



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: Words With Friends

Unit Name: Being Mindful, Being Kind

Grade Level: 3-5

Lesson Length: 7-10 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 with their partners to collect various letters to spell words related to health. moves. minds. Students will discuss the importance of reflection and spend time reflecting.

Essential Question (related to objective):

How can reflection help me be healthy?

Equipment Needed:

- [How am I feeling? Emoji Rating Scale poster](#)
- 2 sets of Letter Cards
- 1 health. moves. minds. Word Board per group

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 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.

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

- S4.E4.3a Works cooperatively with others.
- S2.E2.4 Reflects on personal social behavior in physical activity.

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 has two parts. The first part students will participate in a simple cooperative activity focusing on communication. The second part of the mini-lesson, students will discuss the concept of reflection and will spend some time reflecting. The teacher will connect the concept of reflecting as a healthy practice. Taking time to reflect is a way we can take care of our mind and body. The reflection portion of the mini-lesson can be used regularly after any lesson or activity.

Definitions:

Mindfulness is

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

Reflection is taking time to think about

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

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].

A lot of times our feelings can change how we might act towards ours friends and family, so it’s good to be mindful of how we are feeling.”

Scatter letter cards all around the middle of the play area. Have students find two partners who have the same birthday month or same number of siblings. Pairs will then find a space in the play area of their own. Group leftover students with the closest matches.

Each group will use the health. moves. minds. Word Boards to spell at least three different words they feel are connected to the program the same way was in a crossword puzzle. Teachers will give each group either “health,” “moves” or “minds” to spell words from. Students will all be choosing one letter at a time (all students, not relay-style) from the center to bring back to their Word Board to build more words connected to the activities and topics the class has been learning about throughout the mini-lessons.

The teacher can walk around as students are collecting letters to ask what words they are spelling and why.

Debrief the activity then move on to the concept of reflection.

Example script: “That was great teamwork and communication I saw just now! What were some of the ways you all worked together? [Allow for responses.] Today I wanted to talk about the word reflection. Has anyone heard of the word? We may have heard of reflection when talking about a mirror. When we look in a mirror, we can see ourselves, that’s called our reflection. Well, one way we can take care of our mind is through reflection. Reflection is taking time to think about something you may have learned, your feelings, or your behavior.

We have places where we keep and store things - like our backpacks, our desks/lockers/cubbies, our drawers, closets, toy boxes. We are always putting things in there and if we don’t take time to go through these places once in a while, we forget what’s in there. Who has cleaned out one of these spaces and found something that you had forgotten about? Show me a thumbs up if this has happened to you.

Our brains are where we keep all of our memories of our experiences and things that we have learned. They work in a similar way. If we don’t take some time to think about what we have been doing, what we have been learning, or what we have been feeling we can forget what’s in there. Reflecting also helps us learn about ourselves.”

Allow students to spend some time reflecting. One easy way to reflect is to think about the highs and lows in a day. Have students think about their favorite part of class and something they felt could have been better. Also, have them think about why that was their favorite part or why it could have been better.

Example script: “Let’s reflect a bit. I want you to think about one thing you like about class today and one thing you think could have been better. After that I want you to spend some time thinking about why you felt that way. You don’t have to share out, this is just for you to think about in your head. [Allow students a minute or two to reflect, you may even play some calming music or allow students to close their eyes.]”

Thinking about your highs and lows at the end of the day is one great way to reflect!”

At the end of class have students check in with themselves again using the Emoji Rating Scale.

Extension: Have students complete [The Daily Big 3 for Grades K-5](#). Students can complete all five days at home, or the teacher can assign specific pages to be completed during class time.

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

Modifications/Differentiation:

- Place a list of words on the board for students to see.
- Assign students words they have to spell.
- Have students identify words they can spell that relate to the unit and list them in a place for students to see.

Checks for Understanding:

- When is a time you have reflected before?
- Why is it healthy to take time to reflect on things we are learning or feeling?
- How can you reflect on your own?

Instructions for Word Board Cards

Teachers should cut out and connect the letters to spell “health moves minds”. It’s recommended to tape the paper together then laminate them.

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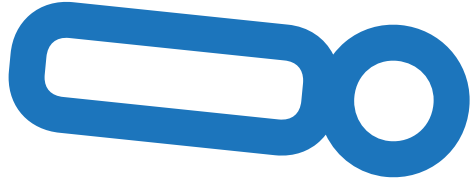


Word Board Cards

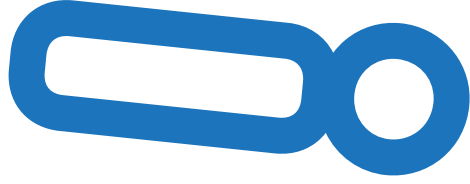
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