



Empowered Mind & Body The following lessons can be implemented in their entirety or you can replace designated 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. These lessons focus on being empowered to make healthy decisions. In middle school students will learn how developing strategies to deal with stress and other emotions – as well as being kind to others and themselves – can empower them to make healthier decisions. The key message is that it's healthy to be empowered.

Lesson Name: Mindfulness and Myself

Unit Name & Lesson #: Empowered Mind & Body: Lesson 1

Grade Level: 6-8

Lesson Length: 45 minutes (This lesson may need to be implemented over two class periods or adjusted to fit your class time.)

Before beginning, teachers should offer accommodations specifically mentioned in a student's IEP to support their ability to participate in the lesson. 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. A sample list of common accommodations and modifications to aid you in selecting appropriate supports for students can be found in the educational material resources.

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

- 3 (Fitness & Physical Activity)
 - S3.M18.7 Stress Management
- 4 (Responsible Personal & Social Behavior)
 - S4.M2.6 Personal responsibility
 - S4.M5 Working with others
- 5 (Value of Physical Activity)
 - S5.M6 Social Interaction

Lesson Objective(s):

By the end of class, students will demonstrate a Mindful Minute as a technique for implementing mindfulness for 60 seconds.

Students will discuss how positive self-talk (kind messages) affects how we perform/ behave in different situations.

Essential Question (related to objective):

How can a Mindful Minute and positive self-talk help empower me?

Equipment Needed:

- Kind and negative message cards
- Cones or poly spots (one per message card)
- Emoji rating scale for grades 6-8
- Equipment list cards
- Self-talk scenario slips
- Music (optional)

Lesson Overview:

By the end of this lesson, students will be able to define mindfulness, practice the skill of a Mindful Minute and discuss the importance of positive self-talk on one's health. The teacher should emphasize how using tools like a Mindful Minute can empower us by having healthy tools/strategies during times when we feel anxious, overwhelmed, mad or angry. The teacher should also lead discussion on how positive self-talk affects how a person feels about themselves, which can eventually affect how a person makes healthy choices. Based on the needs of the community, teachers can replace the word mindfulness with self-awareness throughout the lesson.

Lesson Name: **Mindfulness and Myself** Unit Name & Lesson #: **Empowered Mind & Body: Lesson 1** Grade Level: **6-8**

Kind of a Warm-Up

(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 with cones or poly spots spread out.

Modifications/Differentiation:

- Use signs for directions or visual displays of what you want students to do.
- 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.).
- Allow students to choose the movement.
- Encourage peer support.

Activity Progression:

Spread kind message cards face down throughout the instructional area. Place a kind message card underneath each cone/poly spot.

Organize students into groups of 3-4. On the go signal, students will move around the instructional area. After about 20-30 seconds have the students stop.

Tell students that now on the go signal they are going to move through the space, pick up and read a kind message card and bring it back to their group. If they have cards that match, they can keep the cards. If they have cards that don't match, they will place them back in the middle of the instructional area. Stop after about 20-30 seconds. Complete three rounds.

At the end, have each group reflect upon the messages they grabbed. After a couple minutes, have students grab the kind message cards, bring them to you, and have a seat.

Begin a discussion around kind messages and how they make students feel.

Example script: "What were some of the messages that you read? [Allow students to respond between each question.] What was your first initial reaction/thought when you read the message? How did it make you feel reading all of the messages? How does it make you feel receiving kind messages from friends? Family? Teachers? Strangers? How does it feel to give a kind message to someone else? Kind messages can make us feel good about ourselves and help build our self-esteem. It can even feel good to give a kind message to someone else because we may be able to see a positive reaction. Being kind and giving/receiving kind messages may sound easy, but it can really take practice believe it or not! So, today we are going to continue to talk about kind messages and how they affect us."

Extension: Have students come up with a question to better get to know their classmates. Next, they will find a classmate to ask their question and answer their peer's question. The two students will switch and go find someone else. Research indicates that the more you relate and know someone, the kinder people typically are to each other.

Checks for Understanding:

- Ask students how someone might feel when they receive a kind message from someone they know and someone they don't know. Compare and contrast the difference.

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 Empowered Mind & Body 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 and can help empower them to make better decisions.

Example script:

“Over the next few weeks we are going to learn ways that we can take care of our mind and body by practicing being mindful and being kind. We will also learn how taking care of our mind and body empowers us. Empowerment is the process of becoming stronger and more confident. Being mindful is when you pay full attention to your thoughts, emotions, body and environment. It’s also about focusing on the present. The past* already happened, and the future isn’t here yet.

[*Consider your students’ background or past experiences, this statement may be a trigger for students who have experienced trauma. Work with your school’s counselor/psychologist for responding to triggers.]

Taking care of our mind and body makes us healthier and empowers us. When we are mindful of how we treat others (and ourselves) and mindful of our own feelings it can help us demonstrate kinder behavior and help us make healthier decisions. Today we are going to learn one way to help us be more mindful.”

Use the 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 according to the emoji they have selected.]

“Sometimes when we feel anxious, angry 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 anxious, angry 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 anxious, angry or overwhelmed.”

Next, introduce the concept of a Mindful Minute.

Example script:

“It is okay to feel anxious, angry, sad, scared or overwhelmed sometimes. In fact, everyone feels those feelings at times. Over the next few lessons we are going to learn ways we can help our mind and body when we feel those feelings. We will also explore how taking care of ourselves when we feel those feelings helps us overall. The first thing we will learn is a Mindful Minute. A Mindful Minute is when we sit quietly with our eyes shut, focusing our attention on our breathing. At first, our mind will wander and that’s okay. We will keep practicing and eventually it will get easier.”

Direct students to sit quietly with their eyes closed. Have students focus on their breathing for 60 seconds. After 60 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 we will continue to practice this daily as well as learn other mindfulness skills throughout the unit.

Cues:

- **Empowerment** is the process of becoming stronger and more confident, especially in controlling one’s life and claiming one’s rights.
- Mindfulness (or Self-Awareness) is paying full attention to our
 - thoughts
 - emotions
 - body
 - environment
- Focusing on the present
 - the past already happened
 - the future isn’t here yet
- 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.
- 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:

- When would be a time that a Mindful Minute would be useful?
- Why would using a Mindful Minute be healthy for a person?

Learning Activity 2

Team Building

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

Time (minutes)
20

Organization
Students divided into six teams.

Activity Progression:

Students will work together to make a building or structure as a team. At the end, students will reflect and give a positive comment about how the team worked together. Have students give compliments to their teammates throughout the activity.

Let students know ahead of time that they will be giving their teammates compliments so they must pay close attention during the activity for things to compliment.

Part One: Get the Equipment List

Divide the class into six teams or into teams of four. Each team is assigned a home base (hula hoop). Once the teams are divided, each team lines up behind their home base.

Place 36 cones/poly spots in the playing area. Under each cone, place an item from the equipment list. Alternatively, teachers can just place the equipment list items face down in the instructional area without a cone/poly spot.

Equipment lists have a list of six different pieces of equipment with various quantities. Each item is numbered 1-6. You can

use the suggested equipment list or create your own with equipment you have available.

Once all the equipment items have been hidden under the cones, give the signal to start.

Each team attempts to find all the equipment list items (1-6) for their team as quickly as possible. All players must run back to their team's home base before looking for another equipment list item. If an item is found, they can bring it back and place it in their home base. Teams are encouraged to talk to each other throughout the activity. Play until every team has collected all of their cards (1-6).

Part Two: Get the Equipment
Each team will have an opportunity to go over their equipment list now that they have collected all the cards. As teams do this, the teacher will scatter all the equipment that is needed for team building.

On the teacher's signal, teams will continue to work together to gather all the materials on their equipment list. A running player may only gather one piece of equipment at a time and bring it back to their home base before

gathering another piece of equipment. Play continues until each team has collected all their equipment.

Part Three: Team Building

Now that each team has their equipment list and all their materials, it's time to build!

Mark an area at the opposite side of the playing area which will be designated as the construction zone.

Students can decide as a team what they want to build or – to add another layer of teamwork – teams can build as they go, compromising on what equipment goes where.

Students will bring one piece of equipment at a time from the home base to the construction zone. Teams must attempt to build their building inside the construction zone.

Play ends once each team has finished their building. Teams are then invited to go check out the other teams' buildings and give positive feedback on another team's work.

Cues:

- Kind messages/compliments are
 - Genuine, true
 - Specific

Modifications/Differentiation:

- Provide students with visual impairments an auditory object or a sighted guide using a small piece of rope or a guide rope.
- Place objects closer or farther from home base.
- Give students a list of kind messages to choose from.

Checks for Understanding:

- What are positive effects of giving our teammates kind messages?
- Why would “building up” our teammates be an advantage?
- Compare and contrast the effects of giving positive and negative messages during a teamwork activity.

At the end, have students reflect and think of something positive to share about the group's ability to work together.

Example Script:

“I saw a lot of great teamwork today. [Name specific things you saw.] Continuing with what we started in our warm-up, giving kind messages, I want you to take a few moments to reflect on the activity and think of one kind or positive message or compliment you can give each of your teammates. You can say something like, ‘It was really helpful when you helped me find an equipment list item’ or ‘I really liked your ideas during the team-building part of the activity.’ The key thing to keep in mind when giving a compliment or a kind message is that it should be genuine and specific. So instead of saying ‘good job,’ describe what is the actual good job you think they did. Let’s take a minute to reflect on the kind messages you want to give to your teammates. Then we will share them with our teammates.”

Learning Activity 3

Kind vs. Negative Messages

Time (minutes)
10

Organization
Students in general space throughout the instructional area with cones or poly spots spread out.

Activity Progression:

Repeat the warm-up, adding the negative message cards. Spread out half of the kind message cards and all of the negative message cards facedown throughout the instructional area. Have students stay in their Team Building groups.

On the go signal, students will move around the instructional area. After about 20-30 seconds have the students stop.

Tell students that now on the go signal they are going to move through the space, pick up and read a kind AND negative message card and bring it back to their group. If they have cards that match, they can keep the cards. If they have cards that don't match, they will place them back in the middle of the instructional area. Stop after about 20-30 seconds. Complete two rounds.

At the end, have students grab a kind/negative message card, bring it to you, and have a seat. Begin a discussion around kind versus negative messages and how they make students feel.

Example Script: "So this time when we did the activity, I'm sure you quickly noticed something different. This time I added negative messages. When you read the first negative message, what was your reaction? [Allow students to answer.] It was probably kind of surprising and imagine if someone you knew said that to you. What about someone you didn't know? What about yourself? [Allow students to answer the questions. Ideally you will begin to discuss that how we talk to ourselves – either positively or negatively – affects us.] We mostly talk to ourselves in our head; this is called self-talk. Just like we practice giving compliments or kind messages to other people, we should practice and make sure we talk positively to ourselves as well!"

- Have students get into pairs.

- o Ways to get students into pairs:
 - Have students stand on poly spots and match with the same color
 - Name starts with the same letter
 - Same birthday month
 - Same number of letters in their name
 - Born in the same season
- Give students slips that have different scenarios. Students will walk around the perimeter of the instructional area and discuss with their partner how the positive or negative self-talk impacts the scenario.
 - o Scenario 1 – Nico studied hard for a test, but still didn't get a good grade. He began to think to himself, "You're so dumb you can't even study and get a good grade. What's wrong with you? If everyone knew how long you studied, they would probably think you're stupid too."
 - Q1: What could Nico say to himself instead?
 - Q2: What are some things Nico could do to encourage himself?
 - Q3: What would you do in this situation?
 - Q4: If Nico talked negatively to himself all the time, what effect do you think it would have on him?
 - o Scenario 2 – Melissa wants to try out for the volleyball team but is nervous.
 - Q1: What are some examples of positive self-talk Melissa could use?
 - Q2: Why would it be important for Melissa to talk to herself positively instead of negatively?
 - Q3: Can you think of time where you used positive self-talk and it helped you?
 - Q4: How does positive self-talk help a person's self-esteem?

Review the scenarios after a few minutes of student discussion.

Cues:

- Mindfulness (or Self-Awareness) is paying full attention to our
 - thoughts
 - emotions
 - body
 - environment
- Focusing on the present
 - the past already happened
 - the future isn't here yet
- 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:

- Use signs for directions or visual displays of what you want students to do.
- 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.).
- Allow students to choose the movement.
- Students who have difficulty with reading or comprehension of text can choose between positive and non-desirable pictures/videos.
- Students with visual impairments can use braille text or have the passage read to them.

Checks for Understanding:

- Ask students how giving positive and negative messages to others can affect someone.
- Ask students how giving positive and negative messages to yourself can affect you.

Example Script: "Positive self-talk is one way to empower ourselves, by building ourselves up and being compassionate to ourselves when we make a mistake. Positive self-talk is a healthy behavior to practice."

Extension: For scenario 2, discuss with students how Melissa can prepare herself in case she doesn't make the team.

Closure

Time (minutes)

5

Activity Progression:

Have students practice a Mindful Minute for 60 seconds again.

Review health. moves. minds., a Mindful Minute and the effects of positive/negative messages and empowerment.

Ask students if it was easy for them to give kind messages to each other – and why or why not? Do you think it's easier or harder to give kind messages to yourself or someone else? Why or why not? Remind students that giving kind messages (to others and ourselves) can take practice and it will get easier just like practicing a Mindful Minute.

Tell students to practice taking a Mindful Minute at home.

Have students use the emoji rating scale again to determine how they are feeling. Ask students if they feel better (thumbs up), the same (thumb sideways) or worse (thumbs down).

Cues:

- **Empowerment** is the process of becoming stronger and more confident, especially in controlling one's life and claiming one's rights.
- Mindfulness (or Self-Awareness) is paying full attention to our
 - thoughts
 - emotions
 - body
 - environment
- Focusing on the present
 - the past already happened
 - the future isn't here yet

Modifications/Differentiation:

- 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:

- What is mindfulness?
- Define empowerment.
- Why is it important to be kind to ourselves as well as others?
- How does using a Mindful Minute empower us?



Lesson Name: Diversity for All

Unit Name & Lesson #: Empowered Mind & Body: Lesson 2

Grade Level: 6-8

Lesson Length: 45-50 minutes (This lesson may need to be implemented over two class periods or adjusted to fit your class time.)

Before beginning, teachers should offer accommodations specifically mentioned in a student's IEP to support their ability to participate in the lesson. 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. A sample list of common accommodations and modifications to aid you in selecting appropriate supports for students can be found in the educational material resources.

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

- 3 (Fitness & Physical Activity)
S3.M18.7 Stress Management
- 4 (Responsible Personal & Social Behavior)
S4.E4 Working with others
- 5 (Value of Physical Activity)
S5.M3 Challenge

Lesson Objective(s):

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

Students will be able to define equity, diversity and inclusion and identify the benefits.

Students will be able to identify their own unique differences.

During class, students will be able to examine how having unequal resources can affect their ability to perform a task.

Essential Question (related to objective):

How does being accepting of other's differences and my own differences make me healthy?

Equipment Needed:

- Emoji rating scale
- Four Corners questions
- Easel pad paper/bulletin board paper cut into the same size
- 12 poly spots
- 7 scooters
- 5 hula hoops
- 4 jump ropes

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 and making themselves feel better. Students will also define diversity and inclusion. Students will have an opportunity to identify their own unique traits, but also notice how they are similar to their classmates. Students will participate in an activity to examine how some people have different advantages (privilege) or lack of advantages in life and how these advantages/disadvantages may affect how they perform. The teacher emphasizes that students should accept everyone (including themselves) despite differences. Based on the needs of the community, teachers can replace the word mindfulness with self-awareness throughout the lesson.

Lesson Name: **Diversity for All** Unit Name & Lesson #: **Empowered Mind & Body: Lesson 2** Grade Level: **6-8**

Warm-Up

Four Corners

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

Time (minutes)
7

Organization

Students in general space throughout the instructional area. Each corner with a question sheet, easel pad paper and markers.

Activity Progression:

Have students participate in a warm-up activity of your choice that they are already familiar with, for example, setting up fitness stations. This addition to your warm-up or instant activity will help introduce the day's topic and review material from last class.

In each corner of the instructional area, tape a Four Corners question sheet, easel pad paper and markers. Alternatively, you can provide sticky notes and pens/pencils for students to write their responses and put on the easel pad paper.

Have students walk/jog or move how they choose around the perimeter of the instructional area. On the first lap around, students should read all of the questions. After they have completed the first lap, they can choose to respond to any of the four questions as they feel ready.

When they feel ready, they can choose to write their responses down. Students should respond to a minimum of three out of the four questions. Play music as students move.

Optional: Play different songs of varying tempos and genres. Have students adjust their intensity level based on the music.

Four Corners questions/statements:

- o How would you define equity? How would you define diversity?
- o Give an example of inclusion.
- o What is a word that describes the act of being thankful? List something you're thankful for. (Be sure to save this paper and responses for Lesson 3.)
- o Why is positive-self talk important for our overall health?

After a few minutes or after everyone seems to have answered, on the stop signal have students quickly find a corner to stand in. Have students in each corner look over the responses to decide on an appropriate answer for the group to share. Randomly select corners. Have one student read the corner's question and then select another student to give the group's response.

Alternatively, instead of the group deciding on one answer, have students read off some of the responses listed.

Check in with the rest of the class by asking if they agree (thumbs up), disagree (thumbs down) or aren't sure (thumbs sideways) with the answer given by the group.

Cues:

- Equity is the quality of being fair and impartial.
- Diversity is a range of differences that make us unique (e.g., race, religion, language, gender, age, physical ability, mental ability, nationality, sexual orientation, socio-economic status).
- Inclusion is being included within a group.

Modifications/Differentiation:

- Use signs for directions or visual displays of what you want students to do.
- Allow student to move freely around the perimeter.
- Use pictures to describe movements students should perform.
- Allow students to use a fidget when listening.

Checks for Understanding:

- Have students think, pair and share the following question:
How does inclusion contribute to a positive classroom environment?

Example script: "This corner's question or statement is 'Give an example of inclusion.' To answer this, you first have to know what inclusion means. What does inclusion mean? [Allow answers from different students.] It sounds like from what everyone is saying inclusion means being included within a group. Alright corner number ____, what is an example of inclusion? [Allow the group to respond. You may choose to allow several students from the group to give responses.] Yes, those are all really good examples of inclusion. [Continue reviewing the rest of the corners.] Today, we are going to do an activity around equity, diversity and inclusion as well as continuing to practice a Mindful Minute and try out another technique to help us when we feel stressed/overwhelmed/mad."

Learning Activity 1

Review a Mindful Minute and positive self-talk

Time (minutes)
10

Organization
Students seated in the middle of the instructional area.

Introduce Better Breathing

Activity Progression:

Review the skills that will be covered during the health. moves. minds program, a Mindful Minute and positive self-talk.

Example script:

“Last class we discussed that taking care of our mind and body makes us healthier and empowers us. When we are mindful of how we treat others, how we treat ourselves, and of our own feelings, it can help us demonstrate kinder behavior and help empower us to make healthier decisions. What was one way we practiced taking care of our mind when we are anxious, stressed, angry or overwhelmed?” [Allow students to answer] “Exactly, we talked about a Mindful Minute. Did anyone practice taking a Mindful Minute at home? [Review the cues and have students practice a Mindful Minute for 60 seconds.]

We also discussed kind and negative messages. What is it called when we give ourselves kind messages? [Allow for students to respond in a think, pair share format.] You all are on it! It’s called positive self-talk. Why does this contribute to our overall health? [Allow for several students to respond.] We talk to ourselves all the time in our heads. Just like a kind or positive message to someone else encourages them or makes them feel better, giving ourselves kind messages through positive self-talk helps us in the same way. We should build ourselves up in the same way. When we feel good about ourselves, we tend to make healthier choices for ourselves.”

Have students rate their current mood using the emoji rating scale. This will be a daily check-in every lesson.

Introduce the concept of Better Breathing or deep, belly breathing. Tell students that another technique to use when feeling sad,

mad, stressed, anxious or overwhelmed is Better Breathing.

Example script:

“We’ve been talking about ways to take care of our mind and body and ways to help us when we may feel anxious, stressed, mad or overwhelmed. We’re going to learn about another technique called Better Breathing. Better Breathing is just learning to take a deep breath so that it goes deep in your belly. This kind of breathing can help us calm down and feel better. Let’s practice some Better Breathing.

“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. [Count to 4 as students are breathing in] What do we 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 deeply 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 move around the instructional area again any way they choose for about 60 seconds. Have students sit and practice Better Breathing again.

Cues:

- Mindfulness (or Self-Awareness) is paying full attention to our
 - thoughts
 - emotions
 - body
 - environment
- Focusing on the present
 - the past already happened
 - the future isn’t here yet
- 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 belly 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.
- Break each step down for students who may be only to process one step at a time.
- Provide students with pictures, dramatic actions, or a video demonstration.
- Use a balloon to show deep breathing.
- Smell the Flower and Blow Out the Candle is 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 their emotions and improve focus.
- Play calming music with the lights dimmed to create a zen-like environment. ([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

Flower Power

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

Time (minutes)

8

Organization

Students in groups throughout the instructional area. Each group should have a sheet of easel pad paper and a marker/pen/pencil.

Modifications/Differentiation:

- Provide a list of qualities and characteristics to choose from.
- Allow students to choose a plant instead of a flower.

Checks for Understanding:

- How are flowers similar to humans?

Activity Progression:

Explain to students that they are going to do an activity that will highlight what makes us unique.

Have students choose a corner to stand in from the Four Corners warm-up. Move students if necessary to get each corner as even as possible.

Have students within the groups assign baseball positions (e.g., catcher, pitcher, shortstop, first base, etc.).

Have all the catchers be a group, all the pitchers be a group, etc. and have each group find their own space in the instructional area.

Each group will have a sheet of easel pad paper and something to write with.

On the sheet of paper each group should draw a flower with a center and the same number of petals as students in their group.

Alternatively, allow students to choose a plant, fruit or vegetable to draw if drawing a flower may prohibit student engagement.

In each group, have students begin to discuss their unique traits/characteristics then have them find their similarities. Be sure to tell students they should not list physical attributes like hair color.

Once the group has identified their similarities, have someone write it in the center of the flower.

Next, have students pick one of their unique traits and write it in one of the blank petals on the worksheet. Each student should write their own unique trait.

As groups complete their flower, let them hang it anywhere in the instructional area.

Allow groups to walk around and check out each other's flowers, noting similarities and differences.

Example Script:

“Look at all the different flowers – even the differences in how some groups drew their flowers. Think about flowers in general and how they come in all different shapes, sizes, colors and scents. Some flowers even come from different countries or areas of the world. In a way people are like flowers. All of us are unique and different and that is what makes us special. That's what makes us diverse. But while we are different, we also share similarities with each other. We should accept each other's differences. Being different is okay. We should also value our own uniqueness because that is what makes us special.”

Learning Activity 3

From Here to There

(with unequal equipment)

Time (minutes)

20

Organization

Students in groups throughout the instructional area.

Activity Progression:

Use the same groups as in Flower Power or divide students into six groups. Be sure to consider your students' backgrounds and experiences when creating groups for this activity.

Students must work together as a team using only the equipment they have to get from "here" to "there" without touching the ground.

Give each group the following materials:

- o Group 1: two poly spots
- o Group 2: two poly spots, one scooter
- o Group 3: two poly spots, one scooter and a hula hoop
- o Group 4: two poly spots, one scooter, a hula hoop and a jump rope
- o Group 5: two poly spots, two scooters, a hula hoop and a jump rope
- o Group 6: two poly spots, two scooters, two hula hoops, two jump ropes, and any other equipment you think will help

Designate a start ("here") and end ("there") point.

The whole team must get from one side to the other including their equipment. They can use the equipment in any way they choose, as long as it's safe and meets school and district safety rules.

If someone touches the ground, they must start over.

After 15 minutes, have the students stop and bring you their equipment.

Guide a discussion around equity and diversity in relation to advantages (privilege) people may have, using the following questions:

- o How did you feel when you noticed that some groups had more equipment than you did?

- o How did you feel when you noticed that some groups had less equipment than you did?
- o In what ways did the equipment you had affect being able to get from "here" to "there"?
- o How would you have felt if I had said whoever finishes first gets a prize or a better grade? Would that be fair? Why or why not?
- o If other people saw a list of how long it took each group to get from "here" to "there" and were asked to pick the most talented students in the room, who do you think they would select or what do you think they would say? Would these times necessarily be a fair assessment of what all of you can do?
- o In what other situations do people have advantages over others? (Provide some examples to prompt the class.)

Example Script:

"Having more or fewer resources is a form of diversity. One example is someone who has a car versus someone who doesn't have a car [socioeconomic status]. Should a person who has more resources be treated better than someone who has fewer resources? [Allow students to answer.] Treating someone differently because of their privilege or advantages displays a lack of equity. We all come from different backgrounds and have had and will have different experiences in our lives that make us diverse and unique. Think of our flower exercise. We should always treat each other fairly and respectfully and accept each other's differences."

Activity adapted from [Diversity Discussion Starters](#) by Patreese Ingram, ED.D.

Cues:

- Equity is the quality of being fair and impartial.
- Diversity is a range of differences that make us unique (e.g., race, religion, language, gender, age, physical ability, mental ability, nationality, sexual orientation, socio-economic status).
- Inclusion is being included within a group.

Modifications/Differentiation:

- Allow students to pick different distances to start from.
- Provide students with a visual impairment a sighted guide or the use of a guided rope.
- Students using a wheelchair need to be over a poly spot or holding a noodle/hockey stick on one of the pieces of equipment provided in order to cross. If the student is not over the poly spot or using the implement to touch a piece of equipment, he/she must start over.

Checks for Understanding:

- How did having more or less equipment affect your ability to complete the task?
- What are other situations where people might have more advantages than others?

Closure

Time (minutes)
5

Organization

Students are seated quietly in middle of the instructional area.

Activity Progression:

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

Review the overall lesson. Explain that being accepting of other's differences and your own differences makes you healthy.

Example Script:

"If I accept my own differences/ similarities it helps to empower me to make better health-related choices. Remember the definition of empowerment is becoming more confident and stronger. The more confident you are in yourself the better able you are to make better health-related decisions. Imagine that someone is pressuring you to do something you don't really want to do, and threatening to no longer be your friend. When you feel confident in yourself you will feel okay saying no and no longer being that person's friend.

It also makes us healthier to be accepting of other's differences because we are willing to help others or be understanding and compassionate, which contributes to healthy relationships and being kind."

o Additional points to make regarding

the health benefits of being accepting of self and others:

- Lowers stress (high levels of stress impact our immune systems and other aspects of our health)
- Improves community health (if you get sick less, other's get sick less)
- Builds better relationships (research shows that people with better relationships have better health)
 - In a study, a key difference between very happy people and less-happy people was good relationships.
- Improves mental wellness (lack of self-acceptance physically affects the brain which then negatively impacts a person's response to anxiety and stress)

Have students practice a Mindful Minute again for 60 seconds and Better Breathing.

Have students use the emoji rating scale again to determine how they are feeling. Ask students if they feel better (thumbs up), the same (thumb sideways) or worse (thumbs down).

Tell students to continue practice taking a Mindful Minute at home.

Modifications/Differentiation:

- 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:

- How does being accepting of other's differences and my own differences make me healthy?



Lesson Name: The Power of Calm

Unit Name & Lesson #: Empowered Mind & Body: Lesson 3

Grade Level: 6-8

Lesson Length: 45-50 minutes *(This lesson may need to be implemented over two class periods or adjusted to fit your class time.)*

Before beginning, teachers should offer accommodations specifically mentioned in a student's IEP to support their ability to participate in the lesson. 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. A sample list of common accommodations and modifications to aid you in selecting appropriate supports for students can be found in the educational material resources.

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

- 3 (Fitness & Physical Activity)
S3.M18 Stress Management
- 4 (Responsible Personal & Social Behavior)
S4.M1.7 Personal Responsibility
S4.M5 Working with Others
- 5 (Value of Physical Activity)
S5.M2 Health

Lesson Objective(s):

Students will demonstrate a Mindful Minute and/or Better Breathing as a technique for implementing mindfulness for 60 seconds.

Students will demonstrate the Mindful Senses exercise as a strategy to calm the mind by focusing on the environment.

Students will demonstrate muscle relaxation as a strategy to calm the mind by focusing on the body.

Essential Question (related to objective):

How can having a calm mind help me make healthier choices?

Equipment Needed:

- Emoji rating scale
- Four Corners paper with responses from Lesson 2
- 10 cones
- 30 various pieces of PE equipment (e.g., bean bags, poly spots, deck rings, small cones/domes, etc.)
- 1 hula hoop per group
- 2-3 sets of letter cards
- [Muscle relaxation video](#) for kids from Go Zen!
- Projector and laptop (optional)
- Music

Lesson Overview:

In this lesson, students will learn two more mindfulness techniques – Mindful Senses and muscle relaxation – and will practice gratitude. In the warm-up, the teacher will review the Four Corners prompt from Lesson 2 about gratitude and how gratitude relates to mindfulness. The focus of this lesson will be around calming the mind and how calming our minds helps our overall health. Students will end by identifying something they are grateful for in relation to themselves and discuss how this builds confidence. Based on the needs of the community, teachers can replace the word mindfulness with self-awareness throughout the lesson.

Warm-Up

Planting Flowers

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

Time (minutes)

7

Organization

Students in general space with assorted pieces of equipment.

Activity Progression:

Place the emoji rating scale somewhere in the instructional area where all students can see it. As students enter the instructional area have them rate their mood.

Divide the instructional area into three sections.

Have students find a partner. One partner will be North and the other partner will be South. Have South students stand in one section of the instructional space and North students stand in the other section, leaving the middle section open.

Put all the various pieces of PE equipment in the middle section. Ideally, there should be at least one piece of equipment per student.

Remind students of the Flower Power activity from the previous lesson. Tell them that today they are going to plant as many “flowers” (PE equipment) in their “garden” (section) as possible.

On the go signal, students will bring as many flowers to their garden as they can. They can only carry one flower at a time and must place it in their garden without throwing. Students can take flowers from the other team’s garden.

After two minutes, have students stop and practice Better Breathing to catch their breath as a review from last lesson. Reset and play another one- to two-minute round.

This time on the stop signal have students

find someone whose birthday is in the same month as theirs.

Ask students the question on the easel pad from the previous lesson’s Four Corners warm-up (What is a word that describes the act of being thankful?) Call on students to give their response (answer: gratitude).

Reset and play one more round for 60 seconds.

On the stop signal, have students pick up a piece of equipment and bring it back to a designated area. As students are doing this, ask them to quietly think to themselves of something they are thankful for that is different from what they listed in the previous lesson.

Have students sit in the middle of the instructional area and begin a discussion on gratitude.

Example Script:

“Last lesson I had you all define gratitude and list something you were thankful for. [Review some of the responses from last class referencing the easel paper from Four Corners.] Practicing gratitude is a way of focusing our mind on the positive things in our lives. It doesn’t mean we will never experience negative things, but continuing to practice mindfulness techniques like Better Breathing and a Mindful Minute can help us better prepare to cope when something bad might happen.”

Cues:

- Mindfulness (or Self-Awareness) is paying full attention to our
 - thoughts
 - emotions
 - body
 - environment
- Focusing on the present
 - the past already happened
 - the future isn’t here yet

Modifications/Differentiation:

- Play for competition.
- Give double points for flowers planted deeper in the garden away from the center.
- Allow students to choose how they move.
- Assign some students to find the flowers and some students to plant the flowers. This is a good option for students with limited mobility.
- Ensure that there are always items on a table for students using a wheelchair.
- Allow teammates to hand items to their peers using a wheelchair.
- Use objects with auditory signals (beeper balls, beeper boxes) for individuals with visual impairments.

Learning Activity 1

Review a Mindful Minute and Better Breathing

Time (minutes)
10

Organization
Students seated in the instructional area.

Introduce Mindful Senses

Activity Progression:

Review equity, diversity and inclusion. Have students practice Better Breathing and a Mindful Minute for 60 seconds.

Example script:

“Last lesson we talked about diversity. What does diversity mean? [Take answers from students.] Diversity is a range of differences that make us unique (e.g., race, religion, language, gender, age, physical ability, mental ability, nationality, sexual orientation, socio-economic status). Even though we may be diverse we also have similarities. It’s important to respect people’s differences and accept them for who they are. It’s also equally important to accept our own differences. Sometimes it can be challenging when we feel different or if we feel like we don’t fit in, so it’s good to practice accepting our own differences so we can continue to empower ourselves by becoming more confident. More confidence helps us make better health-related decisions.

[Guide a brief discussion around inclusion. Present a task that isn’t realistic for any of the students to be successful at. Then ask the students to figure out how to make the task easier, but still challenging for everyone in their group.

For example, the teacher can start with two ropes parallel to each other 8 feet apart. When asking the students to jump from one rope to the other, none will be successful. But when one rope is moved to be on an incline, or a higher surface, it allows all students to be successful. The focus is to make sure all activities offer the incline and not the parallel representing inclusiveness.]

Now, 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. 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 close our eyes and start our Mindful Minute- remember we are focusing on our breathing. [Time 60 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?”
“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 just need to relax. We are going to practice two more techniques you can add to your ‘toolbox’ to use if you find yourself out of sorts.”

Explain to students they will learn a technique called Mindful Senses.

Example Script:

“The next tool you can use to help calm your mind is called Mindful Senses. This tool uses your five senses to help you focus on your environment instead of the thoughts that might be racing in your mind. Remember, part of being mindful is paying attention to your environment as well.”

Guide students through the Mindful Senses exercise. Allow students to find their own space in the instructional area where they feel comfortable. Give students the following prompts:

- o Notice five things you can see. Look around you and become aware of your environment. Try to pick out something that you don’t usually notice.
- o Notice four things you can feel. Bring attention to the things that you’re currently feeling – maybe how your clothes feel or if your hands are touching the ground.
- o Notice three things you can hear. Listen for sounds you don’t normally notice. It could be the soft buzz of the lights or maybe something outside.
- o Notice two things you can smell. Bring attention to scents that you usually filter out, either pleasant or unpleasant. Maybe you smell the laundry detergent on your clothes.
- o Finally, notice one thing you can taste. What is the current taste in your mouth?

Example Script:

“So now you have three tools in your toolbox for calming your mind. Before I teach you the last tool, we are going to do an activity to see how many calm words you know. This activity will also give you an idea of how our minds can be when we don’t feel calm.”

Cues:

- Mindfulness (or Self-Awareness) is paying full attention to our
 - thoughts
 - emotions
 - body
 - environment
- Focusing on the present
 - the past already happened
 - the future isn’t here yet
- Equity is the quality of being fair and impartial.
- Diversity is a range of differences that make us unique (e.g., race, religion, language, gender, age, physical ability, mental ability, nationality, sexual orientation, socio-economic status).
- Inclusion is being included within a group.
- 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 belly pokes out
 - Breathe in on a count of 4 slowly and deeply
 - Breathe out to a count of 4 slowly and quietly
- Mindful Senses
 - 5 things you can see
 - 4 things you can feel
 - 3 things you can hear
 - 2 things you can smell
 - 1 thing you can taste

Modifications/Differentiation:

- Allow students the option to sit or lay quietly, walk around the room quietly or use a fidget quietly.
- Smell the Flower and Blow Out the Candle is another method to teach deep breathing
- Have students imagine there is a balloon in their belly

Checks for Understanding:

- How does Mindful Senses work to help calm someone’s mind?

Learning Activity 2

Creating Calm [Words]

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

Time (minutes)
13

Organization

Students in groups of four with one hula hoop per group.

Activity Progression:

Organize students into groups of four.

Place letter cards face down in the center of the instructional area.

Designate a starting point for groups using a hula hoop. Each group should have their own hula hoop.

Ask students if they have ever heard of the word “zen” and if they know what it means. Zen is a word used to describe a state of calmness. Students will work together in their groups to create their own “state of calmness” by spelling calm words.

- o **Note:** Take into consideration your community and students before introducing the word “zen.” Use “calm” in place of “zen” if necessary.

Allow students a minute to brainstorm zen words. Then, on the go signal, students will grab one letter card and bring it back to their group’s hula hoop. To increase physical activity don’t let students look at their card until they are back at their hula hoop.

If the card has a letter they can use, they can keep it. If it has a letter they don’t need, they can bring it back. They can only bring one letter card at a time.

Students will spell as many zen/calm words as possible. They can make a list or use letters from one word to help spell other zen words (similar to when playing Scrabble or completing a crossword puzzle).

Challenge options:

- o Group with the most words wins.
- o Group with the most unique words wins. If a group has the same word it is cancelled out and no point awarded.
- o Speed round: Students only have two minutes to make as many words as possible.
- o Groups challenge themselves to find a certain number of zen/calm words and receive that many points. For example, if a group thinks they can find five words and end up spelling five words, they get five points. If they only spell four words, they lose a point and if they get six words they get six points.

At the end, have students compare and contrast the benefits of being in a calm state of mind versus feeling anxious. Compare the running back and forth for letters to thoughts in people’s mind when they feel anxious/stressed/overwhelmed. Also use the hula hoop as an example of calmness (inside the hoop everything was still).

Modifications/Differentiation:

- Provide students with a list “zen words” to choose from.
- Have students only use non-verbal communication.
- Allow students to come up with different ways to increase the challenge.
- Allow students to spell any health-related words.
- Place the letter cards on a table or an elevated surface for students that use wheelchairs
- Work with the vision specialist to have letter cards put into braille for students with visual impairments.

Checks for Understanding:

- Why is having a calm state of mind healthy?

Example Script:

“When we feel anxious our thoughts can feel all over the place, similar to how you all were running back and forth to get letters to create zen/calm words. Or, it may be hard to focus. When we have a calm mind, we can make better decisions, think more clearly, and focus better. Using tools/techniques like a Mindful Minute, Better Breathing or Mindful Senses can help create a calmer mind and help us feel more focused. We are going to learn one more technique that can help us feel calmer when we are feeling anxious, mad, overwhelmed or stressed.”

Learning Activity 3

Muscle Relaxation

Time (minutes)
10

Organization
Students in general space.

Activity Progression:

Have students find their own personal space in the gym. If you have exercise mats for each student or large mats that students can lay on, that would be ideal.

Explain to students they are going to learn one last technique called muscle relaxation that can help them when they are mad, sad, scared or overwhelmed. 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 to help us when we are feeling anxious, mad, sad, scared or overwhelmed. We are going to practice muscle relaxation. Sometimes after we play really hard or are active, 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.”

[Here](#) is a video to help guide students through the muscle relaxation. You can just use the audio or use the video in its entirety. You can also opt not to use the video at all but use it as a reference as to how to guide your students through muscle relaxation. The video is seven minutes in length. (credit: GoZen!)

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]”

Cues:

- Muscle Relaxation
 - Start at the head and work down to the feet
 - Squeezing 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.

Closure

Time (minutes)
5

Organization
Students are seated in middle of the instructional area.

Activity Progression:

Allow students to choose practicing a Mindful Minute or Better Breathing for 60 seconds.

Review the day's lesson and revisit gratitude from the warm-up.

Have students think of something they are thankful for related to themselves (e.g., I'm thankful I'm able to help my friends out. I'm thankful I'm a good reader. I'm thankful I'm not scared to try new things.)

Example script:

"Today we started off talking about gratitude, then we practiced techniques to calm our mind. Let's end with taking a minute to think of something we are grateful for related to ourselves. For example, I'm thankful I get to help you all become more empowered to make healthier choices. Other examples are, I'm thankful I'm not scared to try new things or I'm thankful I'm able to help my friends out when they need advice. Take about 60 seconds to think of something you're thankful for."

Have students use the emoji rating scale again to determine how they are feeling. Ask students if they feel better (thumbs up), the same (thumb sideways) or worse (thumbs down).

Modifications/Differentiation:

- Allow students the option to sit or lay quietly, walk around the room quietly, or use a fidget quietly.
- Allow students to choose if they want to share what they are thankful for related to themselves.
- Provide a list in picture format of things to be thankful. Students with challenges to communicate can touch the picture out of a selection.

Checks for Understanding:

- How does showing gratitude toward myself help contribute to being more confident?
- How does having a calm mind make me healthier?



Lesson Name: Empowered Mind & Body

Unit Name & Lesson #: Empowered Mind & Body: Lesson 4

Grade Level: 6-8

Lesson Length: 45-50 minutes *(This lesson may need to be implemented over two class periods or adjusted to fit your class time.)*

Before beginning, teachers should offer accommodations specifically mentioned in a student's IEP to support their ability to participate in the lesson. 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. A sample list of common accommodations and modifications to aid you in selecting appropriate supports for students can be found in the educational material resources.

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

- 1 (Motor Skills & Movement Patterns)
 - S1.M8 (Dribbling and ball control)
- 3 (Fitness & Physical Activity)
 - S3.M18 Stress Management
- 4 (Responsible Personal & Social Behavior)
 - S4.M1.7 Personal Responsibility
 - S4.M5 Working with Others
- 5 (Value of Physical Activity)
 - S5.M2 Health

Lesson Objective(s):

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

By the end of class, students will be able to explain how being empowered through mindfulness techniques, positive self-talk, and gratitude leads to healthier decisions.

Essential Question (related to objective):

How does being empowered make me healthier overall?

Equipment Needed:

- 1 "Find Someone..." worksheet per student
- 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 of the concepts taught in the last three lessons by having students participate in stations. The stations will allow students to apply and practice mindfulness techniques as well as general fitness and PE skills and other health-related skills. Teachers should be sure to connect the overall theme of health. moves. minds.™ with what the students have been practicing. Based on the needs of the community, teachers can replace the word mindfulness with self-awareness throughout the lesson.

Warm-Up

Find Someone...

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

Time (minutes)

10

Organization

Students in general space throughout the instructional space.

Modifications/Differentiation:

- 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.

Activity Progression:

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

Give every student a “Find Someone Who...” worksheet and something to write with.

Students will find other students to complete the activities on the sheet.

Have them Find Someone...

- o To give a high-five to
- o To make up a handshake with
- o Who has the same favorite food
- o Who has the same birth month
- o To do a plank with for 60 seconds
- o To do 20 sit-ups with
- o To jog two laps with
- o To make up a 30-second dance with
- o To take a “selfie” with
- o To do 10 jumping jacks with
- o To sit back-to-back and stand up with
- o To mirror (facing each other one person mirrors the other)
- o To do an isometric hold with (one partner palms up, the other partner palms down. Slowly push against each other.)
- o To thumb wrestle with
- o To define empowerment in their own words
- o To share one thing you’re thankful for today
- o To share why you think equity, diversity and being inclusive is important
- o Who has the same favorite TV show/movie

Ask students: How did completing this activity make you feel?

Did you talk to someone you don’t normally talk to?

List the benefits of talking to someone you don’t normally talk to. How does this contribute to overall positive classroom environment?

Learning Activity 1
Mindful Minute or Better Breathing

Time (minutes)
3

Organization
Students in general space.

Activity Progression:

Have students sit in general space. Let students choose if they will do a Mindful Minute or Better Breathing for 60 seconds.

Review Mindful Senses and muscle relaxation from the last lesson.

Example script:

Now let's take a moment to do a Mindful Minute or Better Breathing, you can choose. Let's close our eyes and start. [Time 60 seconds] 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 or Better Breathing will help you feel calmer and more relaxed. In the last lesson, we learned two more techniques to help us feel calm – what were they? [Allow a student to respond] We did Mindful Senses and muscle relaxation. How do Mindful Senses and muscle relaxation calm our mind? [Allow students to respond] With Mindful Senses, we are focusing on our environment to help calm our mind. With muscle relaxation, we are focusing on our body by tightening and squeezing our muscles to calm our mind.

Today we're going to put everything together that we have been practicing over the last few lessons 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
- Better Breathing
 - Take a deep breath in so deep your belly 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.

Checks for Understanding:

- How do Mindful Senses and muscle relaxation work to calm our mind?

Learning Activity 2

health. moves. minds.
Stations

Time (minutes)
25

Organization
Students in groups of 2-4.
Stations set up around the instructional area.

Activity Progression:

Organize students into groups of two to four.

Have each group start at a different station. Allow students to spend as much time at one station as needed 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. Be sure to have enough equipment at stations so more than one group can participate. Each station will have a cone with 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 health. moves. minds." cards. Choose four station cards from each category or make up your own.

- o Health cards focus on skills around equity, diversity, inclusion, empowerment, gratitude, teamwork, and positive self-talk.
- o Moves cards focus on fitness or PE skills.
- o Minds cards focus on mindfulness skills.

Station card ideas:

o Health

- Write a gratitude note to give to someone later.
- Write down three things you like about yourself.
- Think of a compliment to give someone in your group. Remember, it should be genuine. Write it down and share it with them later.
- Create a mini-poster with a positive message to yourself to keep in your locker, your room, kitchen, or somewhere you will see it daily. (Provide markers, colors, crayons and paper/index cards.)
- Use the equipment to make up a game. (Provide any equipment you like.)
- Walk & Talk: Read and discuss the following prompt and answer the questions as you and your group walk around the perimeter of the gym:
 - Not in My Hoop: Each student has a hoop and a bean bag. Students remain in plank position as they try to get rid of all the bean bags in their hoop by putting them in other players' hoops.
 - Offer students to hold a different position. Some students may be challenged by holding their hands over their head.
 - Students that use wheelchairs can play the game with the hula hoop on a table.
 - Dribble Knockout: Dribble the ball using your hands and try to knock your teammate's ball out of their control
 - Forearm Pass: Do as many forearm passes as possible without dropping the ball

Prompt: The second-grade school teacher posed a simple enough problem to the class. "There are four blackbirds sitting in a tree. You take a rock and hit one of them. How many are left?" "Three," answered the first 7-year-old boy with certainty. "One subtracted from four leaves three." "Zero," answered the second 7-year-old boy with equal certainty. "If you hit one bird, the others will fly away."

1. How would you have answered the teacher's question?
2. What does diversity mean to you? Do you think it means the same thing to other people?
3. How do people's perspectives play a role in their values and beliefs?

o Moves

- Fitness Cards: Use a deck of cards and provide a legend. Students will perform the type of exercise and number of repetitions depending on the card flipped.
 - Hearts – scissor jumps
 - Spades – mountain climbers
 - Diamonds – sit-ups
 - Clubs – student choice

Cues:

- Mindfulness (or Self-Awareness) is paying full attention to our
 - thoughts
 - emotions
 - body
 - environment
- Focusing on the present
 - the past already happened
 - the future isn't here yet
- Better Breathing
 - Take a deep breath in so deep your belly pokes out
 - Breathe in on a count of 4 slowly and deeply
 - Breathe out to a count of 4 slowly and quietly
- Mindful Senses
 - 5 things you can see
 - 4 things you can feel
 - 3 things you can hear
 - 2 things you can smell
 - 1 thing you can taste
- 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.
- Allows students to draw their assessment and verbally describe their answer.
- Replace a volleyball with a balloon.
- Allow students with fine motor difficulties to tie or untie thicker rope.

Checks for Understanding:

- Walk around to different stations to guide students as needed.
- At mindfulness stations, ask students about when they can use the techniques outside of school.
- Ask students how being mindful and practicing positive self-talk can help them be empowered (more confident).

Download the station cards for more ideas at healthmovesminds.org.

Assessment:

- o Save the last five minutes for students to complete the assessment.
- o Students will use the paper and pencils underneath the cone at their station or on a table.
- o Have students answer: How does being empowered make me healthier overall?

Closure

Time (minutes)
7

Organization
Students are seated in middle of the instructional area.

Modifications/Differentiation:

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

Checks for Understanding:

- How does taking care of my mind and body make me healthy?
- **Extension:** Have students share something they learned and how they will apply it in their daily 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, 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 mind and body, 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).

Example script:

“Over the last few classes we have been practicing ways to make our mind and body healthier, and we’ve also been discussing being more confident which is related to empowerment. Being empowered, or more confident, leads to making better health-related decisions. To be more confident/empowered we’ve been practicing techniques to help calm our mind, practicing positive self-talk, and learning to accept other’s differences and our own.

It is important to take care of our mind by noticing our feelings like when we are sad, mad, scared or overwhelmed. We also need to take care of ourselves and speak kindly to ourselves as well. Our mind and body are connected. When we take care of our mind, our body will feel better, and when we take care of our body, our mind 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 giving their best effort and being inclusive. I want us to continue this every day, always.”