



Being Mindful, Being Kind

The key message throughout these lessons is that being mindful of our own feelings and being mindful of how we treat others can help us be kinder. Additionally, taking care of our minds and bodies makes us healthy. Students will also begin to learn basic mindfulness strategies. Alternatively, you can replace the word mindfulness with self-awareness throughout the lessons. It's also important to note, the lesson plans may need to be adjusted by the teacher to accommodate the unique attributes and diversity of individual classes and students.

Lesson Name: T-H-A-N-K-S

Unit Name: Mindfulness

Grade Level: K-2

Lesson Length: 10 minutes

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

Lesson Objective(s):

Students will be able to define "gratitude." Students will be able to identify things they are thankful for.

Equipment Needed:

- Letter cards for T-H-A-N-K-S
- Picture cards for actions

Essential Question (related to objective):

What is gratitude?

CASEL Core SEL Competency:

Social awareness

- Understanding and expressing gratitude

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

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

- S1.E1.K Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance.
- S1.E1.1 Hops, gallops, jogs and slides using a mature pattern.
- S1.E1.2 Skips using a mature pattern.

National Health Education Standards & Performance Indicators:

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

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

Lesson Overview:

Teachers will introduce the concept of gratitude and direct students in a movement activity spelling the word "THANKS." This activity is good for a warmup or closing activity of an already existing lesson.

Definitions:

Amplify

the feeling of being thankful and showing thanks for things in your life

Activity Progression:

Introduce the concept of gratitude.

Example script: “Today we are going to talk about gratitude. Wiggle your fingers in the air if you have ever heard of the word gratitude. It’s okay if you haven’t heard of it before because today, we are going to learn about it!”

Call on a student to define gratitude for the class. Share the health, moves, minds, definition of gratitude with the class. Explain to the class that they will do a quick movement activity spelling the word “THANKS” and they will have an opportunity to think about and share something they are thankful for.

Have students stand up in personal space and perform the movement for each letter. After each letter have them think of something they are thankful for that starts with that letter.

T – Tiptoe

- Think of a toy you are thankful for.

H – Hip circles

- Think of something in your house you’re thankful for.

A – Army crawl

- Think of an activity you are thankful for.

N – Name, spell your name with your right leg then your left leg

- Name someone you care about that you are thankful for.

K – Knee raises

- Think of something kind someone did for you that you are thankful for.

S – Skip (Replace with Slide for younger students.)

- Think of a skill or something you are good at that you are thankful for.

After the activity explain to students that we can be thankful for all kinds of things in our lives, big or small. Ask students to give an example of big things they might be thankful for and small things they might be thankful for.

At the end of class, review the definition of gratitude. As students exit class, have them share with you something they are thankful for.

Example script: “That was a fun way to get moving and spell the word “thanks”! We also had the chance to think about different things we are thankful for in our lives. Gratitude can be a feeling, so I might feel thankful when someone does something nice for me. Or gratitude can be an action by showing you are thankful, like writing a note to tell someone you are thankful for them. As you leave class today, I want you to tell me one thing you are thankful for. It can be big or small.”

Team Champion Tip: Share with students that they can practice showing gratitude when asking for and receiving donations (or even when they don’t) for their health, moves, minds, fundraising event!

Activity adapted from [Gratitude Movement Break by Pediatric Therapy Essentials](#).

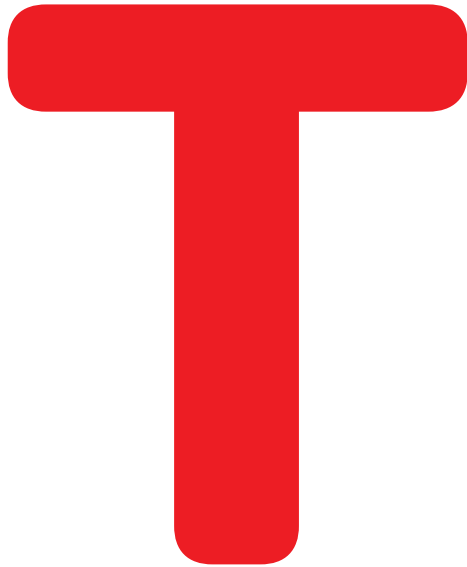
Mini-Lesson Name: **T-H-A-N-K-S** Unit Name: **Mindfulness** Grade Level: **K-2**

Modifications/Differentiation:

- Allow students to choose the movement activity for each letter in THANKS.
- Pair students together to come up with their own movement activities for each letter in THANKS.
- For students who can't move their legs, have them move their arms, head or another body part to spell their name.
- Students in wheelchairs can roll their chairs to spell their name.
- Use pictures for each activity or letter cards for each letter.
- Incorporate locomotor skills, levels, speeds and pathways.

Checks for Understanding:

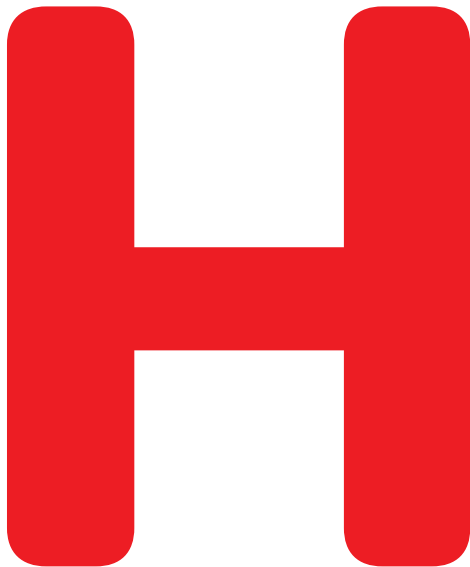
- What does gratitude mean?
- What is something big you are thankful for?
- What is something small you are thankful for?



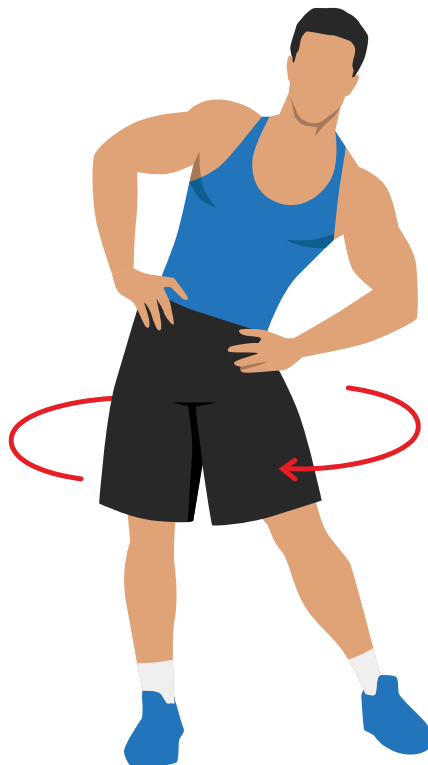
Tiptoe



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Hip Circles



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A

Army Crawl



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N

Spell Your Name



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K

Knee Raises



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S Skip



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