



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: Mindful Scarves

Unit Name: Being Mindful, Being Kind

Grade Level: K-2

Lesson Length: 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 use juggling scarves to practice being mindful and as a strategy for when they might be feeling strong or complex emotions.

Equipment Needed:

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

Essential Question (related to objective):

How can I use a scarf to be mindful?

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 continue discussing the concept of mindfulness, emphasizing that being mindful is about paying close attention and slowing down to notice what you are doing. Students will use scarves to practice paying full attention, as well as using Better Breathing and imagery as tools to manage big emotions. Teachers should make the connection that using our imagination/imagery 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: **Mindful Scarves** Unit Name: **Being Mindful, Being Kind** Grade Level: **K-2**

Definitions:

Mindfulness is

- Paying full attention
- Slowing down to notice what's happening
- Staying 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

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: “Remember, we are really practicing our mindfulness because no matter how many times we do it, we can get better at it. Being mindful is when you pay full attention to what you’re doing. You’re taking your time. You’re focused and relaxed. This is a great way of taking care of our mind and body.”

Lead a discussion on the various types of feelings a person might have (e.g., scared, mad, sad, happy, excited, nervous, worried, overwhelmed). Explain to students that it is normal to feel a variety of feelings and sometimes some feelings will be more intense, or stronger, than other feelings. A part of being healthy is learning how to manage feelings in healthy ways. Today students will practice being mindful as a way to help manage big feelings. Be sure to communicate/connect the SEL competency of self-management along with its sub-competencies with students.

Example script: “We’ve been talking about all the different feelings we might feel. Sometimes certain feelings might feel stronger than other feelings and that’s okay. What we are doing in PE class is learning different tools we can use when we might have some of these big feelings. Feelings are normal and healthy and all of them are okay, we just want to make sure we do healthy things when we have big feelings. Today we are going to use our scarves to practice being mindful. That means we are going to pay full attention while we use our scarves and we’re taking our time, and we are focused and relaxed while we use the scarves.”

Lead students through the following activities:

- Take one of the juggling scarves and hold it out in front of you above your head. Let go of the scarf and watch it fall. What do you notice about the scarf as it falls? How does it seem to be falling?
- Now take all three of your juggling scarves and do the same thing. What do you notice now? Which scarf hit the ground first? How are the scarves falling?
- Take a juggling scarf and rub it between your hands. What does it feel like? What does it sound like?
- Take the juggling scarf and gently rub it against the back of your hand. What does it feel like? Does it tickle? Is it itchy?
- Slowing down to notice things you normally wouldn’t pay attention to about an object is one way of practicing being mindful. It allows us to be in the present moment and not think about things that have already happened or things that might happen in the future.

Reintroduce Better Breathing to students, reminding them of the skill cues.

Example script: “Better Breathing is deep breathing. When we do Better Breathing we take a deep breath so that it goes way into our stomach. This kind of breathing can help us calm down and feel better. Let’s practice some Better Breathing using our scarves.”

Lead students through the following activities:

- Hold a juggling scarf with your index finger and thumb in front of your face. Take a deep breath so deep you can feel your stomach begin to poke out. When you breathe this deep you are using your diaphragm muscle to pull down on your lungs.
- Now slowly and QUIETLY breathe out. Try to make your scarf move from your breath as long as possible.
- Try it again. Take another deep breath, but this time breathe in SLOWLY.
- Once your lungs are full, SLOWY and QUIETLY breathe out to move your scarf. Can you breathe out for at least five seconds?
- Try breathing in DEEPLY and SLOWLY then breathing out SLOWLY and QUIETLY on your own with your juggling scarf 10 more times or for 60 seconds. How does your body feel? Do you feel relaxed?
- Using Better Breathing or deep breathing is a great tool to use when you are feeling a big feeling like when you’re really angry or really nervous. When we breathe deeply using our diaphragm it tells our brain to relax us.

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:

- Allow students to choose different ways they can use the scarves to practice mindfulness.
- 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.
- Allow students to move the scarf as they breathe, but not actually breathe onto the scarf.
- Play calming music with the lights dimmed.

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 with their scarves.