



Being Mindful, Being Kind

The following lessons can be implemented in their entirety or you can replace the starred* activities with activities of your choice to reinforce specific physical education concepts, skills, or outcomes previously taught. It's 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. As students get older and are approaching middle school, it's important for them to be able to understand their feelings, recognize when they are stressed, and learn strategies for dealing with stress and other emotions. These lessons focus on stress management and self-care. The key message is that it's healthy to be mindful of how we're feeling.

Lesson Name: A Mindful Minute & Our Feelings

Unit Name & Lesson #: Being Mindful, Being Kind: Lesson 1

Grade Level: 3-5

Lesson Length: 30-35 minutes

Before beginning, the “Modifications/Differentiation” & “Checks for Understanding” sections include 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.E2 Locomotor: running, jogging
- 2 (Movement Concepts & Strategies)
S2.E3.3 Speed, direction, force
- 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)

Lesson Objective(s):

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

Students will be able to identify a time when it's helpful and appropriate to implement a Mindful Minute.

By the end of class, students will understand why H.A.L.T.E.D. is a helpful tool for analyzing their mood and will explain this on an exit slip.

Equipment Needed:

- Emoji rating scale
- H.A.L.T.E.D. cards
- Parachute
- Small balls
- Music (optional)

Essential Question (related to objective):

How can knowing how we feel help us?

Lesson Overview:

By the end of this lesson students will be able to define mindfulness and practice the skills of a Mindful Minute and greeting a person. The teacher should emphasize that being mindful is about paying attention and slowing down to notice what you are doing. Students will also be introduced to the acronym H.A.L.T.E.D. as a tool for analyzing how they are feeling. The teacher will lead a discussion on feelings and how practicing mindfulness techniques can help reduce stress/anxiety. If appropriate, replace the word mindfulness with self-awareness.

Warm-Up*

Meet & Greet

(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.

Activity Progression:

Have students find their own personal space anywhere in the instructional area. Tell them they will be meeting and greeting their classmates today in different ways. You will call out different movement activities for students to complete. Remind students to stay in their personal space and to watch out for other students when moving. Have students complete the following:

- Touch a wall and sprint back to their spot .
- Find a classmate and say hello.
 - What are non-verbal ways you can greet someone/say hello? (e.g., smile with eye contact, shake hands, fist bump, wave, bow, etc.)
 - Find another classmate and choose a different way to say hello.
 - Find another classmate and make up a new way to greet someone.
 - Share how to say hello in different languages (e.g., hola, bonjour, ciao, Nī hāo, hallo).

Now have all students greet someone before they complete the following activities.

- Find a line on the floor and jump over it five times and run back to your spot.
- Use your body to make a shape.
- Find something green – not on your body (or someone else's) – and touch it, then jog back to your spot.
- Choose a creative way to walk.
 - When students return, ask them how walking that way made them feel and why they chose that way.

After a few rounds, have students walk quietly to the center of the play area.

Discuss greeting people and how saying hello to people is polite and kind.

Example script:

“We did a great job greeting our classmates today. Can you tell me other people you might greet in school? [Allow students to give several different examples] Those are great examples. When someone you know greets you, how does that make you feel? [Allow students to share out] How about someone you don't know? [Allow for answers – ideally this will bring about discussion of feeling accepted, positive environment, etc.] Those are all great feelings. I feel that way too. It feels good when someone says hello to me and I feel good when I greet someone too. Greeting people when we see them is an easy way to be kind and to make people feel welcome or a part of the group.”

Modifications/Differentiation:

- Use signs for directions or visual displays of what you want students to do.
- Show students the different ways people greet one another in various cultures.
- Provide replacement activities for students who may not be able to perform all locomotor skills (e.g., isometric holds, arm circles, walk versus run, etc.).
- Replace jump with step over or roll over
- Have students use an auditory cue (e.g., bells) so students with visual impairments can find a peer to greet.
- Allow students to choose the movement
- Allow students to share how they say hello in different cultures or languages.

Checks for Understanding:

- Ask students to give examples of people they greet in school.
- Ask how students feel when they are greeted by someone they know and someone they don't know.

Learning Activity 1

A Mindful Minute

Time (minutes)
5

Organization
Students seated in the middle of the play area.

Activity Progression:

Introduce the health. moves. minds.™ program and the concept of the Being Mindful, Being Kind lessons and what students will be focusing on over the next few weeks (see the description at the top of page 1). Tell students they are going to be practicing ways to take care of their mind and body because that is an important part of being healthy overall.

Example script:

“Over the next few weeks we are going to learn ways that we can take care of our minds and bodies by practicing being mindful. Being mindful is when you pay full attention to what you’re doing, you’re taking your time. You’re focused and relaxed. We are going to explore how we behave or treat others and think about ways we can be nice to others. Taking care of our minds and bodies makes us healthier. When we are mindful of how we treat others and mindful of our own feelings it can help us demonstrate kinder behavior. Today we are going to learn one way to help us be more mindful.”

Use a color or an emoji rating scale for students to rate how they are currently feeling. You will then have them rate how they’re feeling again at the end of class.

Example script:

“First, I would like you to take a look at this emoji scale and pick an emoji based on how you feel right now. At the end of class, I will ask you again how you are feeling. [You can decide if you would like students to keep how they are feeling to themselves as a self-assessment or share by holding up the number of holding up the number of fingers with the corresponding emoji.

“Sometimes when we feel mad, sad, scared, or overwhelmed it can make us behave differently than we normally would act. I want you to take a few seconds to think of how you feel when you are either mad, sad, scared, or overwhelmed. Do you act differently? How do you act differently? Do you want to be alone? Do you cry? Do you yell? Share with someone sitting next to you something you do when you feel mad, sad, scared, or overwhelmed.”

Next, introduce the concept of a Mindful Minute.

Example script:

“It is okay to feel sad, mad, scared, or overwhelmed sometimes and in fact everyone feels those feelings at times. Over the next few lessons we are going to learn ways we can help our minds and bodies when we feel those feelings. The first thing we will learn is a Mindful Minute. A Mindful Minute is when we sit quietly with our eyes shut and try not to think of anything and focus on our breathing! At first, we may still think of things while we are quiet and that’s okay, we will keep practicing and eventually it will get easier.”

Direct students to sit quietly with their eyes closed. Have students focus on what they hear around them and what they notice, this will help them to begin to clear their mind. Have students do this for 30 seconds. After 30 seconds, have students open their eyes and ask them how they feel. Tell them this is a great way to help make them feel calm and eventually we will work to sitting quietly with our eyes closed for one minute.

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

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.
- Individuals with Autism have difficulty understanding emotions and expressions. They learn best through concrete real-life experiences. You may show the student an emotions picture board. The teacher should show the picture to the student of the student’s current emotion and allow the student to look into a mirror.

Checks for Understanding:

- What should you be doing during a Mindful Minute?
- When can someone use a Mindful Minute?

Learning Activity 2

Take a H.A.L.T.E.D. Selfie
(The teacher can select an activity of their choice or use the activity provided.)

Time (minutes)

7

Organization

Students in general space.

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:

“We just talked about how a Mindful Minute is a great tool to use when we KNOW we are feeling scared or overwhelmed. Next, we are going to learn about H.A.L.T.E.D.. H.A.L.T.E.D. can help us when we know we might not be feeling our normal self, but we aren’t exactly sure why.”

Play music and allow students to choose how they move around the instructional area.

Once the music is stopped, call out a different feeling from the H.A.L.T.E.D. acronym starting with “H” and have students pause and pretend to take a selfie acting out that emotion. H.A.L.T.E.D. emotions:

- Hungry?
- Angry?
- Lonely?
- Tired?
- Embarrassed?
- Disappointed?

Example script:

“When the music stops, I’m going to show you a feeling from H.A.L.T.E.D. I want you to pretend to take a selfie of yourself acting out that feeling. [Play music and stop the music after about 20 seconds.] The first letter in H.A.L.T.E.D. is H. [Hold up H letter card.] H is for Hungry. [Allow students to act out being 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 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 helpful so we can do something healthy to feel better. Part of being mindful is embracing all our feelings.

Background information on H.A.L.T.E.D.: HALT is an acronym used in many substance abuse programs. Each of the four physical or emotional conditions in HALT (hungry, angry, lonely, tired), if not taken care of, can leave a person vulnerable to relapse. HALT plus the addition of ED (embarrassed, disappointed) is a good tool for adults and children to use when self-evaluating emotions to avoid self-destructive or unhealthy behaviors.

References:

<https://healthpsych.com/h-a-l-t-hungry-angry-lonely-and-tired-a-self-care-tool/>
<http://www.upcyclededucation.com/2011/04/halted.html>

Cues:

- H.A.L.T.E.D.
 - Hungry?
 - Angry?
 - Lonely?
 - Tired?
 - Embarrassed?
 - Disappointed?

Modifications/Differentiation:

- Randomly call out for students to turn left or right, build up speed then slow down
- Choose different students to select how everyone should move.
- Provide students with visual impairments a sighted guide using a small piece of rope or a guide rope.
- Put different obstacles for students to travel through (e.g., jump over hurdles, hop through hoops, crawl under a folded mat, etc.).
- Only review H-A-L-T .

Checks for Understanding:

- How can identifying help you?
- Ask what each letter means in H.A.L.T.E.D.
- **Extension:** Describe a time where you may not have been your normal self. When reflecting on the scenario was it because you were hungry, angry, lonely, tired, embarrassed or disappointed? Explain your answer.

Learning Activity 3*

Mindful Parachute

Time (minutes)
10

Organization
Students gathered
around the parachute.

Activity Progression:

Use the following parachute activities to help reinforce the day's lesson on mindfulness (replace with self-awareness if necessary). Go over the definition of mindfulness again.

Breathe In, Breathe Out – Have students lift the parachute to simulate breathing in and have students drop the parachute and step back to breathe out. “Focusing on our breathing is good to do while doing a Mindful Minute. We will learn more about how breathing can help us calm down next class.”

Color Greetings – Review some of the greetings from the warm-up. Have students lift the parachute. While the parachute is still up call out a color, have all the students holding that color come to the center and greet each person differently however they wish.

Mindful Parachute – Have students lift the parachute, step in to make a mushroom then pull the parachute down behind them sitting on it so everyone is underneath. Have students look around quietly to notice what they are seeing, hearing, and feeling. Have students share out what they notice.

Popcorn Thoughts – Students will pretend the parachute is someone's mind. Add a few small balls to the parachute and tell them they are someone's thoughts. Have students shake the parachute fast. Tell students this is how someone's mind can be when they feel mad, upset, or overwhelmed. Guide students to stay still for a few seconds and notice how the balls stop moving and everything is calm. This is similar to when we practice a Mindful Minute, it can help calm our mind and make us feel better.

Cues:

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

Modifications/Differentiation:

- Allow students who may feel uncomfortable in enclosed spaces to stand outside of the parachute and still share what they are noticing.
- Have a designated spot outside of the parachute for students to greet each other.
- Assign peer helpers to support students grasping the parachute or moving with the class in unison.

Checks for Understanding:

- Ask students to move as a team to show a calm mind. Students arms should be moving slowly.

Closure

Time (minutes)

5

Activity Progression:

Have students practice a Mindful Minute for 30 seconds again.

Review health. moves. minds.™, a Mindful Minute, and H.A.L.T.E.D. Ask students what the overall theme is for health. moves. minds..

Tell students to practice taking a Mindful Minute at home.

Before leaving, have students find the classmate they made up a greeting with during the warm-up. Have them remember the greeting they created then share with their partner an example of when they can use a Mindful Minute and why H.A.L.T.E.D. is a helpful tool.

Have students use the emoji rating scale again to determine how they are feeling. Ask students if they feel better (thumbs up), the same (thumbs sideways), or worse (thumbs down).

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.

Checks for Understanding:

- Why is it important to know how we are feeling?
- Ask students how does a Mindful Minute help us?

Quick Assessment:

- Exit slip: Have students explain why H.A.L.T.E.D. is a helpful tool.



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

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

Grade Level: 3-5

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)

Lesson Objective(s):

By the end of class, students will demonstrate a Mindful Minute as a technique for implementing mindfulness for 40 seconds.

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
- 1 hacky sack (or other small object) per 2 students
- Music

Lesson Overview:

In this lesson, students will continue to practice a Mindful Minute and to review H.A.L.T.E.D.. Students will learn about Better Breathing as another technique for practicing mindfulness (or self-awareness, if appropriate) and a way to make 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, have students find a partner who is wearing the same color shirt.

Partners will first greet each other however they choose (review greetings from Lesson 1). One student will grab a hacky sack.

Students will then get into the up push-up position facing each other with the hacky sack between them. Students will pass the hacky sack to one another by picking it up and placing it on the floor in front of their partner.

Have students pass the hacky sack for 10-15 seconds. On the stop signal, students can relax and the student with the hacky sack will be the "Apple." The student without the hacky sack will be the "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 we did a good job? [Have all students physically/verbally demonstrate how to show positive reinforcement e.g., thumbs up, high

five, fist bump, 'way to go!', etc.]"

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

For each round have students perform a different physical activity to pass the hacky sack.

Suggestions:

- Students sit back-to-back and pass the hacky sack from side-to-side
- Have students choose how they would like to challenge themselves.
- Mountain climbers and roll the hacky sack back and forth
- Burpees and students roll the hacky sack to their partner in the down position
- Students in curl up position toe-to-toe and pass the hacky sack in the up position
- Students spread feet apart facing their partner and bend at the hips stretching their hamstring with hands reaching toward the ground while rolling the hacky sack back and forth

Sample questions to ask:

- What is mindfulness? (previous lesson review)
- What is a Mindful Minute? (previous lesson review)
- What does H.A.L.T.E.D. stand for? (previous lesson review)
- How do you think mindfulness (or self-awareness) will help your health?

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. Being able to summarize what the person says lets them know you were listening even though you were quiet.

Extension opportunity: Have students hit a balloon back and forth. Have the Apple call out the level at which the Banana should hit the balloon (e.g., high, medium, low) and/or with how much force (e.g., hard, medium, soft).

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.
- Students with significant physical disabilities who use a wheelchair can push the hacky sack off their lap, tray, or table onto the floor. Their partner will perform burpees and then place the hacky sack back on the lap, tray, or table.
- Students using a wheelchair who have arm strength and coordination can perform seated push-ups or maintain an isometric seated push-up position.
- Some students may complete this activity in a modified push-up position.

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)
10

Organization
Students seated in the middle of the instructional area.

Activity Progression:

Review the skills that will be covered during the health. moves. minds.™ program, a Mindful Minute, and H.A.L.T.E.D.

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 40 seconds] We also discussed an acronym that can help us figure what could potentially be bothering us when we don’t feel we’re in the best mood. Turn to a partner and share what you remember about this acronym. [Be sure to listen to student responses and then review H.A.L.T.E.D.]”

Have students rate their current mood using the emoji rating scale. This will be a daily check-in every lesson.

Introduce the concept of Better Breathing or deep, belly breathing. Tell students that another technique to use when feeling sad, mad, scared or overwhelmed is Better Breathing.

Example script:

“We’ve been talking about ways to 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 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 move around the instructional area again anyway they choose 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
- H.A.L.T.E.D.
 - Hungry?
 - Angry?
 - Lonely?
 - Tired?
 - Embarrassed?
 - Disappointed?
- 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 be only to process one step at a time.
- Provide students with pictures, dramatic actions, or a video demonstration.
- Use a balloon to show deep breathing.
- Smell the Flower and Blow Out the Candle is another method to teach deep breathing.
- Have students imagine there is a balloon in their belly.
- Students that 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 to create a zen-like environment. ([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)
7

Organization
Students on a designated start line.

Activity Progression:

Explain to students that today we are going to practice skills that allow us to show respect to others.

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 consider other people’s feelings, wishes, rights, or traditions before you act. A simple way to be respectful is to treat others the way you would want to be treated.”

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.

Scenarios to read:

- Dimitri waited for the secretary to get off the phone before asking a question. Was this respectful?
- Lola left the classroom without permission. Was this respectful?
- Maria was walking toward the water fountain and Sara came up and ran in front of Maria to get a sip first. Was this respectful?
- Jason saw someone carrying a lot of things and struggling to open a door. Jason opened the door for them. Was this

respectful?

- Carrie saw a new classmate she didn’t really know while walking down the hall and waved at her. Was this respectful?
 - This scenario can serve as a review for the discussion in Lesson 1 about how saying hello is a way to make people feel welcome and is kind. Guide students into a discussion about how a new student might feel at a new school and how making them feel welcome by saying hello is respectful because you are considering how they might feel.
- Tommy and Shawn are in art class. Shawn asked Tommy to pass him the green crayon. Tommy continued what he was doing and did not pass the green crayon. Was this respectful?
 - For this scenario, have students discuss whether this was truly a disrespectful action. Maybe Tommy didn’t hear Shawn. What could Shawn do next? This can lead to a discussion about interpreting actions as disrespectful. How can we assure someone’s actions weren’t meant to be disrespectful? We can ask follow up questions like “Tommy did you hear me? I asked you a question.” This can also lead to how we should consider other people’s cultures as well when being respectful. What may not seem disrespectful in one person’s culture may be disrespectful in another person’s culture. For example, in the U.S., making eye contact when speaking/listening is respectful (refer back to respectful listening cues), but in other cultures it can be considered disrespectful.

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?

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 below.

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

Have one partner get a bean bag or hacky sack 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 bean bag back and forth taking a step back after every successful catch and toss. Be careful don't let your "water balloon" break!

After a few minutes, have students perform a locomotor movement of their choice back to the center of the instructional area. Explain to students that people can be fragile like water balloons.

Example script:

"What happens if we drop a water balloon? It busts. Well as humans we aren't water balloons,, 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 towards 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. If we're paying attention to our actions, it helps to also be respectful."

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 visually impaired students a sighted guide or the use of a guided rope.
- 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, it’s not only kind, but it’s a way of being mindful. Remember 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 40 seconds again and Better Breathing.

Have students use the emoji rating scale again to determine how they are feeling. 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?



Lesson Name: We Are A Team

Unit Name & Lesson #: Being Mindful, Being Kind: Lesson 3

Grade Level: 3-5

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.E7 Nonlocomotor (stability): Balance
- 3 (Fitness & Physical Activity)
 - S3.E2 Engages in physical activity
- 4 (Responsible Personal & Social Behavior)
 - S4.E1 Personal responsibility
 - S4.E4 Working with others
- 5 (Value of Physical Activity)

Lesson Objective(s):

- Students will demonstrate a Mindful Minute as a technique for implementing mindfulness for 60 seconds.
- Students will demonstrate Better Breathing as a technique for implementing mindfulness.
- Students will be able to analyze how a person might be feeling using the H.A.L.T.E.D. acronym.
- Students will demonstrate teamwork by completing a group activity.
- Students will demonstrate muscle relaxation as a technique for implementing mindfulness.

Essential Question (related to objective):

What is teamwork?

Equipment Needed:

- Emoji rating scale
- Poly spots with stretching positions
- Muscle Relaxation Video for Kids from Go Zen!
- 1 scooter, 1 jump rope, and 4 poly spots per group of 4
- Projector and laptop (optional)
- Music

Lesson Overview:

In this lesson students will learn a third mindfulness (or self-awareness, if appropriate) technique, muscle relaxation, as well as practice teamwork. The teacher will revisit the H.A.L.T.E.D. acronym in the warm-up as a way to help analyze a person’s mood. Emphasize to the students they are already part of a team every day: their class. Revisit respect and how being respectful when working in a team is important.

Warm-Up*

H.A.L.T.E.D. Moving & Stretching
(The teacher can select an activity of their choice or use the activity provided.)

Time (minutes)
5

Organization

Students in general space with stretching poly spots.

Activity Progression:

While students are performing the stretching pose, tell them you are going to read a scenario. After the scenario is read, have them think to themselves what could be wrong using the H.A.L.T.E.D. acronym. Guide students through a discussion using the H.A.L.T.E.D. acronym to determine what could be wrong with the person. Use the scenario provided or create your own.

Walk the students through H.A.L.T.E.D. and what each letter means. After L, allow students to move around the play area again for 60 seconds. Then continue with reviewing H.A.L.T.E.D. and the scenario starting with T.

- Scenario 1: Sasha stayed after school to practice for the school play. During snack break she realized she forgot to pack her snack. When Sasha got home she couldn't find a pencil to do her homework and started to feel frustrated.
- Answer: Sasha left her snack at home, so she's most likely she's hungry.

Example script: [Use the H.A.L.T.E.D. letter cards as you go through the letters. Holding up the letter "H"] "H stands for.... Hungry. "

"Could Sasha be hungry? [Have students jump up and down in place for yes or stand still for no] Most likely Sasha is hungry. What can she do? A stands for.... Angry. Is Sasha angry? Possibly! She could be mad she left her snack at home. How about L? What does L stand for.... Lonely? Is Sasha lonely? We don't have enough information to be sure, but maybe she rode the bus home and her parents weren't home from work yet, or if she has siblings maybe they were busy. "

[Allow students to go back to moving around

the instructional area for 60 seconds and when the music stops have them find a new poly spot.]

"Let's continue with our scenario and how Sasha might be feeling. We stopped at T. T is for Tired."

Is Sasha tired? She very well could be. She was at school all day and then stayed after school. What can she do? She could rest before doing her homework by taking a nap or lying down. What does E stand for? Embarrassed. She could feel embarrassed because she forgot her snack and may have been the only one without something to eat. And last what does D stand for? Disappointed. Maybe Sasha was disappointed in herself for being forgetful."

- Note: The script does not show a pause for student response but be sure to allow students to contribute to the discussion before providing answers about how Sasha might be feeling.

Allow students to do a few more rounds of movement and stretching poses without analyzing the scenario.

After a few rounds, have students stop and sit in the middle of the instructional area. Remind students that all feelings are healthy (even feelings that can seem negative like anger). Being able to identify our feelings is helpful, so we can do something healthy to feel better and H.A.L.T.E.D. is a great tool to do so.

Share with students they will learn a third skill to help us when we are feeling sad, mad, scared, or overwhelmed as well as work on teamwork.

Cues:

- H.A.L.T.E.D.
 - Hungry?
 - Angry?
 - Lonely?
 - Tired?
 - Embarrassed?
 - Disappointed?
- Optional Letters (OS)
 - Overwhelmed?
 - Scared?

Modifications/Differentiation:

- Play music with different tempos and have students move to the tempo, slowing down and speeding up. Or you can direct students to move at a slow/medium/fast speed, low/medium/high level.
- Describe a scenario and have students act out an emotion they might feel in that scenario (e.g., getting a present from a friend, winning a game, getting chased by a dog, breaking a glass, etc.).

Learning Activity 1

Review a Mindful Minute and Better Breathing

Time (minutes)
4

Organization
Students seated in the instructional area.

Activity Progression:

Have students to practice Better Breathing and a Mindful Minute for 60 seconds.

Review respect and what it means.

Example script:

“Let’s practice Better Breathing. Remember when we do our Better Breathing we are going to take a deep breath in so that it fills our lungs up so much our belly pokes out almost like you are filling up a balloon with air and then we will breathe out SLOWLY and QUIETLY. Ready? Let’s breathe in nice and deep [Count to 4 as students breath in] and now let’s breathe out SLOWLY and QUIETLY [count to 4 as students breathe out]. Good I can tell we are getting better at Better Breathing! Now let’s take a moment to do a Mindful Minute. We are going to do a Mindful Minute for 60 seconds today! Alright, everyone let’s close our eyes and start our Mindful Minute- remember we are focusing on what we notice around us. [Time 60 seconds and allow students to perform a Mindful Minute] Nice job! I feel relaxed and ready to participate in today’s lesson. Someone tell me when a good time is to use Better Breathing or a Mindful Minute?”

“Excellent! Yes, we can use a Mindful Minute or Better Breathing when we are feeling upset and need to calm down, when we are scared, or just need to relax. Last lesson we talked about respect. What does respect mean? [Take answers from students.] 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. Remember mindful means paying full attention to what you are doing. Being respectful makes us kind and makes us mindful because we are paying attention to what we are doing to consider how someone else feels. Today we are going to work on teamwork. What does teamwork mean? [Take responses from students] Teamwork means that we work together to achieve a goal. During teamwork it’s important to be respectful. We are going to do an activity to practice teamwork.”

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:

- Allow students the option to sit or lay quietly, walk around the room quietly or use a fidget quietly.
- Smell the Flower or Blow Out the Candle is another method to teach deep breathing.
- Have students imagine there is a balloon in their belly.

Checks for Understanding:

- When is a good time to use Better Breathing or a Mindful Minute?

Learning Activity 2* Time (minutes) Organization

From Here to There
(The teacher can select an activity of their choice or use the activity provided.)

11

Students in groups of four. Each group should have a four poly spots, one scooter and one jump rope.

Modifications/Differentiation:

- Have one student from each group be blindfolded.
- Have students try to beat their time.
- Have students only use non-verbal communication.
- Remove pieces of equipment each round.
- Allow students to come up with different ways to increase the challenge.

Activity Progression:

Organize students into groups of four.

Designate a start (here) and end point (there).

Students must work together as a team using only the equipment they have to get from “here” to “there” without touching the ground.

The whole team must get from one side to the other including their equipment. They can use the equipment in any way safe they choose.

If someone touches the ground they must start over.

Remind students to be respectful of their teammates.

Walk around to different groups and help guide students through problem solving and teamwork.

Listen to see if students are talking respectfully to one another.

Example script:

“That was a great teamwork activity. Was it hard? What made it hard or easy? How did you work together with your team? [Allow for student responses between each question.] Did anyone get frustrated? Remember it’s okay to get frustrated or even to disagree with your teammates as long as we are respectful with one another. What does respect mean? [Allow for responses] That’s right, we consider each other’s feelings before we act even if we disagree or think differently.”

Have a student with 5 (or less) letters in their name in each group return equipment.

Checks for Understanding:

- What respectful behaviors did you notice during the activity?

Learning Activity 3

Muscle Relaxation

Time (minutes)
10

Organization
Students in general space.

Activity Progression:

Have students find their own personal space in the gym. If you have yoga mats for each student or mats that students can lay on that would be ideal.

Remind students about the first lesson and how they have been practicing a Mindful Minute and Better Breathing as a way to help them when they are feeling mad, sad, scared, or overwhelmed. Explain to students they are going to learn one last technique to help them when they are mad, sad, scared, or overwhelmed called muscle relaxation. Muscle relaxation is the tightening and relaxing of muscles. Have students lay down in their personal space.

Guide them through muscle relaxation from head to feet.

Example script:

“Today we are going to practice one more technique or thing we can do to help us when we are feeling mad, sad, scared, or overwhelmed. Can someone tell me what were the other things we could do to help us when we are feeling that way? [Allow for student to respond] Right, we can take a Mindful Minute or use Better Breathing. Today we are going to practice muscle relaxation. Sometimes after we play really hard our muscles can feel sore, but sometimes our muscles can just feel sore because we are worried, sad, or overwhelmed. Muscle relaxation is a way to help make our muscles feel better by tightening them and relaxing them. We are going to take some time to practice that today.”

Here is a video to help guide students through the muscle relaxation. You can just use the audio or use the video in its entirety. You can also opt not to use the video at all but use it as a reference to guide your students through muscle relaxation. The video is seven minutes in length.

<https://www.youtube.com/watch?v=cDKyRpW-Yuc> (credit: GoZen!)

After the muscle relaxation exercise, debrief with students about how it made them feel.

Example Script:

“How do you feel after the muscle relaxation exercise? Do you think this is something you could do on your own? [Allow for students to respond]”

Cues:

- Muscle Relaxation
 - Start at the head and work down to the feet
 - Squeeze one set of muscles at a time
 - Squeeze the muscle tight
 - Hold
 - Relax the muscle

Modifications/Differentiation:

- Allow students the option to sit or lay quietly, walk around the room quietly, or use a fidget quietly.

Closure

Time (minutes)
2

Organization
Students are seated in middle of the instructional area.

Modifications:

- Allow students the option to sit or lay quietly, walk around the room quietly, or use a fidget quietly.

Checks for Understanding:

- What is teamwork?
- What team do we all belong to?

Activity Progression:

Review teamwork and what it means.

Reinforce to students that it's okay if you disagree with another person, but we must always be respectful when sharing our thoughts. Using respectful listening is a good way to listen and share your thoughts. Remind students of the warm-up activity from last lesson and the H.A.L.T.E.D. acronym.

Have students practice a Mindful Minute for 60 seconds. Tell students that as a class we are one big team.

Example script:

“In a team, we aren't always going to get along and that's okay, but we always have to be respectful to our teammates. We should consider each other's feelings when we want to share how we feel or share our thoughts. Here's an example, if someone in your team comes up with an idea and you secretly don't think it's a good idea, is it respectful to say 'That's a stupid idea!' No! A respectful way might be to say, 'I have another idea that might work better.' As a class we are one big team or family and at times there will be disagreements, but in the end we need to support each other. We are going to do our Mindful Minute for 60 seconds.” Have students use the emoji rating scale again to determine how they are feeling. Ask students if they feel better (thumbs up), the same (thumbs sideways), or worse (thumbs down).



Lesson Name: Being Mindful, Being Kind

Unit Name & Lesson #: Being Mindful, Being Kind: Lesson 4

Grade Level: 3-5

Lesson Length: 30 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.E1 Locomotor: Hopping, galloping, running, sliding, skipping, leaping
- 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)

Lesson Objective(s):

By the end of class, students will demonstrate a Mindful Minute as a technique for implementing mindfulness for 60 seconds.

During class, students will apply various skills previously taught such as Mindful Minute, Better Breathing, muscle relaxation, and respectful listening during the health. moves. minds.™ stations.

By the end of class, students will be able to explain how being mindful makes someone more kind by completing the writing task at the end of health. moves. minds. stations.

Essential Question (related to objective):

How does being mindful make someone more kind?

Equipment Needed:

- 1 large bed sheet or tablecloth per group
- Challenge Cards
- 1 blind fold per group
- 10 cones
- 1 hula hoop per 5 students
- Bean bags
- [health. moves. minds. station cards](#)
- Additional equipment will be determined by the stations selected

Lesson Overview:

In this final lesson, the teacher will tie together all of the concepts taught in the last three lessons by having students participate in stations. The stations will allow students to apply and practice mindfulness (or self-awareness, if appropriate) techniques as well as general fitness and PE skills and social/communication skills. Teachers should be sure to connect the overall theme of health, moves, minds with what the students have been practicing.

Warm-Up*

Sinking Island

(The teacher can select an activity of their choice or use the activity provided.)

Time (minutes)

7

Organization

Students in groups of five with one bed sheet per group.

Modifications/Differentiation:

- Allow students to come up with different ways to increase the challenge.
- Allow groups to use two bed sheets if there is a student in a wheelchair or assistive mobility device.
- Have students try the challenge without talking.

Checks for Understanding:

- Walk around to different groups and help guide students through problem-solving and teamwork

Activity Progression:

Organize students into groups of five. Have the student in each group with the first letter of their name closest to A grab a bed sheet.

Groups will unfold their bed sheet. Explain to students that the bed sheet is an island and they must make sure everyone in their group is on the island before it sinks. The area outside of the sheet is the water.

On the teacher's signal, students will stand on the island making sure no one is touching the water.

Once students have successfully gotten everyone on the island, have students take a walking lap around the instructional area (to keep activity level up).

During the lap, the team will grab a challenge card of their choice. There will be four different challenge cards (be sure to print enough challenge cards for each group).

When groups return to their island, have them fold their sheet using the challenge on their card. Once they have folded the sheet, groups can attempt to get everyone on the island without touching the water.

Challenge card 1: No one is allowed to talk

Challenge card 2: Everyone can only use one hand

Challenge card 3: The oldest person gives directions for students to fold the sheet into a triangle but can't tell the rest of the group what shape it is.

Challenge card 4: One person is blindfolded, one person can only use one hand, and one person can't talk

Once successful, students will take another walking lap. This time, encourage them to strategize and discuss what to do next knowing they will have to fold the sheet in half again.

After the activity, have the student in each group with the first letter of their name closest to Z bring the materials to the teacher while the rest of the class sits in the middle of the instructional area.

Review the activity and teamwork. Also review the last few lessons (respect, being kind, practicing mindfulness techniques).

Extension: Guide discussion around Challenge Card 4 and if the challenges like being blindfolded are similar to disabilities some people might have. How did you feel if you were a person with a challenge? Did you feel like you were different on the inside although you had a physical disability? Continue to connect how we should treat all people with respect despite differences.

Example script:

"That was a great teamwork activity. Can someone remind the class what teamwork means? [Select a student to respond] Teamwork means that we work together to achieve a goal. Today we are going to practice everything we have been working on over the last few lessons. What are some of the things we have been practicing? [Allow students to respond] Very good! We have been practicing being respectful, practicing teamwork, practicing a Mindful Minute and better breathing and being kind overall. Taking care of our bodies and minds makes us healthy."

Learning Activity 1
Mindful Minute**Time (minutes)**
3**Organization**
Students in general space.**Activity Progression:**

Have students use the emoji rating scale to rate their current mood.

Have students seated in general space. Guide students through a Mindful Minute for 60 seconds.

Review muscle relaxation from the last lesson.

Example script:

"Now let's take a moment to do a Mindful Minute. So let's close our eyes and start our Mindful Minute- remember we are focusing on what we notice around us and if your mind starts to wander bring your attention back to your breathing. [Time 60 seconds and allow students to perform a Mindful Minute] Do you feel more or less relaxed? [Have students give a thumbs up for more relaxed, thumbs down for less relaxed, thumbs sideways for the same] Hopefully, as you continue to practice this on your own doing a Mindful Minute will help you feel more calm and relaxed. Last lesson we learned a third technique to help us feel calm, what was it? [Allow a student to respond] We did muscle relaxation. What is muscle relaxation? [Allow a student to respond] It's when we squeeze and tighten our muscles one at a time, starting at our head and working our way down to our feet."

"Today we're going to put everything together that we have been practicing and go through some different stations."

Cues:

- 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

Modifications/Differentiation:

- Allow students the option to sit or lay quietly, walk around the room quietly, or use a fidget quietly.

Checks for Understanding:

- When is a good time to do a Mindful Minute?
- What is muscle relaxation?

Learning Activity 2

health. moves. minds.
Stations

Time (minutes)
15

Organization
Students in groups of 3.
Stations set up around
the instructional area.

Activity Progression:

Organize students into groups of three.

Ways to get students into groups:

- Name starts with the same letter
- Same birthday month
- Same color shirt or other clothing item
- Same number of letters in your name
- Birthday is in the same season

Have each group start at a different station. Students will spend one minute at each station then rotate clockwise. Alternatively, allow students to spend as much time as they need at each station to accomplish the skill being taught. Be sure to have stations that are empty to allow students to move at their own pace and not wait around. Also be sure to have enough equipment at each station so that more than one group can participate at a time.

Each station will have a cone with paper and pencils underneath for each group member. This will be used at the end of the activity.

Put station cards at each station. Alternating stations with health. moves. minds.™ cards. Choose four station cards from each category or make up your own. For station card ideas, click the link in the equipment section at the beginning of the lessons.

- Health cards focus on skills around respect, teamwork, and communication.
- Moves cards focus on fitness or PE skills.
- Minds cards focus on mindfulness skills.

Assessment:

- Save the last five minutes for students to complete.
- Students will use the paper and pencils underneath the cone at their station.
- Have students answer:
 - How does being mindful make someone more kind?

Cues:

- Mindfulness (or Self-Awareness)
 - Paying full attention
 - Slowing down to notice what you're doing
 - Focused and relaxed
- 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
- Muscle Relaxation
 - Start at the head and work down to the feet
 - Squeeze one set of muscles at a time
 - Squeeze the muscle tight
 - Hold
 - Relax the muscle

Modifications/Differentiation:

- Allow students the option to sit or lay quietly, walk around the room quietly, or use a fidget quietly during mindfulness stations.
- Have a visual timer of 60 seconds so some students can understand when the activity will be completed.
- Allows students to draw their assessment and verbally describe their answer.

Checks for Understanding:

- Walk around to different stations guiding students.
- Mindfulness stations ask students about when they can use the techniques outside of school.
- Ask students why being kind is a part of being mindful.

Closure

Time (minutes)
5

Organization
Students are seated in middle of the instructional area.

Modifications:

- Allow students the option to sit or lay quietly, walk around the room quietly, or use a fidget quietly.

Checks for Understanding:

- How does taking care of my mind and body make me healthy?
- **Extension:** Have students share something they learned and how they will use it in their life.

Activity Progression:

Review the objective of the day and the overall theme of health. moves. minds.™, reinforcing that respect and teamwork are all important when being kind.

Discuss that even if someone is different based on how they look, or their religion, or their physical or processing abilities, EVERYONE deserves respect and to be treated kindly. When we practice being kind to others and taking care of our minds and bodies that contributes to us being healthy. Have students end with a Mindful Minute for 60 seconds.

Have students use the emoji rating scale again to determine how they are feeling. Ask students if they feel better (thumbs up), the same (thumbs sideways), or worse (thumbs down).

Example script:

“Over the last few classes we have been practicing ways to make our minds and bodies healthier. It is important to take care of our minds by noticing our feelings like when we are sad, mad, scared, or overwhelmed. Our minds and bodies are connected just like we learned with our muscle relaxation technique. When we take care of our minds our bodies will feel better, and when we take care of our bodies our minds will feel better too. This helps us stay healthy for a lifetime. Let’s practice our Mindful Minute in class one more time for 60 seconds. [Set timer for 60 seconds and practice a Mindful Minute] I’m proud of everyone for really practicing being respectful and kind. I want us to continue this everyday, always.”