



### 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: Feelings, Feelings Everywhere**

**Unit Name: Being Mindful, Being Kind**

**Grade Level: 3-5**

**Lesson Length: 5-7 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 be able to identify and list various feelings.

#### Equipment Needed:

- [How am I feeling? Emoji Rating Scale poster](#)
- Sidewalk chalk, 1 piece per students

#### Essential Question (related to objective):

What feelings do I feel?

#### CASEL Core SEL Competency:

Self-awareness

- Identifying one's emotions
- Linking feelings values and thoughts

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

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

- S1.E1.3 Leaps using a mature pattern.

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

- S3.E2.3 Engages actively in the activities of physical education class without teacher prompting.
- S3.E2.4 Engages actively in the activities of physical education class, both teacher-directed and independent.
- S3.E2.5 Engages actively in all of the activities of physical education.

#### National Health Education Standards & Performance Indicators:

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

- 7.5.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.

#### Lesson Overview:

This mini-lesson can be a great opening or closing to an already existing lesson. Students will identify and list various feelings. They will also identify times they may have felt a various feelings.

## Definitions:

### Mindfulness is

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

### H.A.L.T.E.D.

A list of common feelings that might be cause someone to act differently.

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

## Activity Progression:

This mini-lesson is a great addition to the beginning or closing of an already existing lesson.

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 it not, that’s okay too! I’m feeling [insert an emoji] because [then a reason you are feeling this way]. A lot of times our feelings can change how we might act toward our friends and family.”

Have students identify different kinds of feelings and write them with sidewalk chalk throughout a small area. It’s okay if feelings are repeated. Be sure to add words from H.A.L.T.E.D. if students do not add them on their own.

Have students leap, or let students choose how they want to move, from feelings to feelings based on how they have felt:

- Today
- Over the last couple of days
- At some point in their entire life

Reinforce to students that all feelings are healthy and normal even feelings like anger or being sad. Have students identify healthy ways to help improve their mood like a Mindful Minute or Better Breathing. Revisit the H.A.L.T.E.D. acronym.

**Example script:** “I love all the feelings we have come up with. As long as we are alive we will feel all kinds of feelings and they’re all normal, even ones sometimes we think aren’t the best feelings like anger. What’s important is how we take care of ourselves when we do feel big feelings. Remember the acronym H.A.L.T.E.D.?

[Review each letter.] We talked about H.A.L.T.E.D. being a tool we can use when we might not be feeling ourselves to see if there’s something else that might be bothering us like if I’m tired or maybe just hungry.

Sometimes

our feelings can make us act differently than normal especially if something big happened in our life. All of our feelings our normal, we want to figure out what tools work best for us that’s why we are taking time in PE class to build our tool box up of things we can use when we might have big feelings. What are some healthy things we can do if we have a big feeling?”

Allow additional classes to continue to add to all the words on that have already been listed. Encourage students to think of other feelings not listed or other synonyms for feelings.

Optional: Have students draw a simple picture. As they are drawing, have them pay attention to things they

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might not normally notice.

- How does the chalk feel in your hand?
- How does the chalk sound against the ground as you draw?
- Does the chalk have a smell?
- What else do you notice about the chalk as you draw?

**Example script:** “Paying close attention like this is a form of being mindful. Being mindful is slowing down and paying full attention, you are focused, relaxed and in the present moment. Mindful drawing or coloring is a great way to tool to use when a person might need a moment to clear their mind when feeling a strong emotion.”

At the end of class have students check in with themselves again.

### **Modifications/Differentiation:**

- Allow to draw emojis to represent feelings.
- Have students call out various ways they can move from feelings to feelings

### **Checks for Understanding:**

- What are things you can do that are healthy when having big feelings?

# H.A.L.T.E.D.

## H

Am I hungry? Ask yourself when was the last time you ate. Maybe you just need water and a healthy snack.

## A

Am I angry? Did something happen recently to make you mad, if so try taking a Mindful Minute or talking with a friend about what's bothering you.

## L

Am I lonely? If you've been by yourself or haven't seen your friends, you may just be feeling lonely. Hang out with a friend or family member to see if that makes you feel better.

## T

Am I tired? Consider the time of day, what time you got up and the activities you've done. Maybe a short nap or going to bed earlier will help.

## E

Am I embarrassed? Did something happen recently that made you feel silly? Talk about your feelings with a friend or family member.

## D

Am I disappointed? Think if something happened where you were let down. Try writing your feelings out in a journal or on a piece of paper.

Grades 3-5

