed and ready to participate in today’s lesson. Can someone tell me when a good time is to use Better Breathing or a Mindful Minute?” [Take responses from students.] ”

“Excellent! Yes, we can use a Mindful Minute or Better Breathing when we are feeling upset and need to calm down, when we are scared, or when we just need to relax. In the last lesson we talked about respect. What does respect mean? [Take answers from students.] Respect means that you are kind enough to think about others’ feelings before you act. A simple way to be respectful is to treat others the way you would want to be treated. Remember, being mindful means paying full attention to what you are doing. Being respectful makes us kind and makes us mindful because we are paying attention to what we are doing to consider how someone else feels. Today we are going to work on teamwork. What does teamwork mean? [Take responses from students] Teamwork means that we work together to achieve a goal. During teamwork it’s important to be respectful. We are going to do an activity to practice teamwork.”

Cues:

- Mindfulness
 - 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
- Better Breathing
 - Take a deep breath in so deep your stomach pokes out
 - Breathe in on a count of 4 slowly and deeply
 - Breathe out to a count of 4 slowly and quietly

Modifications/Differentiation:

- Allow students the option to sit or lay quietly, walk around the room quietly or use a fidget quietly.
- Use Smell the Flower and Blow Out the Candle as another method to teach deep breathing.
- Have students imagine there is a balloon in their stomach.
- Use number cards with the numbers: 1,2,3,4 to help students pace themselves with the visual.
- Blow up a balloon with air and use it to demonstrate filling up and blowing out slowly.
- Allow students with sensory needs to wear a weighted vest, weighted blanket or go under a small parachute.

Checks for Understanding:

- When is a good time to use Better Breathing or a Mindful Minute?

Learning Activity 2*	Time (minutes)	Organization
Hungry, Hungry Caterpillars (The teacher can select an activity of their choice or use the activity provided.)	11	Students in groups of five or six. Each group should have a hoop for every person. Different objects spread throughout the instructional area.

Activity Progression:

Organize students into groups of five or six. Set up the hula-hoops in a line with their edges touching and have each student stand inside their own hoop facing forward. Each group will be a caterpillar.

The goal is for caterpillars to collect as much food (objects on the ground) as possible by having the caterpillar move forward.

To move forward, the last student in line steps into the hoop of the teammate in front of them, then picks up their empty hoop and passes it to the front.

The front student then places the hoop on the ground and steps into it. Every student then steps forward, making the “caterpillar” move.

Only the front student may pick up food, but it is the team’s job to carry collected objects throughout the game.

The activity ends when there is no more food on the ground.

Remind students to be respectful of their teammates.

Example script:

“That was a great teamwork activity. Was it hard? What made it hard or easy? How did you work together with your team? [Allow for student responses between each question.] Did anyone get frustrated? Remember it’s okay to get frustrated or even to disagree with your teammates as long as we are respectful with one another. What does respect mean? [Allow for responses] That’s right we consider each other’s feelings before we act even if we disagree or think differently.”

Have a student with five (or less) letters in their name in each group return equipment.

Modifications/Differentiation:

- Have students try to move their caterpillar first without trying to collect any food.
- Allow students to be peer helpers and share hula-hoops with other students in need.
- If hula-hoops are distracting, allow students to use a poly spot or a lined circle on the floor.
- If there is a student using a wheelchair or walker, you can choose to use poly spots instead of hula-hoops.
- If you have students using a walker, attach a plastic bag to the front to help carry the collected food.
- Students with a visual impairment can receive a lot of verbal direction and another peer can be a sighted guide.
- Students with low attention spans can step in and out of each hula hoop, following the back hula-hoop to the front for each turn.
- Have students try to beat their time.
- Allow students to come up with different ways to increase the challenge.

Checks for Understanding:

- Walk around to different groups and help guide students through problem-solving and teamwork
- Listen to see if students are talking respectfully to one another

Learning Activity 3

Muscle Relaxation

Time (minutes)
10

Organization
Students in general space.

Cues:

- Muscle Relaxation
 - Start at the head and work down to the feet
 - Squeeze one set of muscles at a time
 - Squeeze the muscle tight
 - Hold
 - Relax the muscle

Activity Progression:

Have students find their own personal space in the gym. If you have yoga mats for each student or mats that students can lay on that would be ideal. Or have students bring a towel from home.

Remind students about the first lesson and how they have been practicing a Mindful Minute and Better Breathing as a way to help them when they are feeling mad, sad, scared, or overwhelmed. Explain to students they are going to learn one last technique to help them when they are mad, sad, scared, or overwhelmed – called muscle relaxation. Muscle relaxation is the tightening and relaxing of muscles. Have students lay down in their personal space. Guide them through muscle relaxation from head to feet.

Example script:

“Today we are going to practice one more technique or thing we can do to help us when we are feeling mad, sad, scared, or overwhelmed. Can someone tell me what were the other things we could do to help us when we are feeling that way? [Allow for student to respond] Right, we can take a Mindful Minute or use Better Breathing. Today we are going to practice muscle relaxation. Sometimes after we play really hard our muscles can feel sore, but sometimes our muscles can just feel sore because we are worried, sad, or overwhelmed. Muscle relaxation is a way to help make our muscles feel better by tightening them and relaxing them. We are going to take some time to practice that today.”

Use the video (link below) to help guide students through the muscle relaxation. You can just use the audio or use the video in its entirety (it’s seven minutes long). You can also opt not to play the video at all, but just use it as a reference to learn how to guide your students through muscle relaxation.

<https://www.youtube.com/watch?v=cDKyRpW-Yuc> (credit: GoZen!)

Extension opportunity: Send the link home to parents to show that students can practice at home with their family.

After the muscle relaxation exercise, debrief with students about how it made them feel.

Example Script:

“How do you feel after the muscle relaxation exercise? Do you think this is something you could do on your own? [Allow for students to respond.]”

Modifications/Differentiation:

- Students using wheelchairs can be safely transferred to the floor or can perform this task in their chair.
- Allow students the option to sit or lay quietly, walk around the room quietly or use a fidget quietly.

Closure

Time (minutes)
2

Organization
Students are seated in middle of the instructional area.

Modifications:

- Allow students the option to sit or lay quietly, walk around the room quietly or use a fidget quietly.

Checks for Understanding:

- What is teamwork?
- What team do we all belong to?

Activity Progression:

Review teamwork and what it means.

Reinforce to students that it's okay if you disagree with another person, but we must always be respectful when sharing our thoughts. Using respectful listening is a good way to listen and share your thoughts. Remind students of the warm-up activity from the last lesson.

Have students practice a Mindful Minute for 40 seconds. Tell students that as a class we are one big team.

Example script:

“In a team, we aren't always going to get along and that's okay, but we always have to be respectful to our teammates. We should consider each other's feelings when we want to share how we feel or share our thoughts. Here's an example: If someone in your team comes up with an idea and secretly you may think it's not a good idea, is it respectful to say 'That's a stupid idea!' No! A respectful way might be to say, 'I have another idea that might work better.' As a class we are one big team or family and at times there will be disagreements, but in the end we need to support each other. We are going to do our Mindful Minute for 40 seconds.”

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).



Lesson Name: Being Mindful, Being Kind

Unit Name & Lesson #: Being Mindful, Being Kind: Lesson 4

Grade Level: K-2

Lesson Length: 30 minutes

Before beginning, 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.

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 demonstrate Mindful Minute for 60 seconds as a technique for implementing mindfulness.

During class, students will apply various skills previously taught such as a Mindful Minute, Better Breathing, muscle relaxation, and respectful listening during the health. moves. minds.™ stations.

By the end of class, students will be able to explain the importance of being kind and taking care of their mind and body by completing the writing task at the end of health.moves. minds. stations.

Essential Question (related to objective):

Why is it important to be kind?

Why is it important to take care of our mind and body?

Equipment Needed:

- Emoji rating scale
- 10 cones
- One hula-hoop per five students
- Beanbags
- [health. moves. minds. station cards](#)
- Additional equipment will be determined by the stations selected

Lesson Overview:

In this final lesson, the teacher will tie together all the concepts taught in the last three lessons by having students participate in stations. The stations will allow students to apply and practice mindfulness, or self-awareness, techniques as well as general fitness and PE skills and social/communication skills. Teachers should be sure to connect the overall theme of health. moves. minds. with what the students have been practicing.

Warm-Up*

Hula-Hoop Lift

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

Time (minutes)

7

Organization

Students in groups of five.

Activity Progression:

Organize students into groups of five. Have the student in each group with the first letter of their name closest to A grab a hula-hoop and have each group start at a designated start point (cone).

Groups will start with their hula-hoop on the ground and work together to lift it up only using their index fingers – with everyone still touching the hoop. If someone loses contact with the hoop they must start over.

Once the hoop is lifted off the ground and everyone is standing, students will walk to the designated end point (another cone) and back to the start while everyone keeps contact. If students are successful, have them try again and this time they must run from one end to the other or only use one finger.

After the activity, have the student in each group with the first letter of their name closest to Z bring the materials to the teacher while the rest of the class sits in the middle of the instructional area.

Review the activity and teamwork. Also review the last few lessons (respect, being kind, practicing mindfulness techniques).

Example script:

“That was a great teamwork activity. Can someone remind the class what teamwork means? [Select a student to respond.] Teamwork means that we work together to achieve a goal. Today we are going to practice everything we have been working on over the last few lessons. What are some of the things we have been practicing? [Allow students to respond] Very good! We have been practicing being respectful, practicing teamwork, practicing a Mindful Minute and Better Breathing and being kind overall. Taking care of our body and taking care of our mind make us healthy.”

Modifications/Differentiation:

- Allow students to use parts of their body if they can't touch the hoop with their finger
- Have students try to beat their time.
- Allow students to choose the distance they want to travel.
- Allow students to come up with different ways to increase the challenge.
- Allow students to maintain their grasp of a rope tied to the hula-hoop.

Checks for Understanding:

- Walk around to different groups and help guide students through problem-solving and teamwork.

Learning Activity 1
Mindful Minute**Time (minutes)**
3**Organization**
Students in general space.**Activity Progression:**

Have students seated in general space. Have students rate their current mood using the emoji rating scale. Guide students through a Mindful Minute for 60 seconds.

Review muscle relaxation from the last lesson.

Example script:

"Now let's take a moment to do a Mindful Minute. Today we are going for a full minute or 60 seconds! So, let's close our eyes and start our Mindful Minute. Remember, we are focusing on what we notice around us, if your mind starts to wander bring your focus back to your breathing. [Time 60 seconds and allow students to perform a Mindful Minute] Do you feel more or less relaxed? [Have students give a thumbs up for more relaxed, thumbs down for less relaxed, thumbs in the middle for the same] Hopefully, as you continue to practice this on your own doing a Mindful Minute will help you feel more calm and relaxed. In the last lesson we learned a third technique to help us feel calm. What was it? [Allow a student to respond] We did muscle relaxation. What is muscle relaxation? [Allow a student to respond] It's when we squeeze and tighten our muscles one at a time, starting at our head and working our way down to our feet. "

Today we're going to put everything together that we have been practicing and go through some different stations."

Cues:

- 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.
- Have a visual timer of 60 seconds so some students can understand when the activity will be completed.

Checks for Understanding:

- When is a good time to use Mindful Minute?
- What is muscle relaxation?

Learning Activity 2

health. moves. minds.™
Stations

Time (minutes)
15

Organization
Students in groups of three. Stations set up around the instructional area.

Activity Progression:

Get students into groups of three. Ways to get students into groups:

- Name starts with the same letter
- Same birthday month
- Same color shirt or other clothing item
- Same number of letters in your name
- Birthday is in the same season

Have each group start at a different station. Promote teamwork and helping members in the group that need extra support. Students will spend one minute at each station, then rotate clockwise. Alternatively, allow students to spend as much time at one station to accomplish the skill being taught. Be sure to have stations that are empty to allow students to move at their own pace and not wait around. Also, provide extra materials as stations so that more than one group may participate at a time.

Each station will have a cone with enough paper and pencils underneath for each group member. This will be used at the end of the activity.

Put station cards at each station. Alternating stations with health. moves. minds. cards. Choose four station cards from each category or make up your own. For station card ideas, click the link in the equipment section at the beginning of the lessons.

- Health cards focus on skills around respect, teamwork, and communication.
- Moves cards focus on fitness or PE skills.
- Minds cards focus on mindfulness/breathing skills

Assessment:

- Save the last five minutes for students to complete the assessment.
- Students will use the paper and pencils underneath the cone at their station.
- Have students answer:
 - Why is it important to be kind?
 - Why is it important to take care of our minds and bodies?

Note: Be sure to offer accommodations specifically mentioned in a student's IEP to support their ability to answer the questions.

Cues:

- Mindfulness (or Self-Awareness)
 - Paying full attention
 - Slowing down to notice what you're doing
 - Focused and relaxed
- Better Breathing
 - Take a deep breath in so deep your stomach pokes out
 - Breathe in on a count of 4 slowly and deeply
 - Breathe out to a count of 4 slowly and quietly
- Muscle Relaxation
 - Start at the head and work down to the feet
 - Squeeze one set of muscles at a time
 - Squeeze the muscle tight
 - Hold
 - Relax the muscle

Modifications/Differentiation:

- Allow students the option to sit or lay quietly, walk around the room quietly or use a fidget quietly during mindfulness stations.
- Allow students to draw their assessment and verbally describe their answer.
- Have a visual timer of 60 seconds so some students can understand when the activity will be completed.

Checks for Understanding:

- Walk around to different stations to guide students.
- At mindfulness stations, ask students about when they can use the techniques outside of school.
- Ask students why being kind is a part of being mindful.

Closure

Time (minutes)
5

Organization
Students are seated in middle of the instructional area.

Modifications:

- Allow students the option to sit or lay quietly, walk around the room quietly or use a fidget quietly.

Checks for Understanding:

- Have students share something they learned and how they will use it in their life.

Activity Progression:

Review the objective of the day and the overall theme of health. moves. minds.™, reinforcing that respect and teamwork are all important when being kind.

Discuss that even if someone is different based on how they look, or their religion, or their physical or processing abilities, EVERYONE deserves respect and to be treated kindly. When we practice being kind to others and taking care of our minds and bodies, that contributes to us being healthy. Have students end with a Mindful Minute for 60 seconds.

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).

Extension opportunity: Work with classroom teachers to keep the “fill your bucket” behavior system from Lesson 2 a permanent fixture once the health. moves. minds. program is complete. This will help students become consistent with praising their peers and identifying respectful, kind behaviors.

Example script:

“Over the last few classes we have been practicing ways to make our minds and bodies healthy. It is important to take care of our minds by noticing our feelings like when we are sad, mad, scared, or overwhelmed. Our minds and our bodies are connected just like we learned with our muscle relaxation technique. When we take care of our minds, our bodies will feel better, and when we take care of our bodies, our minds will feel better too. This helps us stay healthy for a lifetime. Let’s practice our Mindful Minute in class one more time for 60 seconds. [Set timer for 60 seconds and practice a Mindful Minute.] I’m proud of everyone for really practicing being respectful and kind. I want us to continue this every day, always.”