



Let Kindness Guide You

This year's theme of Let Kindness Guide You focuses on kindness being the foundation of all we do, simply put, kindness should serve as our moral compass. The lessons will combine adventure racing and team building activities while incorporating themes previously taught throughout health. moves. minds. lessons and mini-lessons. When you Let Kindness Guide You, you won't get lost!

Lesson Name: Let Kindness Guide You Obstacle Course Adventure Race

Unit Name: Kindness

Grade Level: 9-12

Lesson Length: This lesson will include three smaller mini-lessons with a culminating obstacle course activity.

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

Lesson Objective(s):

Students will be able to problem-solve and cooperate with multiple classmates during the adventure race and other team-building activities.
Students will be able to define bias.
Students will be able to define equity, diversity and inclusion and explain how the terms relate to each other.
Students will be able to explain how equity, diversity, inclusion, and being aware of biases are related to an individual's moral compass.

CASEL Core SEL Competency:

Relationship skills

- Developing positive relationships
- Practicing teamwork and collaborative problem-solving

Equipment Needed:

- Polyspots
- 10 Hula hoops
- Jump ropes
- Large cones
- Foam balls (1 per group)
- Deck rings (1 per group)
- Resistance loop (1 per group)
- Shoestring/rope (1 per group, 3ft in length)
- Buckets (3 per group)
- Dome cones or short cones
- Passcode Cards
- Passcode Letters
- Task cards (1 per group)
- Station Cards (see last few pages)

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

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

- S4.H2 Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance.
- S4.H4 Solves problems and thinks critically in physical activity and/ or dance settings, both as an individual and in groups.

Lesson Overview:

This lesson will include three smaller mini-lessons with a culminating adventure race activity. Each smaller activity can be done as an instant activity, warm-up or closing activity to an already planned lesson. The culminating activity will combine the smaller activities in an adventure race.

Definitions:

Equity

is the quality of being fair and impartial.

Diversity

is a range of differences that make us unique.

Inclusion

is being included within a group

Bias

is a tendency to believe that some people, ideas, etc., are better than others that usually results in treating some people unfairly.

Moral Compass

is a person's set of beliefs and values that they use to make decisions; a person's sense of right and wrong.

Activity Progression:

Determine how you want to implement the lead up activities below. It's suggested to implement one activity each day prior to the culminating activity, the Let Kindness Guide You Adventure Race. The Let Kindness Guide You theme can be omitted for a general focus on kindness and teamwork. Teachers can substitute or change activities as needed to fit the needs of their students or align with the current unit they are teaching.

Please note: The topics and conversations suggested throughout the lesson are opportunities to introduce equity, diversity, and inclusion. Adapt the conversations to go deeper or provide examples that might be more relevant to your students.

Activity 1 – Introduction and Passcode

Example script: “This year’s health. moves. minds. theme is Let Kindness Guide You. [Show the logo to the class.] Based on this image, what do you think that means? [Allow students to answer.] I love all these answers! Have you ever heard of the term a moral compass? A compass, like the one in the picture, is used to help give directions like north, south, east, west and people typically might use a compass when they are traveling when there is no clear path. A moral compass refers to a person’s set of beliefs and values that they use to make decisions. A moral compass is a person’s sense of right and wrong. The theme and logo implies that we should choose kindness to guide us and to use kindness as our moral compass. Choosing kindness will keep us on the right path!

This week we are going to really focus on kindness and teamwork. Each day we will do an activity that focuses on teamwork which will really make us practice being kind to one another. We will also discuss terms and how they can relate to a person’s moral compass. Then we will end the week with an adventure race where you will have to work together as a team and recall some of the information you learned this week.”

Organize students into groups of five. Tape letters A–Z and numbers 0–9 under each polyspot and spread them throughout the gym or instructional space. Assign each group a home base and give each group a unique passcode. Each group must try to find the letters and numbers for their passcode as fast as possible and bring it back to their home base. Students can all move at the same time, but can only find one letter or number for their group’s passcode.

Write passcodes on an index card or print them out (see the passcodes toward the end of the document.)

Passcodes letters and numbers are not repeated.

- Passcode 1 – A 9 Z L C S
- Passcode 2 – B E 8 2 V M
- Passcode 3 – D Y 3 X 7 N
- Passcode 4 – 6 F W O O
- Passcode 5 – G 5 T 4 J H
- Passcode 6 – 1 I K P Q R

After all passcodes have been completed, have students place their polyspots back into the play area and give groups a new passcode.

If more passcodes are needed, print double the letters and numbers. If not enough polyspots, consider printing on a heavier weighted paper place the letters and numbers face down directly on the floor.

Modifications:

- Give students a time in which they must complete their passcode.

Example script: “This was a fast-paced, simple teamwork activity that got you moving. Can someone explain what a moral compass is again? [Allow students to answer.] That’s right, a moral compass refers to someone’s beliefs and values and is a person’s sense of right and wrong. We will continue with that theme this week.”

Fundraising Focus: *If your school is choosing to implement a health. moves. minds. Fundraiser, share how the entire school is working together to achieve the goal of raising money to support your school and/or local charity, an example of teamwork. Raising money to help others is one way we can show kindness.*

Activity 2 – Bomb Squad

Introduce equity, inclusion, and diversity and how it relates to a person’s moral compass.

Example script: “In the first activity I introduced the concept of a moral compass. Turn to someone sitting next to you and describe what a moral compass is. [Give students some time to answer then have students share a couple responses.] A moral compass refers to a person’s set of beliefs and values that they use to make decisions. A moral compass is a person’s sense of right and wrong. This week we are focusing on kindness through team building challenges and activities. Today I want to discuss with you all diversity, equity, and inclusion. Diversity is a range of differences that make us unique. Can you give me some different examples of diversity? [Allow students to answer. Use the skills poster for a list of possible answers.]

Can someone explain equity? [Allow a couple students to define.] Equity is the quality of being fair and impartial – that means without showing favor. Inclusion means being included in a group. Turn to someone sitting next to you and explain how these three terms relate to each other. [Give students some time to answer.] We should treat people fairly and not based on their differences and be sure to include them. This is really important especially when making important decisions, we want to consider everyone that might be impacted and to make sure we aren’t excluding or favoring certain groups.

We are going to try today’s team challenge and then we will continue to discuss diversity, equity, and inclusion and how it relates to a person’s moral compass.”

Organize students into groups of five or six. Determine a starting point and an end point. Explain to students they are each in a bomb squad and they must move a bomb to the safety zone.

For each group, tie one rope/jump per person to a deck ring then place a foam ball on the ring. The foam ball will be the bomb and students will each hold onto a jump rope to move the ball without dropping it. Students must hold the jump rope at the ends of the rope and cannot shorten it.

Designate a starting point and the safe zone, add a series of obstacles they must move the move through.

- Obstacle 1 – Over a fence: Using cones, place a jump rope between the cones where students will have to walk over.
- Obstacle 2 – Connect the dots: Make a zigzag shape using polyspots or dome cones that students will have to hover the ball over following the shape of the zig zag.
- Obstacle 3 – Under a fence: Using large cones, place a jump over between the cones where students will have to go under.

Modifications:

- For less of a challenge, shorten the ropes.
- Challenge by choice – allow students to choose balls by varying size and weight (e.g., beach ball, tennis ball, basketball, playground ball, etc.)
- For more of a challenge, make the ropes different lengths.
- Remove obstacles or have less obstacles.

Debrief the activity and continue to reinforce the connection between kindness and respect.

Example script: “Nice job today. What were some challenges you faced as a team? How did you overcome them?”

Before the activity we talked about diversity, equity, and inclusion. Now that we have defined those words how do they relate to a person’s moral compass? [Allow students to answer.] As we work together and meet different people throughout our lives, we have to recognize we all come from different backgrounds, have different abilities, and have had and will have different experiences that make us diverse and unique. We should include people of all diverse backgrounds and think about how we should appropriately include people and be conscious of treating them equitably. This should be a part of our moral compass. Tomorrow we will discuss another term that also relates to equity, diversity, and inclusion.”

Activity 3 – Team Cup Stacking

Introduce bias. Have students walk a lap around the perimeter of the gym or instructional area to discuss with a partner how bias, equity, diversity, and inclusion are connected.

Example script: “Today is our third activity before we do our adventure race tomorrow! The last thing I want to discuss with you is bias. Has anyone heard of the word bias and would like to define it for us? [Allow students to answer.] Bias is a tendency to believe that some people, ideas, etc., are better than others that usually results in treating some people unfairly. We all have biases, sometimes we aren’t aware of them. We can show our biases when we assume something is one way because of our own personal experiences or beliefs. A bias a person might have is to assume everyone has a car. This is a bias because the assumption is that everyone can afford a car and this person might believe this because everyone in their neighborhood growing up had a car.

How do you think bias, equity, diversity, and inclusions are connected?

[Have students walk around the perimeter of the gym or instructional area to discuss an answer with a partner. After a couple minutes, allow students to share their responses.]

These terms are related because sometimes our biases can cause us to treat people unfairly or make unfair judgments against others. We have to be aware that we have diverse experiences and backgrounds and that we all don’t think the same or behave the same and that’s okay. We must act in equitable ways and include everyone especially if we find ourselves in positions where we have power to make decisions on behalf of others. Using the car example: If someone who was in a leadership position for the school assumed all students had access to cars and didn’t provide school buses. This wouldn’t be equitable to students who didn’t have access to cars because it’s not inclusive of diverse backgrounds and experiences of all students.”

Organize students into groups of five or six. Each group should have a resistance loop, similar to one like this, with one shoestring/rope per group member tied to the loop. Each group should also get three buckets. Make sure the resistance loop can fit around the bucket when stretched.

Designate a starting point and an end point. Each group member will hold the end of one string. Together groups will stretch the loop over one of the buckets and carry it to the end point. Groups will continue this until all three buckets are at the end point, then they will build a pyramid.

Modifications:

- Shorten or lengthen the strings to make it harder or easier. Longer strings provide more of a challenge.

Debrief the activity and continue to discuss equity, diversity, inclusion, and bias.

Example script: “Another great teamwork challenge! What was the hardest part of the challenge? What did you enjoy about this challenge? What didn’t you like too much? How could this be improved? [Allow time in between each question for students to answer.]

Can someone paraphrase what we discussed prior to the Team Cup Stacking? [Allow a student to answer] That’s right, bias is a tendency to believe some people, ideas, things are better than other which usually leads us to treat people unfairly. We have to understand that we all have diverse backgrounds and experiences and do our best not to let our biases get in the way. Considering how to be more equitable, accepting diversity and including everyone are all things that should be a part of our moral compass.”

Activity 4 – Adventure Race

Set up the racecourse a blacktop, field, or any other large open space. There will be four stations. Make a small “Try Again Loop” off to the side of the racecourse. Students will walk around the loop if they get an answer wrong where they can come up with another answer as a team. See diagram on the last page for an example.

To make the experience more like a true adventure race, teachers may want to consider having a judge (e.g., parent, teacher aides, other teachers, or older students) assigned to each station to ensure each station is completed accurately and for someone to sign off on task cards. If judges are not available, emphasize to students that being honest and having integrity will be extremely important.

Example script: “Today you are going to get to practice respect, inclusion, and being kind to your classmates by working together to complete the adventure race.”

Divide students into groups of five or six. Have students come up with a name for their team. Explain to students how the adventure race will work.

- Groups will work together to complete four laps around the course as fast as they can.
- Groups will keep everyone together.
- Groups will complete all the stations for each lap except for the first lap. For the first lap, students will answer the first question then go around the perimeter of the course as fast as they can.
- Groups will cheer on other teams after they have completed their four laps.
- Groups will practice being respectful and kind to others in their group.

Station 1: Q&A – There will need to be a judge here, you or another adult, to make sure the answers are correct. The entire group must be present to answer the question to move on.

- What is the health. moves. mind. Fundraising Program theme we have been working on this week? What is a moral compass?
- Define equity, diversity, and inclusion.
- Define bias. Give an example of a bias a person might have.
- How does equity, diversity, inclusion and bias fit within a person’s moral compass?

Between station 1 and station 2, students will pick up a foam ball and put it between their knees and carry it to the next cone.

Station 2: Passcode – Set up this station similar to Activity 1 above. Tape letters A–Z and numbers 0–9 under each polyspot and spread them throughout. Have passcode cards stacked for students to grab. Each group must try to find the letters and numbers for their passcode as fast as possible. Students can only find one letter or number for their group’s passcode. Each lap groups will grab a new passcode card.

Between station 2 and station 3, students will tire run through hula hoops.

Station 3: Bomb Squad – Set up this station like Activity 2. Designate the starting point and safety zone. Students will act as a bomb squad and must move a bomb to the safety zone.

For each group, tie one rope/jump per person to a deck ring then place a foam ball on the ring. The foam ball will be the bomb and students will each hold onto a jump rope to move the ball without dropping it. Students must hold the jump rope at the ends of the rope and cannot shorten it.

- Over a fence – using cones, place a jump rope between the cones where students will have to walk over.
- Connect the dots – Make a zigzag shape using polypots or dome cones that students will have to hover the ball over following the shape of the zig zag.
- Under a fence – using large cones, place a jump over between the cones where students will have to go under.

Station 4: Team Cup Stacking – Set up this station the same way as in Activity 3 so that two to three groups can go at one time. Designate a starting point and an end point. Each group member will hold the end of one string. Together groups will stretch the loop over one of the buckets and carry it to the end point. Groups will continue this until all three buckets are at the end point, then they will build a pyramid.

Debrief the race and the theme for the week.

Example script: “Amazing work today! Let’s review the questions from Station 1. [Go over the correct answers for station 1.] What was the easiest station? The hardest station? Even when things got hard how did you make sure to act kind to your teammates? Were there instances when communication was really important? [Allow time between each question for students to answer.]

I’m so proud of you all! We may have really focused on the concept of a moral compass and teamwork this week, but this is something we should practice every day, just like the theme, we should let kindness guide us as a part of our moral compass. A part of the moral compass should be treating people fairly and without bias, including others, and accepting others despite their differences.”

Fundraising Focus: Use the adventure race obstacle course as your celebration event for your fundraiser!

Modifications/Differentiation:

- Have written instructions at each station.
- Be sure to provide options for activities where students may not be able to participate because of a physical disability. For example, instead of hands use feet. Allow students to be judges at a station.
- Allow students who are uncomfortable being in close proximity or touching other students to serve in leadership roles within a group like a judge at station or like coach.
- Have students use a pool noodle, rope or hoop to stay together in groups.
- Add or replace stations with skills you are practicing in class. For example, if you are practicing under hand throwing, have students under hand throw a yarn ball into a hoop or bucket.

Checks for Understanding

- When there were challenges or frustrations how did you make sure you still acted with kindness towards your group mates?
- What were some strategies you had getting through the adventure race?
- Are there ways the adventure race could be more equitable to all students?

Let Kindness Guide Your Adventure Race Task Card

Groups will:

- Complete four laps around the course as fast as they can.
- Keep everyone together.
- Complete all the stations for each lap except for the first lap. **For the first lap, visit Station 1 only** then run around the outside of the course and back to Station 1.
- Practice being respectful, kind, and communicating clearly to others in their group.
- Mark all the boxes on the task card.

Station 1: Q&A - The entire group must be present to answer the question to move on. If your group gets the answer wrong every will walk or jog around the Try Again Loop before trying to answer again.

1. What is the health, moves, mind, Fundraising Program theme we have been working on this week? What is a moral compass?
2. Define equity, diversity, and inclusion.
3. Define bias. Give an example of a bias a person might have.
4. How does equity, diversity, inclusion and bias fit within a person's moral compass?

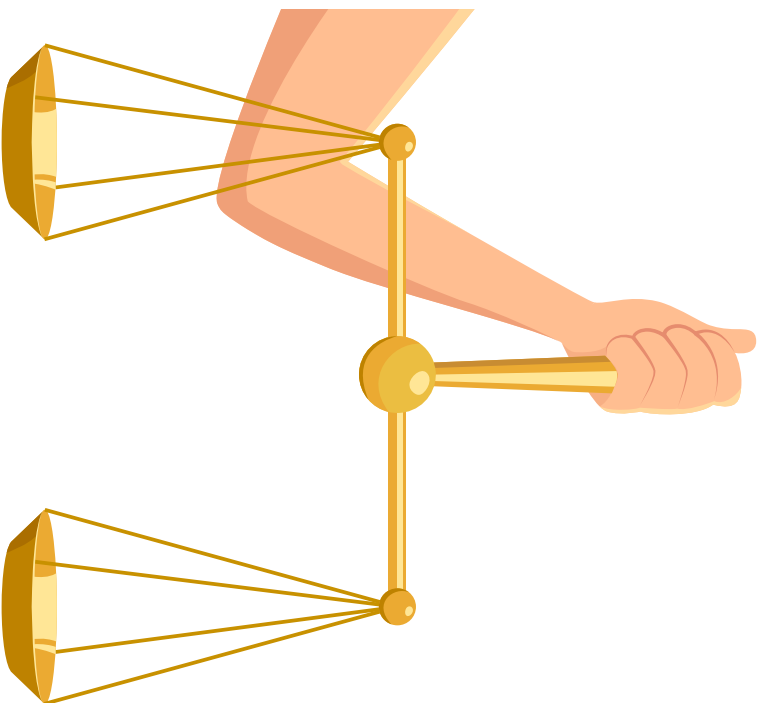
Station 2: Passcode - Find your team's passcode by looking under the polyspots. Each lap you will have a new passcode before you can move on.

Station 3: Bomb Squad - Using your group's special bomb carrying device, move the radioactive bomb to the safety zone. If the bomb drops start over. If you can't complete the mission in three tries move on to Station 4.

Station 4: Team Cup Stacking - As a group stretch the loop over one of the buckets and carry it to the end point. Groups will continue this until all three buckets are at the end point, then they will build a pyramid.

Lap 1			
Station 1 - Q&A	Jog around the perimeter of the obstacle course!		
Lap 2			
Station 1 - Q&A	Station 2 – Passcode	Station 3 – Bomb Squad	Station 4 – Team Cup Stacking
Lap 3			
Station 1 - Q&A	Station 2 – Passcode	Station 3 – Bomb Squad	Station 4 – Team Cup Stacking
Lap 4			
Station 1 - Q&A	Station 2 – Passcode	Station 3 – Bomb Squad	Station 4 – Team Cup Stacking

Equity



**Equity is the
quality of being
fair and impartial.**

Grades 9-12



Diversity

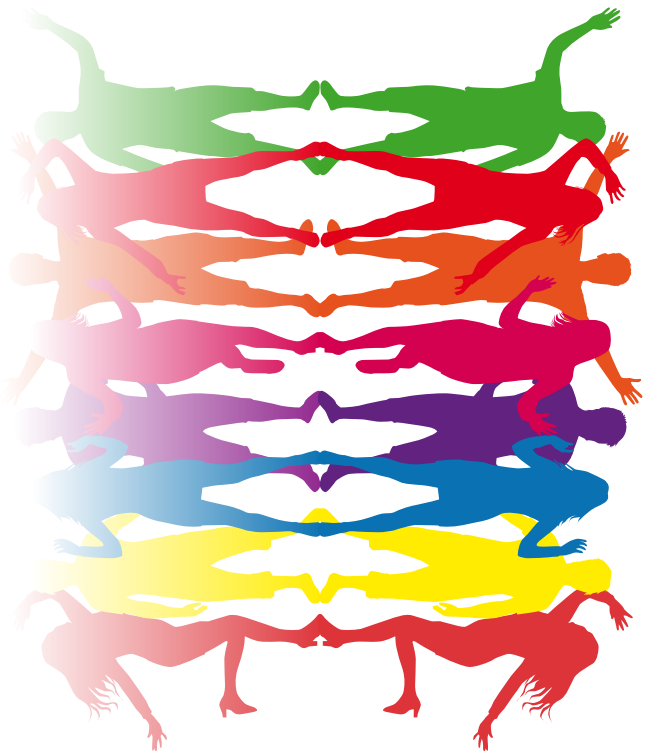
Diversity is a range of differences that make us unique. For example:

- Race
- Physical ability
- Religion
- Mental ability
- Language
- Nationality
- Gender
- Sexual orientation
- Age
- Socio-economic status

Grades 9-12



Inclusion



**Inclusion is being
included within
a group where
everyone has:**

- Value
- Sense of Belonging
- Support

Grades 9-12



Bias

Bias is a tendency to believe that some people, ideas, etc., are better than others that usually result in treating some people unfairly.

Grades 9-12



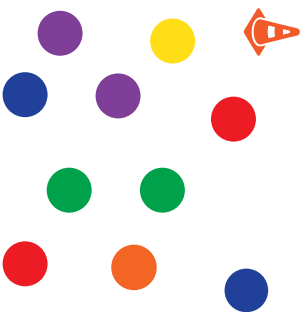
Moral Compass

A Moral Compass is a person's set of belief's and values that they use to make decisions; a person's sense of right and wrong.

Grades 9-12



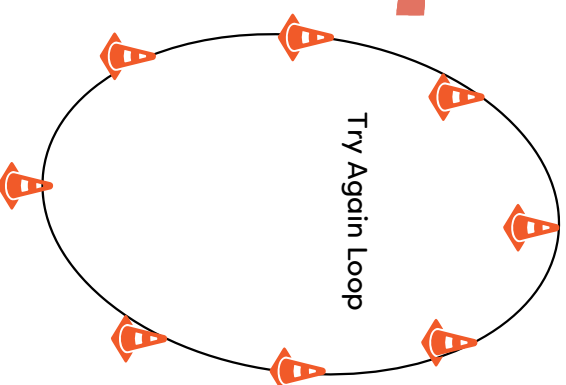
2 Passcode



Carry a ball between your knees to the next cone!



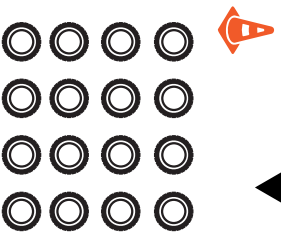
1 Q&A



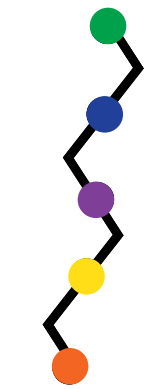
Adventure Race Set Up

Grades 9-12

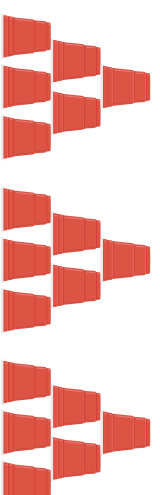
Run through the tires!



3 Bomb Squad



4 Team Cup Stacking



Run to Station 1





Team Cup Stacking



Bomb Squad



Passcode

Question and Answer

1. **What is the health. moves. minds. Fundraising Program them we have been working on this week? What is a moral compass?**
2. **Define equity, diversity, and inclusion.**
3. **Define bias. Give an example of a bias a person might have.**
4. **How does equity, diversity, inclusion and bias fit within a person's moral compass?**

Grades 9-12

Passcode Cards

Passcode 1 A9ZLC	Passcode 2 BE82VM	Passcode 3 DY3X7N
Passcode 4 6FWOO	Passcode 5 G5T4JH	Passcode 6 1IKPQR

Passcode Letters & Numbers

A	B	C	D	E	F
G	H	I	J	K	L

Mini-Lesson Name: **Let Kindness Guide You** Unit Name: **Kindness** Grade Level: **9-12**

Passcode Letters & Numbers

M	N	O	P	Q	R
S	T	U	V	W	X

Mini-Lesson Name: **Let Kindness Guide You** Unit Name: **Kindness** Grade Level: **9-12**

Passcode Letters & Numbers

4	5	6	7	8	9
Y	Z	O	1	2	3

Mini-Lesson Name: **Let Kindness Guide You** Unit Name: **Kindness** Grade Level: **9-12**



health.moves.minds.[®]

LET

Kindness

GUIDE YOU

