



Mindfulness

During the Mindfulness mini-lessons, students are learning the benefits of mindfulness and being self-aware of thoughts, emotions, their body and the environment. They will explore different strategies to determine which strategies will help them best in daily lives. The key message is learning about emotions and strategies to appropriately manage them helps us make healthier choices.

Lesson Name: Self-Care and Movement

Unit Name: Mindfulness

Grade Level: 9-12

Lesson Length: 45 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 explain the importance of self-care on physical and mental health.

Students will try various physical activities and spend time reflecting on the activity.

Essential Question (related to objective):

How can I use movement as a self-care tool?

Equipment Needed:

- [How am I feeling? Daily Check-In poster](#)

CASEL Core SEL Competency:

Self-awareness

- Integrating personal and social identities
- Self-management
- Identifying and using stress management strategies

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

Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- S5.H1.L1 Analyzes the health benefits of a self-selected 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.

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

Lesson Overview:

Teachers will define the term self-care and discuss movement as a part of self-care. Students will also spend time trying various activities to determine whether or not the activity is something they like and potentially use as a form of self-care.

Based on the needs of the community, teachers can replace the word mindfulness with self-awareness throughout the mini-lesson.

Mini-Lesson Name: **Self-Care and Movement** Unit Name: **Mindfulness** Grade Level: **9-12**

Definitions:

Self-Care is taking care of your mental and physical health by

- Meeting your basic needs
- Doing things that make you happy to reduce stress

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 How am I feeling? Daily Check-In Poster.

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 Daily Check-In Poster 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 a heart color] because [then a reason you are feeling this way].

A lot of times our feelings can change how we might act, so it’s helpful to be mindful of how we are feeling.”

Introduce the term self-care.

Example script: “I’m sure most of you have heard the term self-care, but do you know what it really means? And if you haven’t heard of the term, could you guess what you think it would mean? Take a moment in your head to come up with a definition for self-care. [Pause about 30 seconds.] Self-care is taking care of your mental and physical health by meeting your basic needs and by doing things that make you happy to reduce stress. Did you include both of these things in your definition?”

Self-care includes basic needs like getting enough sleep, nutrition, and movement. And it also includes doing things you enjoy. When we become overwhelmed, stressed or even sad, we may ignore our basic needs and it can affect our mental health. Today we are going to focus on the movement aspect of self-care by participating in a variety of activities then reflecting on them to see if they can be something that you might want to do at home as a part of your own self-care.”

Have various activities set up around the instructional area. You can create stations or areas so that several students can participate in the activity at a time. Allow students to move through the stations/areas freely but in a safe manner (e.g., 6 students or less per station). This may require more activity areas. Each student should try each activity area at least once; they may return to an activity area more than once.

Activity area ideas:

- Yoga or stretching
 - Place mats down for students to use. Provide yoga/stretching poses for students to try. Try these [poses on p. 43-49](#).
- Walking/Running
 - Make a “track” around the perimeter of the instructional area. Students can walk or run.
- Team sports/game
 - Provide an area to participate in a team sport like basketball, Ultimate, volleyball. Some students may spend the majority of the time here, try setting a time limit at this station like 7 minutes.
- Lifetime activities
 - Provide an area to participate in various individual activities like badminton or target games.
- Fitness activities

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- o Set up various fitness activities for students to complete like squats, planks, pushups using body weight or if you have access to other various fitness equipment.
- o Stream a fitness video if able to.
- Silent Disco
 - o Allow students to bring a device and headphones to class. Allow them to listen to music and move to the tempo. They can move however they wish that's safe and appropriate for school.

After 30 minutes, tell students they are now going to reflect and do a review (similar to if they were leaving a Yelp or Amazon review) of each activity they tried. Give several sheets to each student and provide time for them to reflect and write a review.

Once students are finished talk about the benefits of movement for health.

Example script: “Kudos to each of you for trying each activity at least once. I know I don’t like basketball, so I would not want to do that area, but it’s good to do things we might not like because we can find benefits from them.

Movement is an important part of self-care, just like getting enough sleep and nutrition because it can affect our mental and physical health and we’re learning about those things in PE. A lot of young people don’t get enough activity each day. How much activity do you think you need every day? [Allow for student responses.] That’s good, you need 60 minutes a day. And there’s lots of different things you can do, like how we tried out today. Different activities affect everyone differently and everyone has different abilities.

As we continue on throughout PE, it’s important for you all to discover the ways you like to move your body and that are enjoyable.”

At the end of class have students check in with themselves again.

Example script: “As you check in with yourself, did you notice a change from the beginning of class to the end of class? Was it because of a certain activity you participated in? I want you to ask yourself this question regularly in our class. One day taking care of your physical and mental health will be 100% your responsibility and what a great chance to learn about the kinds of activities you may or may not like and how movement can play a role in your self-care.”

Modifications/Differentiation:

- Allow students to choose the activity areas prior to class.
- Have students spend the same amount of time at each area.
- Provide modifications at each area for students.

Checks for Understanding:

- Why is self-care important?
- How can movement be used as a self-care tool?

Self-Care and Movement Reflection Page

Reflect on each activity and complete a review for each activity you tried.

Movement Name _____

Overall Rating

From 1 star ("I don't think this is a good fit for me.") to 5 stars ("This could definitely be a form of self-care for me.")



Write your review

Things to consider are how you felt during and after the activity and is it something you can easily do on your own.

Will you try this at home? (circle one)

Yes

No

Self-Care and Movement Review Page

Complete a review for each activity you tried.

Movement Name _____

Overall Rating

From 1 star ("I don't think this is a good fit for me.") to 5 stars ("This could definitely be a form of self-care for me.")



Write your review

Things to consider are how you felt during and after the activity and is it something you can easily do on your own.

Will you try this at home? (circle one)

Yes

No

Self-Care and Movement Review Page

Complete a review for each activity you tried.

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No