



### 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: Gratitude For Mind and Body**

**Unit Name: Mindfulness**

**Grade Level: 6-8**

**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 gratitude and recognize its importance for physical and mental health.

#### Equipment Needed:

- Bulletin board paper for a Gratitude Wall
- Markers, pens, or pencils
- 5 Day Gratitude Journal

#### Essential Question (related to objective):

Why is gratitude important?

#### CASEL Core SEL Competency:

- Social awareness
- Understanding and expressing gratitude

#### National Standards and Grade-Level Outcomes for K-12 Physical Education:

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

- 7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.

#### Lesson Overview:

Teachers will begin a discussion on gratitude and its benefits on mental and physical health. Students will end by writing something they are thankful for and why on the Gratitude Wall. Teachers can opt to have students complete a Gratitude Journal for a week as an extension activity.

## Definitions:

### Amplify

the feeling of being thankful and showing thanks for things in your life

## Activity Progression:

Introduce the concepts that will be covered in the mini-lesson. Then have students define gratitude in their own words.

**Example script:** “Today we are going to talk about gratitude, why it’s important for your mental health and wellness.

Let’s begin with defining gratitude. How would you define gratitude in your own words? Turn to someone sitting next to you and share your definition of gratitude.”

Call on a student to define gratitude for the class. Share the health, moves, minds, definition of gratitude with the class. Explain to the class why gratitude is important and why it is something we should practice regularly.

**Example script:** “We’ve all heard of gratitude and probably have even practiced gratitude. The reason we practice gratitude is because it can have huge effects on our mind and body.

For example, gratitude is a positive emotion, and it feels good to be grateful. This can make us feel other positive emotions, which helps improve our mental health.

There are also physical benefits that have been linked to feeling grateful like lower blood pressure and better sleep. We learned that sleep is a part of self-care, so are you seeing how this is all connected?

Finally, when we show gratitude it usually involves us acknowledging someone’s kindness or expressing and feeling thankful, which can make relationships stronger.

When we practice gratitude regularly, all these things can help people feel happier overall and is why we are spending time learning and practicing gratitude.”

Article: [7 Scientifically Proven Benefits of Gratitude](#)

Explain to students that we can be thankful for all kinds of things in our lives, big or small. Ask students to give an example of big things they might be thankful for and small things they might be thankful for. Have students pair up and walk a lap around the gym or instructional area and share three things they are grateful for. If in a classroom, have students share with a student sitting close to them.

Create a Gratitude Wall by hanging bulletin board paper around the gym or instructional area. Challenge students to think of one thing they are grateful for by the end of the class and write it on the Gratitude Wall. It can be a person or thing, big or small, as long as it makes them feel good. Encourage them to be specific and identify why it’s something they are grateful for.

**Example script:** “Before you leave class today, I want you to write on the Gratitude Wall one thing you are thankful for. It can be big or small, a person or thing, just be specific. Here are some examples:

- My friend helped me babysit and it made my job easier.
- My mom helped me study for my test, which me feel loved.
- I got to the next level on my favorite game, and it was something that was really hard.

Practicing gratitude regularly, not just sometimes, is one way can take care of our mind and, as we learned today, our body.”

Mini-Lesson Name: **Gratitude For Mind and Body** Unit Name: **Mindfulness** Grade Level: **6-8**

Have students keep a Gratitude Journal over the course of a week. Show them this [video](#). Every day, have students write something they are grateful for and why. At the end of the week, provide students time in class to reflect on something they were grateful for.

**Team Champion Tip:** Share with students that we should always show gratitude even when someone doesn't choose to donate because they just might not be able to at the moment. Encourage students to teach potential donors about why gratitude is important and how they are thankful for their donation or thankful for their time (if they did not donate).

### **Modifications/Differentiation:**

- Provide a list in picture format of things to be thankful for. Students with communication challenges can touch a picture out of a selection.

### **Checks for Understanding:**

- Why is gratitude important for our physical and mental health?

# Gratitude Journal

For the next five days, write something you are grateful for and why.

Date	Something you're grateful and why.
<i>Aug 5</i>	<i>My parents signed me up for gymnastics because it's something I'm interested in.</i>

## Reflection Connection

Pick one of the moments of gratitude from above to reflect on. Did someone do something nice for you? How did it affect you? If it's just a good thing that happened, describe what happened and expand on why you're grateful.

*Example: "My parents signed me up for gymnastics because this has been something I've been wanting to do since the Olympics. My parents will have to sacrifice time to take me to classes and money for the classes that they could use for something else. They are doing this because they know it will make me happy and it shows me that they care about me and my interests."*