



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: Cooperative Stations

Unit Name: Being Mindful, Being Kind

Grade Level: K-2

Lesson Length: 30 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 work together in small groups to solve various team building challenges.

Students will spend time identifying kind messages they can say about their group and identifying challenges and how they overcame them as a team.

Essential Question (related to objective):

How can I solve problems in a small group?

CASEL Core SEL Competency:

Social awareness

- Taking others' perspectives
- Recognizing strengths in others

Relationship skills

- Communicating effectively
- Practicing teamwork and collaborative problem-solving
- Resolving conflicts constructively

Equipment Needed:

- [How am I feeling? Emoji Rating Scale poster](#)
- Sentence starter cards
- Long jump ropes
- Racquets
- Balloons
- Large blanket
- Physioball
- Hula hoops

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.

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

- S4.E4.K Shares equipment and space with others.
- S4.E4.1 Works independently with others in a variety of class environments (e.g., small and large groups).
- S4.E4.2 Works independently with others in partner environments.

National Health Education Standards & Performance Indicators:

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

- S4.2.2 Demonstrate listening skills to enhance health.

Lesson Overview:

In this mini-lesson the teacher will set up stations with various cooperative activities. The teacher starts the lesson by discussing the word "conflict" and at the end of the lesson students will have a chance to reflect on the activities and the ways they may have resolved any conflicts.

Mini-Lesson Name: **Feelings, Feelings Everywhere** Unit Name: **Being Mindful, Being Kind** Grade Level: **K-2**

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Definitions:

Reflection is taking time to think about

- Something you may have learned,
- Your feelings, or
- Your behavior

Kind messages

- Genuine
- True
- Specific

Respectful listening

- Make eye contact.
- Be quiet while the other person speaks.
- Think about what is being said.

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

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 it not, that’s okay too! I’m feeling [insert an emoji] because [then a reason you are feeling this way].

Warm Up activity (3 minutes)

Whole Body Rock, Paper, Scissors

Review traditional Rock, Paper, Scissors and introduce Whole Body Rock Paper Scissors. Each element will have it’s own movement. Allow students to choose or use the suggestions below.

- **Rock** – bend down to hug knees
- **Paper** – Legs together and arms over head together, like the in position of a jumping jack
- **Scissors** – Feet apart arms apart like out position of a jumping jack

Students jump as they say “rock, paper, scissors” and will jump into their pose when they say “shoot”. Students face off in as many rounds of Whole Body Rock Paper Scissors with different partners as time permits.

Introduce the word “conflict”, make sure students understand the difference between a conflict and an argument, and explain that they will be given an opportunity to practice recognizing and resolving conflicts respectfully by participating in a series of problem-solving challenges.

Example script: “We all value and appreciate our friends but sometimes we may not agree. The thing that most often challenges our friendships is conflict. Who knows what a conflict is? [Invite responses and call on several students.] A conflict is a disagreement. Conflicts can happen because we may want different things or because we may have a misunderstanding. Conflicts happen all the time because we are all different people and we don’t all think exactly alike and we can’t know what other people are thinking. But, if we are mindful, we can notice and recognize a conflict and we can catch it at the start. If we communicate and practice respectful listening, we can resolve a conflict without having it become an argument or a fight.

Today we are going to practice this skill. We are going to be conflict detectives! Take a look at these stations. Can anyone notice any clues that there might be some conflicts? [Introduce each station and have students make predictions about what conflicts might arise.] For example: When there are different pieces of equipment, we will have to take turns. What is a strategy that we might use to figure out how we are going to share without having an argument? (Rock. Paper. Scissors!) As we play at these stations, remember that the most important thing that we are working on today is noticing when we are having a conflict and figuring out how to resolve it respectfully. In order to do that, we will need to remember that respect means that we are kind enough to think about other people’s feeling before we act..”

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Review the cues for Respectful Listening.

Explain each station. The teacher can choose to use all of the stations below or use some of the stations plus stations of their own.

- Long Rope Jump
 - Students take turns jumping using a long rope. The cooperation comes in taking turns turning and jumping and deciding who will jump first.
- Racquets and Balloons
 - Set up different types of rackets with balloons. Students will need to work together to keep the balloon up.
- Blanket Pull
 - Have students take turns pulling one student on a moving blanket. The cooperation comes in taking turns turning and jumping and deciding who will get pulled first.
- Cup Stacking
 - Have students work together to create various structures.
- Dinosaur Egg
 - Teams work together to transport a dinosaur egg (large physioball) from one nest (a hula hoop) to another by lifting and carrying the egg using their foreheads. Try using other body parts to make this more or less challenging (e.g. forearms, elbows, one hand, one finger, knees).
- Noodle Raise
 - Students all try to lift a pool noodle with one finger touching. Every student must have a finger touching the pool noodle as they raise it. Try using other objects like a rubber animal or ball to make this more or less challenging for groups.
- Create-a-Game
 - Provide some equipment and have students make up a game to play together. Each person must contribute a rule or concept to the game.

While students are working at stations, circulate among groups and provide support as needed. Teachers can opt to allow students to move from station to station as a group. Teachers can do this by having duplicates of the same station so that more than one group can try a challenge at the same time. Or provide each group with all (or as many of) the materials needed for each activity.

Ask students to clean up the equipment at the challenge stations. Once students are all seated with their cards, tell students that we are going to practice the skill of reflection and kind messages. Ask students if they had a conflict in their group and how they resolved it.

Example script: “I saw everyone working well together through conflicts and challenges. Today’s focus was practicing Respectful Listening and resolving conflicts. Now we are going to take some time to reflect. We talked about reflection during another class time. Reflecting is thinking about something you learned, your feelings, or your behavior. I want you to take a moment to reflect and think if there were any conflicts in your group and how your group was able to resolve them.”

Allow students to share any kind messages they would like about their group mates. At the end of class have students check in with themselves again using the Emoji Rating Scale.

Mini-lesson adapted from Amanda Amtmanis, Middletown City Schools, CT.

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 who are uncomfortable being in close proximity or touching other students to observe or serve in leadership roles within a group.

Checks for Understanding:

- How can you solve a conflict with a friend?