



### Let Kindness Guide You

This year's theme of Let Kindness Guide You focuses on kindness being the foundation of all we do, simply put, kindness should serve as our moral compass. The lessons will combine adventure racing and team building activities while incorporating themes previously taught throughout health. moves. minds. lessons and mini-lessons. When you Let Kindness Guide You, you won't get lost!

**Lesson Name:** Let Kindness Guide You Obstacle Course Adventure Race

**Unit Name:** Kindness

**Grade Level:** 6-8

**Lesson Length:** This lesson will include three smaller mini-lessons with a culminating obstacle course activity.

**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 problem-solve and cooperate with multiple classmates during the adventure race and other team-building activities.
- Students will be able to define equity, diversity and inclusion and explain how the terms relate to each other.
- Students will be able to explain what a moral compass is and how it relates to respect and kindness through the Let Kindness Guide You theme.

### Equipment Needed:

- Polyspots
- Hula hoops (1 per group)
- Tennis balls (1 per group)
- Jump ropes
- Large cones
- Foam balls (1 per group)
- Deck rings (1 per group)
- Dome cones or short cones
- Task cards (1 per group)
- Station Cards (see last few pages)

### CASEL Core SEL Competency:

Relationship skills

- Developing positive relationships
- Practicing teamwork and collaborative problem-solving

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

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

- S4.M2.6 Personal responsibility
- S4.M5 Working with others

Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- S5.M6 Social Interaction

### Lesson Overview:

This lesson will include three smaller mini-lessons with a culminating adventure race activity. Each smaller activity can be done as an instant activity, warm-up or closing activity to an already planned lesson. The culminating activity will combine the smaller activities in an adventure race.

## Definitions:

### Equity

is the quality of being fair and impartial.

### Diversity

is a range of differences that make us unique.

### Inclusion

is being included within a group

### Respect

Means that you are kind enough to consider other people's feelings, wishes, rights, or traditions before you act.

### Moral Compass

is a person's set of beliefs and values that they use to make decisions; a person's sense of right and wrong.

## Activity Progression:

Determine how you want to implement the lead up activities below. It's suggested to implement one activity each day prior to the culminating activity— the Let Kindness Guide You Adventure Race. The Let Kindness Guide You theme can be omitted for a general focus on kindness and teamwork. Teachers can substitute or change activities as needed to fit the needs of their students or align with the current unit they're teaching.

### Activity 1 – Introduction and Barb wire

**Example script:** “This year's health. moves. minds. theme is Let Kindness Guide You. [Show the logo to the class.] Based on this image, what do you think that means? [Allow students to answer.] I love all these answers! Have you ever heard of the term "moral compass"? A compass, like the one in the picture, is used to help give directions like north, south, east, west and people typically might use a compass when they are traveling when there is no clear path. A moral compass refers to a person's set of beliefs and values that they use to make decisions. A moral compass is a person's sense of right and wrong. The theme and logo implies that we should choose kindness to guide us and to use kindness as our moral compass. Choosing kindness will keep us on the right path!

This week we are going to really focus on kindness and teamwork. Each day we will do an activity that focuses on teamwork which will really make us practice being kind to one another. You may have already experienced that working with others can sometimes be challenging. Then we will end the week with an adventure race where you will have to work together as a team.”

Organize students into groups of five or six. Set up “barbwire” for each group. The barb wire will be two large cones, similar to traffic cones, (about 3 feet off the ground) with a long jump rope or rope between the cones. If large cones are not available, use classroom chairs.

Students will try to cross over the “barb wire” without touching it. All students in each group must stay connected the entire time no matter which side of the barb wire they are on. If the barbwire is touched or the connection is broken, they must start over.

#### Rules:

- Cannot go around or under the barbwire.
- Once a person has crossed the barbwire they must stay on that side.
- No diving or jumping over the barbwire.
- Only one person can try to cross at a time.

#### Modifications:

- Change the height of the rope. The higher the rope the harder it is to cross.
- Allow students to use a pool noodle, another jump rope, or hula hoop to stay connected to one another.
- Have students add rules or challenges like not being able to speak.

**Optional:** For a class challenge, tie a rope between two volleyball stands and have the entire class try to cross over.

Debrief with students about the activity.

- What challenges did your group face?
- What was the most important part of the activity?
- Did anyone get frustrated at some point? How did you make sure to remain kind even though you were frustrated?
- What are some ways we can avoid being frustrated during teamwork challenges this week? (For this question, the answers should focus on planning to solve a problem, communicating clearly, assigning a leader or roles in a group, taking a step back when getting frustrated, etc.)

**Example script:** “This was a really fun activity to watch you all work through. This challenge really took teamwork. As we work throughout the week to complete various team work challenges, we must really focus on being kind to one another. Can someone explain what a moral compass is again? [Allow students to answer.] That’s right a moral compass refers to someone’s beliefs and values and is a person’s sense of right and wrong. We will continue with that theme this week.”

**Fundraising Focus:** *If your school is choosing to implement a health. moves. minds. Fundraiser, share how the entire school is working together to achieve the goal of raising money to support your school and/or local charity, an example of teamwork. Raising money to help others is one way we can show kindness.*

## Activity 2 – Bomb Squad

**Example script:** “In the first activity I introduced the concept of a moral compass. Turn to someone sitting next to you and describe what a moral compass is. [Give students some time to answer then have a students share a couple responses.] A moral compass refers to a person’s set of beliefs and values that they use to make decisions. A moral compass is a person’s sense of right and wrong. This week we are focusing on kindness through team building challenges and activities. Today we are really going to focus on respect. We have heard about respect ever since we were little kids, but what does it mean and look like? If you have to describe respect in your own words what would you say? [Allow students to answer.]

Respect means that you are kind enough to consider other people’s feelings, wishes, rights, or traditions before you act. Being respectful is one way of being kind because we are considering how someone else might feel before making a decision. When we work as a team, we should treat each other with respect thinking about how do we want to be treated, and – even better –think about how the other person wants to be treated. Sometimes what we want may not always be what the other person wants. For example, you might want a hug when you’re feeling upset, but someone else might want to be left alone. So today let’s really concentrate on respect as a form of being kind to one another. This also is an example of how you can Let Kindness Guide You.”

Organize students into groups of five or six. Determine a starting point and an end point. Explain to students they are each in a bomb squad and they must move a bomb to the safety zone.

For each group, tie one rope/jump per person to a deck ring then place a foam ball on the ring. The foam ball will be the bomb and students will each hold onto a jump rope to move the ball without dropping it. Students must hold the jump rope at the ends of the rope and cannot shorten it.

Designate a starting point and the safe zone, add a series of obstacles they must move the move through.

- Obstacle 1 – Over a fence: Using cones, place a jump rope between the cones where students will have to walk over.
- Obstacle 2 – Connect the dots: Make a zigzag shape using polyspots or dome cones that students will have to hover the ball over following the shape of the zig zag.
- Obstacle 3 – Under a fence: Using large cones, place a jump rope between the cones where students will have to go under.

### Modifications:

- For less of a challenge, shorten the ropes.
- Challenge by choice – allow students to choose balls by varying size and weight (e.g., beach ball, tennis ball, basketball, playground ball, etc.)
- For more of a challenge, make the ropes different lengths.
- Remove obstacles or have less obstacles.

Debrief the activity and continue to reinforce the connection between kindness and respect.

**Example script:** “During today’s teamwork activity, I saw all of you treating each other with respect. Being respectful is one of the easiest ways to be kind. Even if you are frustrated working with your teammates, you must always treat each other with respect. Respect means that you are kind enough to consider other people’s feelings, wishes, rights, or traditions before you act. Can you share some ways you let kindness guide you during our activity today? Are there any ways you can practice kindness or respect throughout the rest of your day?”

### Activity 3 – Ball Raise With Team Passing

Introduce equity, inclusion, and diversity and how it relates to respect.

**Example script:** “Today is our third activity before we do our adventure race tomorrow! The last thing I want to discuss with you is diversity, equity, and inclusion. Diversity is a range of differences that make us unique. Can you give me some different examples of diversity? [Allow students to answer. Use the skills poster for a list of possible answers.] Equity is the quality of being fair and impartial, and inclusion means being included in a group. Turn to someone sitting next to you and explain how these three terms relate to each other. [Give students some time to answer.] We should treat people fairly and not based on their differences and be sure to include them. This is really important especially when making important decisions, we want to consider everyone that might be impacted and to make sure we aren’t excluding or favoring certain groups.

Yesterday we talked about respect, respect also takes into account making sure everyone is included and being considerate of people’s unique characteristics (the things that make them diverse) treating them fairly and not judging them based on those differences (equity), being sure to include everyone. In today’s activity we will practice focusing on inclusion and making sure everyone is included.”

Organize students into groups of five or six. Determine a starting point and an end point. At the starting point, students in each group will all try to lift a tennis ball with one finger touching the ball. Every student must have a finger touching the ball as they raise it.

Once the group has successfully raised the ball, they will work together to pass the tennis ball to each of their teammates to get it to the other side of the play area, like in ultimate Frisbee. Students can’t move with the ball in their hand. Every person must toss and catch the tennis ball twice. Groups can choose the best way to complete passing the tennis ball.

### Modifications:

- Challenge by choice – Allow students to choose the kind of object they want to raise. Objects can include beach ball, foam ball, ping pong ball, basketball, tennis ball, etc.
- Have students toss and catch the tennis ball in the same order to move the ball to the other end of the play area.
- Shorten or lengthen the distance students have to pass the ball.

Debrief the activity and continue to discuss equity, diversity, inclusion, and respect.

**Example script:** Good work with today’s challenge and making sure everyone was included. What if we did today’s activity and someone wasn’t able to use their arms or was missing fingers? How would you include them? [Allow students to provide answers.]

Mini-Lesson Name: **Let Kindness Guide You** Unit Name: **Kindness** Grade Level: **6-8**

We all come from different backgrounds, have different abilities, and have had and will have different experiences in our lives that make us diverse and unique. We should include people of all diverse backgrounds and think about how we should appropriately include people and be conscious of treating them equitably.”

## Activity 4 – Adventure Race

Set up the racecourse a blacktop, field, or any other large open space. There will be four stations. Make a small “Try Again Loop” off to the side of the racecourse. If students get an answer wrong, they will walk around the loop and come up with another answer as a team. See diagram on the last page for an example.

To make the experience more like a true adventure race, teachers may want to consider having a judge (e.g., parent, teacher aides, other teachers, or older students) assigned to each station to ensure each station is completed accurately and for someone to sign off on task cards. If judges are not available, emphasize to students that being honest and having integrity will be extremely important.

**Example script:** “Today you are going to get to practice respect, inclusions, and being kind to your classmates by working together to complete the adventure race.”

Divide students into groups of five or six. Have students come up with a name for their team. Explain to students how the adventure race will work.

- Groups will work together to complete four laps around the course as fast as they can.
- Groups will keep everyone together.
- Groups will complete all the stations for each lap except for the first lap. For the first lap, students will answer the first question then go around the perimeter of the course as fast as they can.
- Groups will cheer on other teams after they have completed their four laps.
- Groups will practice being respectful and kind to others in their group.

**Station 1: Q&A** – There will need to be a judge here, you or another adult, to make sure the answers are correct. The entire group must be present to answer the question to move on.

- What is the health. moves. mind. theme we have been working on this week?
- What is a moral compass and how does it relate to this week’s theme?
- Define respect and equity.
- Define diversity and inclusion. How does equity, diversity, inclusion and respect relate to each other?

Between station 1 and station 2, students will “tire run” through hula hoops.

**Station 2: Barb wire** – Set up three sets of large cones/classroom chairs and jump ropes/ropes the same way as in Activity 1 so that two to three groups can go at once.

- Students will try to cross over the “barbwire” without touching it. All students in each group must stay connected the entire time no matter which side of the barb wire they are on. If the barb wire is touched or the connection is broken, they must start over.

### Rules:

- Cannot go around or under the barb wire.
- Once a person has crossed the barbwire they must stay on that side.
- No diving or jumping over the barbwire.
- Only one person can try to cross at a time.

Between station 2 and station 3, students will “tire run” through hula hoops.

**Station 3: Bomb Squad** – Set up this station similar to Activity 2. Designate the starting point and safety zone. Students will act as a bomb squad and must move a bomb to the safety zone.

For each group, tie one rope/jump per person to a deck ring then place a foam ball on the ring. The foam ball will be the bomb and students will each hold onto a jump rope to move the ball without dropping it. Students must hold the jump rope at the ends of the rope and cannot shorten it.

- Over a fence – using cones, place a jump rope between the cones where students will have to walk over.
- Connect the dots – Make a zigzag shape using polypots or dome cones that students will have to hover the ball over following the shape of the zig zag.
- Under a fence – using large cones, place a jump over between the cones where students will have to go under.

**Station 4: Ball Raise & Team Pass** – Set up three tennis balls the same way as the Activity 3 so that two to three groups can go at one time.

- Organize students into groups of five or six. Determine a starting point and an end point. At the starting point, students in each group will all try to lift a tennis ball with one finger touching the ball. Every student must have a finger touching the ball as they raise the ball.
- Once the ball is raised, the group must pass the tennis ball to each of their teammates to get it to the other side of the play area, similar to passing ultimate frisbee. Students can't move with the ball in their hand. Every person must toss and catch the tennis ball once.

Debrief the race and the theme for the week.

**Example script:** “Amazing work today! Let’s review the questions from Station 1. [Go over the correct answers for station 1.] What was the easiest station? The hardest station? Even when things got hard how did you make sure to act kind to your teammates? Were there instances when communication was really important? [Allow time between each question for students to answer.]

I’m so proud of you all! We may have really focused on kindness, respect, and teamwork this week, but kindness is something we should practice every day. Just like the theme, we should let kindness guide us as a part of our moral compass. A part of the moral compass should be treating people fairly and without judgment, including others, and accepting others regardless of their differences.”

**Fundraising Focus:** Use the adventure race obstacle course as your celebration event for your fundraiser!

### **Modifications/Differentiation:**

- Have written instructions at each station.
- Be sure to provide options for activities where students may not be able to participate because of a physical disability. For example, instead of hands use feet. Allow students to be judges at a station.
- Allow students who are uncomfortable being in close proximity or touching other students to serve in leadership roles within a group like a judge at station or like coach.
- Have students use a pool noodle, rope or hoop to stay together in groups.
- Add or replace stations with skills you are practicing in class. For example, if you are practicing under hand throwing, have students under hand throw a yarn ball into a hoop or bucket.

### **Checks for Understanding**

- When there were challenges or frustrations how did you make sure you still acted with kindness towards your group mates?
- What were some strategies you had getting through the adventure race?
- Are there ways the adventure race could be more equitable to all students?

# Let Kindness Guide Your Adventure Race Task Card

## Groups will:

- Complete four laps around the course as fast as they can.
- Keep everyone together.
- Complete all the stations for each lap except for the first lap. **For the first lap, visit Station 1 only** then run around the outside of the course and back to Station 1.
- Practice being respectful, kind, and communicating clearly to others in their group.
- Mark all the boxes on the task card.

**Station 1: Q&A** - The entire group must be present to answer the question to move on. If your group gets the answer wrong every will walk or jog around the Try Again Loop before trying to answer again.

1. What is the health. moves. mind. theme we have been working on this week?
2. What is a moral compass and how does it relate to this week's theme?
3. Define respect and equity.
4. Define diversity and inclusion. How do equity, diversity, inclusion, and respect relate to each other?

**Station 2: Barb wire** - Get everyone in your group over the barb wire while staying connected. If you lose connection at any point or someone touches the barb wire you must start over.

## Rules:

- Cannot go around or under the barb wire.
- Once a person has crossed the barb wire they must stay on that side.
- No diving or jumping over the barb wire.
- Only one person can try to cross at a time.

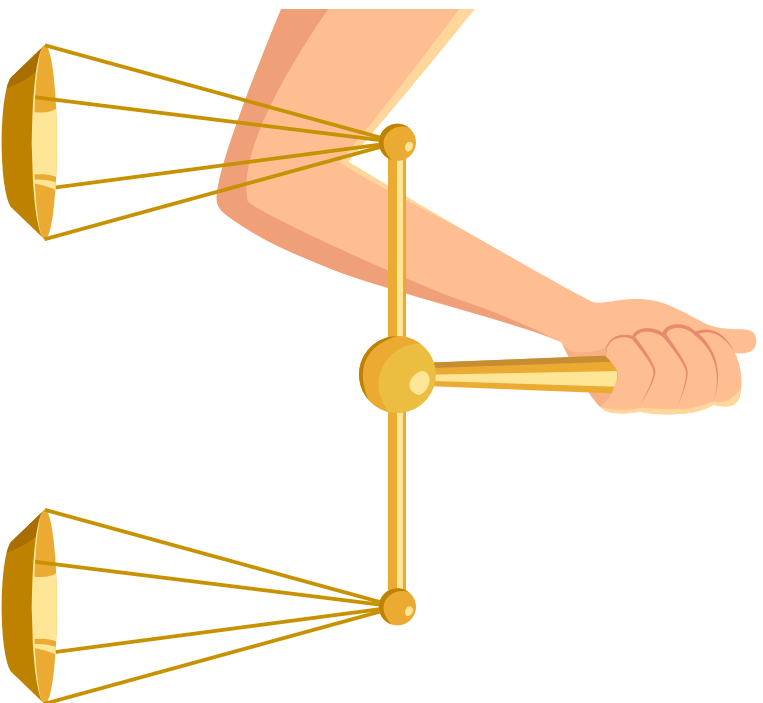
**Station 3: Bomb Squad** - Using your group's special bomb carrying device, move the radioactive bomb to the safety zone. If the bomb drops start over. If you can't complete the mission in three tries move on to Station 4.

**Station 4: Ball Raise & Team Pass** - Try to raise the tennis ball with one finger touching the ball. Everyone in the group must have a finger touching the ball the entire time. Once the ball is raised, the group must pass the tennis ball to each of their teammates to get it to the other side of the play area. You can't move with the ball in your hand. Every person must toss and catch the tennis ball once.

**Group Name:** \_\_\_\_\_

Lap 1			
Station 1 - Q&A	Jog around the perimeter of the obstacle course!		
Lap 2			
Station 1 - Q&A	Station 2 – Barb wire	Station 3 – Bomb Squad	Station 4 – Ball Raise & Team Pass
Lap 3			
Station 1 - Q&A	Station 2 – Barb wire	Station 3 – Bomb Squad	Station 4 – Ball Raise & Team Pass
Lap 4			
Station 1 - Q&A	Station 2 – Barb wire	Station 3 – Bomb Squad	Station 4 – Ball Raise & Team Pass

# Equity



**Equity is the  
quality of being  
fair and impartial.**

**Grades 6-8**





# Diversity

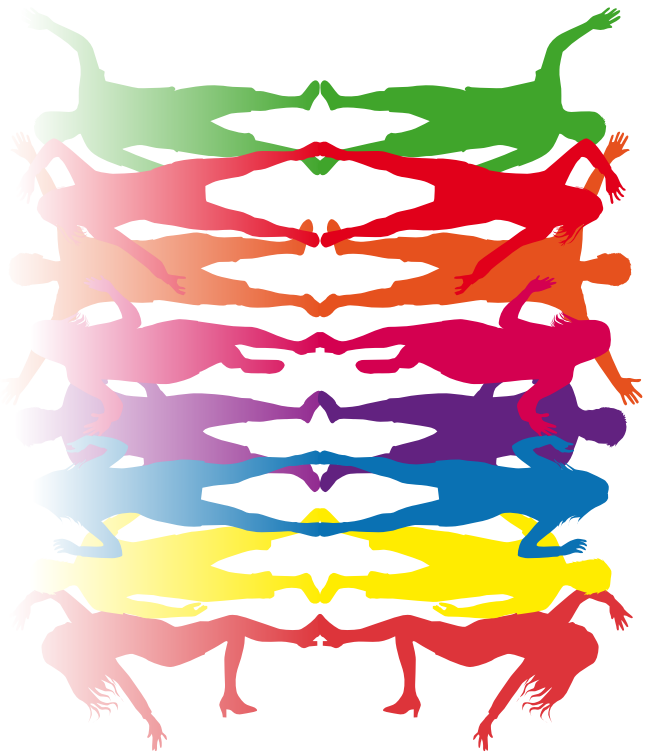
**Diversity is a range of differences that make us unique. For example:**

- Race
- Physical ability
- Religion
- Mental ability
- Language
- Nationality
- Gender
- Sexual orientation
- Age
- Socio-economic status

**Grades 6-8**



# Inclusion



**Inclusion is being  
included within  
a group where  
everyone has:**

- Value
- Sense of Belonging
- Support

**Grades 6-8**



# Respect

**Respect means that you are kind  
enough to consider other people's  
feelings wishes, rights, or traditions  
before you act.**

**Grades 6-8**



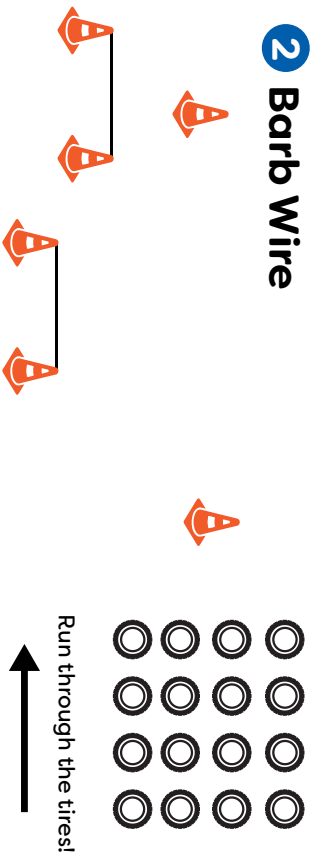
# Moral Compass

**A Moral Compass is a person's set of belief's and values that they use to make decisions; a person's sense of right and wrong.**

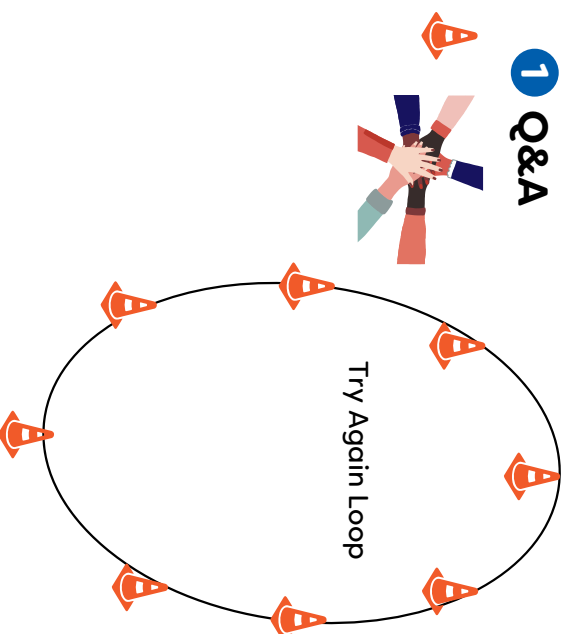
**Grades 6-8**



## 2 Barb Wire

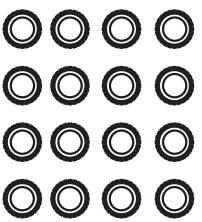
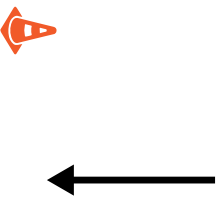


## 1 Q&A



# Adventure Race Set Up

Grades 6-8

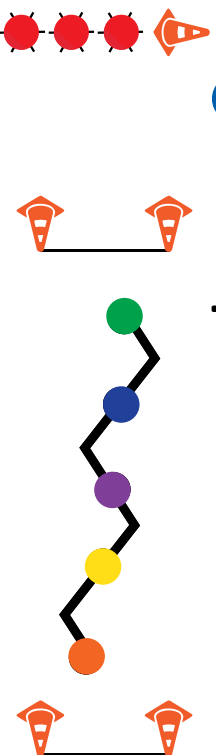


Run through the tires!

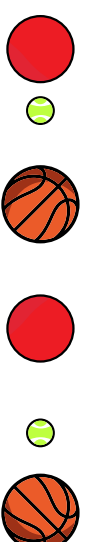
Run to Station 1



## 3 Bomb Squad



## 4 Ball Raise & Team Pass





# Ball Raise & Team Pass



# Bomb Squad



# Barbo Wire



# Question and Answer

1. **What is the health. moves. minds. theme we have been working on this week?**
2. **What is a moral compass and how does it relate to this week's theme?**
3. **Define respect and equity.**
4. **Define diversity and inclusion. How do equity, diversity, inclusion, and respect relate to each other?**

**Grades 6-8**



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LET

Kindness

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