



Being Mindful, Being Kind

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

Lesson Name: Imagination Station

Unit Name: Being Mindful, Being Kind

Grade Level: K-2

Lesson Length: 10-15 minutes

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

Lesson Objective(s):

Students will practice using their imagination to create a peaceful scene in their mind as a strategy for when they might be feeling strong or complex emotions.

Essential Question (related to objective):

How can I use my imagination to be mindful?

Equipment Needed:

- [How am I feeling? Emoji Rating Scale poster](#)
- At least 2 juggling scarves/plastic grocery bags (or something similar) per student
- Optional: Projector, speakers

CASEL Core SEL Competency:

Self-management

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

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

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

- S3.E2.K Participates actively in physical education class.
- S3.E2.1 Engages actively in physical education class.
- S3.E2.2 Engages actively in physical education class in response to instruction and practice.

National Health Education Standards & Performance Indicators:

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

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

Lesson Overview:

Teachers will introduce a Mindful Movie, a skill which uses imagery as a way to relax by creating a peaceful scene in your mind. Students will use scarves to imagine clouds and pretend to be trees. Teachers should make the connection that using our imagination is another tool that can be used to help us when we feel a big feeling.

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

Mini-Lesson Name: **Imagination Station** Unit Name: **Being Mindful, Being Kind** Grade Level: **K-2**

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Definitions:

Mindfulness is:

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

Kindful Movie

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

Activity Progression:

To start the mini-lesson, have students check in using the Emoji Rating Scale.

Example script: “Before we get started let’s check in with ourselves. It’s healthy for us to take time to see how we are feeling. So, let’s look at our Emoji Rating Scale and see how we are feeling today, right now in class.”

[Give students a few minutes to think about how they are feeling. They can share out if they would like or keep their response to themselves.]

If you would like to share how you are feeling right now you can or if not, that’s okay too! I’m feeling [insert an emoji] because [then a reason you are feeling this way].”

Revisit the definition of mindfulness.

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

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

Example script: “Raise your hand if you have seen a movie before. Movies have lots of details in them! What are some details you might notice in a movie? [Allow students to give some answers.] Those are great answers and guess what, you are going to be so good at doing a Mindful Movie because a Mindful Movie is doing what you just did but in your head. Our imagination is one way we can practice mindfulness, we can see things in our mind to help us feel better. You will create a movie in your mind and add lots and lots of details. This is really helpful when we have a big feeling, and we can help create new thoughts to push out the thoughts that are making us feel bad.”

Now tell students they are going to pretend they are clouds and trees.

Example script: “Now we are going to use our imagination to practice mindfulness. For this activity we will imagine clouds and we will pretend to be trees.”

Lead students through the following activities:

- Now take your juggling scarves and ball them up in your hand and throw them into the air. Pretend the scarves are clouds floating in the sky.
- Once they have hit the ground, pick them up and do it again. This time imagine what kinds of clouds your scarves are. Are they white fluffy clouds? Are they dark stormy clouds? Are they thin wispy clouds?
- Pick up the scarves and drop them over your head. Pretend you are moving in the clouds. How do the clouds feel on your body or skin as they fall to the ground?
- This time with your scarves, hold one scarf in one hand and two scarves in the other hand. Be sure you are holding the scarves between your thumb and index fingers.

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- Pretend you are a tree and your feet are the roots. You are rooted deep in the ground. Your arms are your branches and the scarves are your leaves. What kind of tree are you? Do you grow flowers or fruits or just have leaves? Is your trunk thick and sturdy or slender and flexible? Are you a tall tree or a short tree? Your tree can look however you like.
- I will describe a scene and you will move as you feel your tree would move.
- It's a bright sunny spring day and the wind is blowing softly. A bird flies onto one of your branches and starts to play with one of your leaves. Feel the cool breeze rustle through your leaves. Suddenly, the bird flies away and the wind starts blow a little harder and dark clouds start to roll in. The wind starts to blow a little harder and rain starts to pour down. It's rainy and windy and the wind gets even stronger! The wind is blowing really hard now! The trees branches start to bend, and the leaves are shaking really fast and – OH NO! – a leaf blows away! But slowly everything starts to calm down. The wind becomes gentler, the sun is coming back out and drying up the rain from your leaves. Your leaves continue to sway gently in the wind. Now the sun is starting to set and the wind is gone.

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

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

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

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

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

Modifications/Differentiation:

- Break each step down for students who may only be able to process one step at a time.
- Provide students with pictures, dramatic actions, or a video demonstration.
- Students who don't have the lung capacity to take controlled deep breaths may do a slow repetitive movement with their hand or foot as a method to control the emotions and improve focus.
- Play calming music with the lights dimmed.
- Allow students to keep their eyes open.

Checks for Understanding:

- How did we use our imagination to be mindful?

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