



Lesson Name: **R-E-S-P-E-C-T**

Unit Name & Lesson #: **Being Mindful, Being Kind: Lesson 2**

Grade Level: **K-2**

Lesson Length: **30-35 minutes**

Before beginning, the “Modifications/Differentiation & Checks for Understanding” section includes 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.

National Standards:

- 1 (Movement Skills)
 - S1.E3 Locomotor: Jumping and landing, horizontal plane
 - S1.E13 Manipulative: Underhand throw
- 3 (Fitness & Physical Activity)
 - S3.E2 Engages in physical activity
- 4 (Responsible Personal & Social Behavior)
 - S4.E4 Working with others
- 5 (Value of Physical Activity)
 - S5.E3 Self-expression & enjoyment

Lesson Objective(s):

By the end of class, students will demonstrate a Mindful Minute for 30 seconds as a technique for implementing mindfulness.

During class, students will be able to demonstrate respectful listening by making eye contact with their partner, thinking about what is being said, and remaining quiet.

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

Essential Question (related to objective):

How does being respectful make me mindful?

Equipment Needed:

- Emoji rating scale
- Poly spots
- One beanbag per 2 students
- Music

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, or self-awareness, and making themselves feel better. Students will also define respect. The teacher should connect how being respectful is a way to be mindful and kind. The teacher should emphasize that students should be respectful to everyone despite differences.

Warm-Up*

Musical Spots & Respectful Listening
(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. Poly spots spread out throughout the instructional area.

Activity Progression:

Have students move however they choose in the instructional area. When the music starts, students can move however they wish.

Once the music stops they must quickly find a poly spot to stand on. Have students find a partner who is wearing the same color shirt. Alternatively, have students find a student with the same type of shirt (e.g., short sleeve, long sleeve, button up, with a collar, with buttons, with a pocket, with stripes, etc.) to ensure no one is left out.

Have students decide who will be an Apple and who will be a Banana. Apples will be talkers and Bananas will be listeners.

Ask the students a question. Apples will have 20 seconds to answer the question while Bananas are quiet and listening.

Example script:

“Apples are going to answer the question and will have 20 seconds. Bananas, while Apples are answering you are listening quietly to what they are saying. Make sure to pay attention so you are able to repeat something that your Apple has shared.”

After the 20 seconds, Apples will stop talking (even if they didn't finish their answer) and Bananas will say something their Apple said. Have students give a high five, fist bump, smile or another way to show positive recognition and start another round.

Example script:

“After both Apples and Bananas have gone, be sure to show your partner they did a good job. How can we show someone they did a good job?” [Have all students physically demonstrate how to show positive reinforcement e.g., thumbs up, high five, fist bump, etc.]

Be sure everyone has a chance to be an Apple and a Banana.

Sample questions for fitness?

- (previous lesson review)
- What is a Mindful Minute? (previous lesson review)
- When is a good time to use a Mindful Minute?
- What is health. moves. minds. about?

Other ways to get students into pairs:

- Same color poly spot
- Tape playing cards underneath the poly spots and have students find someone with the same number or suit
- Tape index cards with opposites, shapes, colors or pairs and have students find the match
- Name starts with the same letter
- Same birthday month

After a few rounds, discuss respectful listening with students. Respectful listening is not interrupting someone while they are talking and then being able to summarize what they said. Have the students end this activity seated on their poly spot.

Cues:

- Respectful listening
 - Eye contact
 - Think about what is being said
 - Quiet

Modifications/Differentiation:

- Use signs for directions or visual displays of what you want students to do.
- Allow student leaders to choose the movement.
- Use pictures to describe movements students should perform.
- Allow students to make up a positive recognition with their partner.
- For students with hearing impairments, have the Apple answer with picture cards. This may also work for students with intellectual disabilities who may have to focus on the picture shown to them and match a picture on their communication board.
- Allow students to use a fidget when listening.

Checks for Understanding:

- Have students think, pair, and share the following questions:
 - What does respectful listening sound like?
 - What does respectful listening look like?

Learning Activity 1
Review a Mindful Minute
Introduce Better
Breathing

Time (minutes)
7

Organization
Students seated on
a poly spot in the
instructional area.

Activity Progression:

Review the purpose of the health. moves. minds.™ program and a Mindful Minute.

Example script: “Last class we discussed that taking care of our minds and bodies makes us healthier. What was one way we practiced taking care of our minds when we feel sad, mad, scared, or overwhelmed?” [Allow students to answer] “That’s exactly right! We talked about a Mindful Minute. Did anyone practice taking a Mindful Minute at home? [Review a Mindful Minute and have students perform a Mindful Minute for 30 seconds]

Have students rate how they are feeling using the emoji rating scale before introducing Better Breathing. Introduce the concept of Better Breathing or deep, belly breathing. Tell students that Better Breathing is another technique to use when feeling sad, mad, scared, or overwhelmed.

Example script: “We’ve been talking about ways to better take care of our minds and bodies and ways to help us when we may feel sad, mad, scared, or overwhelmed. I’m going to talk about another technique called Better Breathing. Better Breathing is just learning to take a deep breath so that it goes way into your stomach. This kind of breathing can help us calm down and feel better. Let’s practice some Better Breathing.”

“I’m going to imagine it’s time to eat and I can smell the good food. 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, think of your yummy food and how good it smells and breathe in really deep! [Count to 4 as students are breathing in] What do we do 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 deep 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 play musical spots again or an activity that increases the heart rate (for students with multiple disabilities, an activity that stimulates the nervous system) for about 60 seconds. Have students sit and practice Better Breathing again.

Cues:

- Mindfulness (or Self-Awareness)
 - Paying full attention
 - Slowing down to notice what you’re doing
 - Focused and relaxed
- 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 stomach pokes out
 - Breathe in on a count of 4 slowly and deeply
 - Breathe out to a count of 4 slowly and quietly

Modifications/Differentiation:

- Replace overwhelmed with stressed, worried or anxious.
- 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 only be able to process one step at a time.
- Provide students with pictures, dramatic actions, or a video demonstration.
- Use a balloon to show deep breathing.
- Use Smell the Flower and Blow Out the Candle as 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 the emotions and improve focus.
- Play calming music with the lights dimmed.
([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

Was This Respectful?

Time (minutes)
8

Organization
Students on a designated start line.

Cues:

- Respect means that you are kind enough to think about others' feelings before you act.

Modifications/Differentiation:

- Allow students to vary how they answer; for example, lift one arm for "no" responses and lift two arms for "yes" responses.
- Allow students to choose an independent movement to perform once or twice based on the response.
- Have peer performers act out the scenario in a safe manner.

Checks for Understanding:

- What are examples of respectful behavior?

Activity Progression:

Have the students take their poly spot and place it on a starting line and sit quietly.

Explain to students that today we are going to continue practicing being kind by learning about respect.

Example script: "We did a great job practicing our Mindful Minute and Better Breathing. We are going to practice that as much as possible during health. moves. minds.™ and I want you to practice it at home too. Today we are going to practice being kind by learning about respect. What does respect mean? Turn to your partner and share what you think respect means. [Wait 10-20 seconds for students to share their answers] Does someone want to share what they think respect means? Respect means that you are kind enough to think about others' feelings before you act. A simple way to be respectful is to treat others the way you would want to be treated."

Extension opportunity: Read or work with classroom teachers to read *Have You Filled a Bucket Today* by Carol McCloud, which is also a YouTube video. Then, implement a behavior system where students can place a token in a bucket every time a peer does something respectful for them or take one out if someone doesn't show respect. This can then be reinforced throughout the day.

Have students start in the center of the instructional area in a circle facing outward. The teacher will read different scenarios and ask if the action was respectful. Students will then perform an action based on their answer. For yes, they will jump or move forward twice and for no they will jump or move forward once.

To add more physical activity, consider having students perform a locomotor movement in between scenarios.

Scenarios to read:

- Taylor walked down the hall quietly. Was this respectful?
- Marcus spilled water and cleaned it up. Was this respectful?
- Jill rolled her eyes at the teacher. Was this respectful?
- Dimitri waited for the school secretary to get off the phone before asking a question. Was this respectful?
- Lola left the classroom without permission. Was this respectful?

Review why the scenario was or wasn't respectful as you go through the activity. Have students perform a locomotor movement back to their poly spot with their partner. Review the meaning of respect and revisit the warm-up activity.

Example script: "What does respect mean again? Respect means that you are kind enough to think about others' feelings before you act. Remember our warm-up activity? We practiced not talking while our partner was answering a question. We were practicing being respectful. Being a respectful listener is another way we can practice being kind and mindful."

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Learning Activity 3

Don't Bust the Water Balloon

Time (minutes)
5

Organization
Students in pairs with one beanbag per pair.

Activity Progression:

Organize students into pairs.

See the suggestions for getting students into pairs in the Warm-Up.

Have one partner get a beanbag from the teacher and the other partner find a spot on the baseline of the basketball court or another starting point.

Partners will pretend their bean-bag is a water balloon. Students will toss the beanbag back and forth, taking a step back after every successful catch and toss. Be careful don't let your "water balloon" bust! After a few minutes, have students perform a locomotor movement of their choice back to their poly spot. Explain to students that people can be fragile like water balloons.

Example script:

"What happens if we drop a water balloon? It breaks. Well as humans we aren't water balloons filled with water, but we do have feelings. When we treat others with respect we are thinking about their feelings so we don't hurt them. Just like when you were tossing your "water balloons" I saw how each of you were careful to not drop your water balloons. This is how we should be toward one another even when we don't like someone or they are different than us. It doesn't matter if someone has a different religion, looks different, or has different physical or processing abilities because we are all people and we all have feelings, so we should be respectful to each other no matter what."

"When we stop to think about how our actions might make someone feel, this is not only kind, but it's a way of being mindful. Remember mindful means paying full attention to what you are doing."

Cues:

- Mindfulness (or Self-Awareness)
 - Paying full attention
 - Slowing down to notice what you're doing
 - Focused and relaxed

Modifications/Differentiation:

- Allow students to hand their beanbag to a peer and receive it back.
- Allow students to pick different distances to start from.
- Allow students to pick different objects to toss.
- Provide a sighted guide or guided rope to students who have a visual impairment.
- Students with visual impairments would benefit from having their partner roll them a beeping ball or a bell ball so they can use their auditory system to track and catch the ball upon arrival.

Checks for Understanding:

- How is "Don't Bust the Water Balloon" like being respectful?

Closure

Time (minutes)
5

Organization

Students are seated quietly in middle of the instructional area.

Modifications:

- 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.

Activity Progression:

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

Review the overall lesson. Explain how being respectful is a way to be kind and mindful.

Example script: “When we stop to think about how our actions might make someone feel this is not only kind, but it’s a way of being mindful. Remember that being mindful means paying full attention to what you are doing. When you act respectfully you are taking the time to pay attention to how your actions might make someone else feel. This is great because you are being kind and mindful, which is what we are practicing.”

Have students practice a Mindful Minute for 30 seconds as well as Better Breathing.

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).

Tell students to practice taking a Mindful Minute at home.

Checks for Understanding:

- How is being respectful similar to being mindful?