



### 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

**Unit Name:** Mindfulness

**Grade Level:** K-2

**Lesson Length:** 15 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 kindness?

### Equipment Needed:

- 1 hula hoop per student
- 50+ various small objects (e.g., yarn balls, bean bags, rubber band balls, foam ball, deck rings), at minimum one object per student.
- Music (optional)

### CASEL Core SEL Competency:

Self-management

- Managing one's emotions
- Identifying and using stress management strategies

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

- 7.2.1 Demonstrate healthy practices and behaviors that maintain or improve personal health.

### 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.

This activity is like the health. moves. minds. learning activity, Hungry, Hungry Caterpillars (K-2 Lesson 3, Learning Activity 2).

Mini-Lesson Name: Amplify Kindness Unit Name: Mindfulness Grade Level: K-2

## Definitions:

### Amplify

to make bigger or louder

### Kindful Minute

A Mindful Minute while sending kind thoughts to

- Yourself
- Someone you know

## 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!”

### **First progression – Solo**

Scatter various small objects around the instructional area. Give each student one hula hoop and have students stand inside the hoop. Explain to students they will try to collect as many small objects as they can while staying inside of their hula hoop. They can move the hula hoop (without picking it up), but they cannot step out of their hoop to grab objects or move it forward. When the music starts, have students play for about two minutes; when the music stops, students must stop. Direct students to count how many objects they have.

If students seem to be moving easily, don't allow them to move the hula hoop at all.

### **Second progression – Pairs**

Have students scatter the small objects they collected around the instructional area. This time, have students work in pairs to collect the small objects. To move forward, the last student in line steps into the hoop of their partner in front of them, then picks up their empty hoop and passes it to their teammate. The front student then places the hoop on the ground and steps into it. They now will work as a pair to collect as many objects as they can while moving in this fashion.

Again, time the students for two minutes and when the music stops, direct students to count how many objects they have.

### **Third progression – Groups of 4**

Have students scatter the small objects they collected around the instructional area. This time have students work in groups of 4 (or slightly larger) to collect the small objects. Students will move forward the same way they did in the second progression. The last student in line steps into the hoop of the person in front of them, then picks up their empty hoop and passes it to their teammates who pass it to the person in front. The front student then places the hoop on the ground and steps into it while everyone moves forward as well. They now will work as a group to collect as many objects as they can while moving in this way. Have the students play for a few more minutes when the music starts. When the music stops, have them count their group's objects.

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

- Were you able to get more objects alone or working with others?
- Was it 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?

Be sure to make the connection to students that when you work as a team you can make a bigger impact and you can get more done.

**Example script:** “In the game, when you worked in pairs or groups, you were able to collect more objects than when you were working alone. 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] the more we will be able to amplify our kindness or make our kindness bigger by helping more people.”

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

### **Kindful Minute**

A Mindful Minute while sending kind thoughts to

- Yourself
- Someone you know

**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.”*

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:**

- Have students try to move their hoops first without trying to collect any objects.
- Allow students to be peer helpers and share hula hoops with other students in need.
- If hula hoops are distracting, allow students to use a poly spot or a lined circle on the floor.
- If there is a student using a wheelchair or walker, you can choose to use poly spots instead of hula hoops.
- If you have students using a walker, attach a plastic bag to the front to help carry the collected food.
- Students with a visual impairment can receive a lot of verbal direction and another peer can be a sighted guide.
- Students with low attention spans can step in and out of each hula hoop, following the back hula hoop to the front for each turn.

### **Checks for Understanding:**

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