



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: Amplify Kindness – How Tall Can You Build It?

Unit Name: Mindfulness

Grade Level: 3-5

Lesson Length: 20 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 define the term "amplify." Through the cooperative activity, students will be able to demonstrate how working together as a team can help you achieve a goal faster than working alone.

Essential Question (related to objective):

How can we amplify our kindness?

Equipment Needed:

- Various objects that can be used to build a structure (e.g., blocks, mats, Legos, baskets, boxes) – 1-2 objects per student
- Music (optional)

CASEL Core SEL Competency:

Relationship skills

- 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.E4.3a Works cooperatively with others.
- S4.E4.4b Accepts players of all skill levels into the physical activity.
- S4.E4.5 Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects.

Lesson Overview:

The purpose of this activity is to illustrate the Amplify Kindness theme. When students work together instead of alone, they can have a bigger impact. Teachers can connect the purpose of their health. moves. minds. fundraising event to the theme, Amplify Kindness.

Definitions:

Amplify

To make bigger or louder

Kindful Minute

A Mindful Minute while sending kind thoughts to

- Yourself
- Someone you know
- Everyone in the world

Activity Progression:

Define the word “amplify” to students.

Example script: “You may have noticed our Amplify Kindness theme this year for health. moves. minds. Amplify means to make bigger or louder. When we amplify kindness, we work together to make our kindness bigger. Today we are going to do an activity that shows the word amplify in action!”

Give each student two different objects that can be used to build a structure. Students will work together to build the tallest structure using the objects they were given.

First progression – Pairs

Have students work in pairs to build the tallest structure in the class with only the objects they were given. Give students 1-2 minutes to build a tall structure. When time is up, the teacher will identify who has the tallest structure.

Second progression – Groups of 4 or 6

Tell students you will give them another chance for their group to build the tallest structure, but this time have students work in groups of 4 or 6. They can use whatever objects they were given to build the tallest structure. Put 3 minutes on the clock to build a tall structure. After the time is up, walk around with a measuring stick to see who has the tallest structure.

Third progression – Three groups total

For this progression, get students into groups so that there are only three groups total. The challenge is still the same, but this time there are more people and more equipment to build the tallest structure. Can they build a structure taller than before? Give the students 5 minutes to build the tallest structure. After the time is up, walk around with a measuring stick to see who has the tallest structure.

Optional fourth progression, let the whole class work together to build a structure. This will be dependent on class size and students.

Debrief the activity, asking students to compare each of the progressions. Example questions:

- What did you notice when we first started the activity?
- What were some positive things that came as the groups got bigger?
- What were some challenges that came as the groups got bigger?
- Do you think in this activity it would be easier to work alone or work with others? Why or why not?
- Why do you think it’s better to work together than to work alone?
- Can you give a real life of example of when it might be better to work together?

Explain to students that it didn’t really matter who built the tallest structure – the importance came in being able to work together. Connect to students that everyone has different resources or objects to build the structures, but as the groups got bigger every object made a difference in the ability to make the structure as tall as possible.

This can be related to working together as a team to achieve a goal, like when raising money for a charity or to help our community. When we work together as a team we can make a bigger impact – we can amplify our kindness.

Example script: “In the activity, when you worked in bigger groups you were able to build taller structures because you had more objects to use. It didn’t matter if someone had a bigger object or a smaller object because every object helped in some way to make the structure taller.

This is the same for our fundraising goal and being able to make a difference in our school or community. The more we work together to reach our goal [you can use the specific goal if you are hosting a fundraiser] we are able to amplify our kindness or make our kindness bigger by helping more people.

This doesn’t just apply to when we raise money, but for anything we want to do to make a difference.”

At the end of class, have students participate in a Kindful Minute.

Example script: “Since we’ve been talking about amplifying kindness, let’s end class with a Kindful Minute. A Kindful Minute is when we send loving, kind thoughts to ourselves and to someone we know. I want you to get into a comfortable position. You can close your eyes, you can sit up straight, or you can lay down. Start by listening to yourself breathe. You can breathe normally, just pay attention to sounds you hear as you breathe. Now I want you think about how you might feel if you got a big hug from someone you love! Now keep that feeling and repeat after me in your head:

- May I be healthy.
- May I be happy.
- May I be loved.
- May I be safe.

Now I want you to think about someone you know. This can be a friend or family member. Repeat these phrases in your head:

- May you be healthy.
- May you be happy.
- May you be loved.
- May you be safe.

Now let’s think about everyone in the world or in our community. Repeat these phrases in your head:

- May everyone be healthy.
- May everyone be happy.
- May everyone be loved.
- May everyone be safe.”

Note: Please take into consideration the experiences of your students when explaining a Kindful Minute. Instead of using the term a “big hug from someone you love” maybe describe the “warm feeling you have when you do something nice for someone.

Team Champion Tip: Encourage students to teach potential donors how to take a Mindful Minute or a Kindful Minute, whether they receive a donation or not, as another way to amplify kindness!

Modifications/Differentiation:

- Assign students roles within the groups.
- For students with visual impairments, have another student be a guide.
- Have groups try to build a specific type of structure.

Checks for Understanding:

- What does “amplify” mean?
- How can we amplify kindness as a class or school?