



### 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: Create a Self-Care Dance**

**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 "self-care" and explain how dance can be a self-care tool. Students will create a "self-care" dance in small groups.

### Equipment Needed:

- [How am I feeling? Emoji Rating Scale poster](#)
- Bulletin board paper or easel pad paper
- Speaker
- Music

### Essential Question (related to objective):

How can dance be a self-care tool?

### CASEL Core SEL Competency:

Self-management

- Identifying and using stress management strategies

### 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.E5.3 Performs teacher-selected and developmentally appropriate dance steps and movement patterns.
- S1.E5.4 Combines locomotor movement patterns and dance steps to create and perform an original dance.
- S1.E5.5 Combines locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern.

### National Health Education Standards & Performance Indicators:

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

- 7.5.1 Identify responsible personal health behaviors.

### Lesson Overview:

Teachers will introduce the concept of self-care to students and review four ways they can take care of their mind and body. The teacher will lead the students with a dance activity and then have students use the Emoji Rating Scale to see how they are feeling after they have danced. The teacher should make the connection that dance is a way that students can take care of their body and mind.

Instead of using the dance activity in the mini-lessons, teachers can replace the activity with another dance activity students are familiar with or use this opportunity to review previously taught dance/locomotor skills .

## Definitions:

### Self-care

Taking care of your mind and body.

- Eating healthy foods
- Getting enough sleep
- Moving your body
- Doing things you like

## 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. 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 [a reason you are feeling this way].”

Introduce the concept of self-care to students. Define self-care and explain to students that self-care is taking care of your mind and body.

**Example script:** “Today we are going to talk about self-care. Rub your head if you have ever heard of the word self-care. It’s okay if you haven’t heard of it before because today, we are going to learn about it!

Self-care is taking care of your mind and body. What are ways we can take care of our mind and body?”

Tell students there are four ways they can take care of their mind and body. Have students walk in pairs or groups of three around the perimeter of the instructional area for 1-2 minutes. They are going to try and guess the four ways to take care of their mind and body.

**Example script:** “Let’s see if any of you were able to guess correctly the four ways to take care of your mind and body. [Call on different groups] Those are all good answers. We can take care of our mind and body by making sure we eat healthy foods, get enough sleep, move our body every day, and do things we enjoy. This helps keep us from feeling overwhelmed or stressed.

We do things in class all the time to take care of our mind and body. Like when we do our Emoji Rating Scale. This is a way we take care of our mind because we are checking in to see if we are feeling okay.”

## Definitions:

### Self-care

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## Activity Progression:

Explain to students that today we are going to focus on the “moving your body” part of self-care through dance.

**Example script:** “In class today, we are going to focus on moving our body for self-care. We are going to dance! Dance is a great way to move our body. It’s fun, you can do it anywhere, and you can dance any way you like!”

Tell students that you will play various types of music and they will move their body any way they feel to the music. When the music stops, they will act out a way they can practice self-care.

Playlist idea: [KidzBOP Playlist](#)

After a few minutes, stop and reiterate to students that moving their body through dance is one way to take care of their body, but also their mind, too, and that they are going to work in small groups to create a self-care dance. The self-care dance should include:

- Movements that represent the four ways to practice self-care
- Slide, jump, walk, and leap movements

If teachers have already taught dance, include other elements or criteria that students have learned throughout the previous dance unit.

Give students 7-10 minutes to come up with a simple dance. Be sure to walk around to each group to see them perform their self-care dance.

**Example script:** “I really liked watching you all dance and be creative! Dancing is a great self-care tool because it’s a great way to take care of your body AND your mind! When you move your body, it can help your mind feel better because your brain releases chemicals, or hormones, called endorphins that make you feel happier.

We are going to use our [Emoji Rating Scale](#) to see how we are feeling after we have done some fun dancing. Remember you don’t have to share out to the class, you can do this in your head.”

Now, have students check in with themselves again.

At the end of class, review the definition of self-care and have students write on the bulletin board paper one way they will practice self-care.

## Modifications/Differentiation:

- Allow students to choose the kind of music they would like to hear (fast, slow, etc.)
- Allow students to choose what should be in the self-care dance
- Have students mirror a partner during each song

## Checks for Understanding:

- What is self-care?
- How is dance a self-care tool?
- Why is it important to take care of your mind and body?

# Self-Care Dance Rubric

	<b>Self-Care Elements</b>	<b>Locomotor Movements</b>
<b>4</b>	Includes movements that represent the four ways to practice self-care	Includes slide, jump, walk, and leap locomotor movements
<b>3</b>	Includes movements that represent three out of four ways to practice self-care	Includes three of the four: slide, jump, walk, and leap locomotor movements
<b>2</b>	Includes movements that represent two out of four ways to practice self-care	Includes two of the four: slide, jump, walk, and leap locomotor movements
<b>1</b>	Includes movements that represent one out of four ways to practice self-care	Includes one of the four: slide, jump, walk, and leap locomotor movements