



Mindfulness

During the Mindfulness mini lessons, students are learning the benefits of mindfulness and being self-aware of thoughts, emotions, their body and the environment. They will explore different strategies to determine which strategies will help them best in daily lives. The key message is learning about emotions and strategies to appropriately manage them helps us make healthier choices.

Lesson Name: H-A-L-T-E-D: What's bothering me?

Unit Name: Mindfulness

Grade Level: 9-12

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 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 explain how the HALTED emotions can influence their behaviors..

Essential Question (related to objective):

How can being aware of my emotions improve my health?

National Standards & 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.H14 Stress management

National Health Education Standards & Performance Indicators:

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

- 5.12.1 Examine barriers that can hinder healthy decision making.

CASEL Core SEL Competency:

Self-awareness

- Identifying emotions
- Accurate self-perception

Self-management

- Stress management
- Self-discipline
- Impulse control

Responsible decision-making

- Identifying problems

Equipment Needed:

- H.A.L.T.E.D. letter cards
- Music

Lesson Overview:

The teacher will introduce to students the acronym H.A.L.T.E.D. as a tool for analyzing how they are feeling. The teacher will explain that sometimes there is an underlying emotion that can influence our behavior, and if we are able to identify that emotion it can help us make healthier choices.

Definitions:

Mindfulness is

- Paying full attention to your:
 - thoughts
 - emotions
 - body
 - environment

- Focusing on the present.
 - The past already happened. *(Consider your students experiences and traumas they may have had before choosing to share this portion of the definition.)*
 - The future isn't here yet.
- Without judgement.
 - Be kind to yourself (*compassion*).
 - It is what it is – nothing more nothing less.

Self-awareness is:

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior.

Self-management is:

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations.

Activity Progression:

Explain to students they will learn an acronym to help them determine their emotional state when they may not be feeling their normal self.

Example script: “A Mindful Minute, Better Breathing and some of the other mindfulness exercises are great tools to use when we KNOW something is bothering us. Next, we are going to learn about H.A.L.T.E.D., which is an acronym that can help us when we know we might not be feeling a little off, but we aren't exactly sure why. We can use this to help assess some root causes as to why we might be in a funk. So, we're going to play a bit of guessing game to learn each letter of HALTED.”

While playing music, have students participate in a warm-up or instant activity they are familiar with. Once the music is stopped, have students quickly get into groups of three with the closest people around them. Make sure students pick new partners each round. Have them try and guess which emotion or feeling they think the letter “H” stands for in their groups. Ask the groups to shout what they think. Have students high five each other in their groups if they got it right or fist bump if they didn't get it right.

Example script: “The first letter in H.A.L.T.E.D. is H. [Hold up H letter card.] H is for Hungry. The first thing you can ask yourself when you might not be feeling 100% your normal self is ‘Am I hungry?’ Sometimes when we are hungry it can cause us to feel cranky and all we need is something to eat. Has anyone you know ever been hungry and when they get something to eat they feel better? [Allow students to raise hands in response.] An easy solution when feeling hungry is to drink water and eat a healthy snack or meal.”

Continue to go through each letter. Use the H.A.L.T.E.D. letter cards when going through each letter and hang each one up on the wall (or another surface everyone can see) as you go through the acronym. Reinforce to students that all feelings are healthy (even feelings that can seem negative like anger), and being able to identify our feelings is how we become self-aware and how they influence our behavior. It's okay to be angry, but it's not okay to flip a chair or call someone names. Part of being mindful is embracing all our feelings.

Modifications/Differentiation:

- Provide choices of emotions for students to choose from (e.g., does H stand for happy, hungry, hate or hope?).
- Have students get into groups based on their birthday month, first letter of their name or other equitable grouping ideas.
- Students can stay in their groups of three each round to see who guesses the most correct.
- Have groups come up with positive encouragement when they guess correct (e.g., “We got this!”), and incorrect (e.g., “That's okay we got the next one!”). Try to come up with something each time.
- Students can create their own way to show they guessed correctly/incorrectly instead of a high-five or a fist bump.

Checks for Understanding:

- What are some potential negative behaviors that can come from being any of the emotions in HALTED like hungry, angry, lonely, etc.?
- Why is it important to be aware of your emotions?