



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 Walking Warmup/Cooldown

Unit Name: Mindfulness

Grade Level: 3-5

Lesson Length: 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 be able to define gratitude. Students will be able to identify things they are thankful for.

Equipment Needed:

- Mindfulness music (optional)
- Letter cards for T-H-A-N-K-S
- Bulletin board paper

Essential Question (related to objective):

What is gratitude?

CASEL Core SEL Competency:

Social awareness

- Understanding and expressing gratitude

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

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- S3.E4.3 Recognizes the importance of warmup and cooldown relative to vigorous physical activity.
- S3.E4.4 Demonstrates warmup and cooldown relative to the cardiorespiratory fitness assessment.
- S3.E4.5 Identifies the need for warmup and cooldown relative to various physical activities.

Lesson Overview:

Teachers will introduce the concept of gratitude. Students will walk around the perimeter of the instructional area and think about things they are thankful for. Students will end by writing something they are thankful for on the Gratitude Wall. This activity is good for a warmup or closing activity of an already existing lesson.

Definitions:

Gratitude

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

Mindfulness is

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

Activity Progression:

Introduce the concept of gratitude.

Example script: “Today we are going to talk about gratitude. Wiggle your fingers in the air if you have ever heard of the word gratitude. Give me a thumbs up if you know what gratitude means. Give me two thumbs up if you want to share what gratitude means with the class.”

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 that they will do a gratitude walking warmup or cooldown spelling the word “THANKS” and they will have an opportunity to think about and share something they are thankful for.

Revisit the definition of mindfulness and that they are going to walk mindfully. Play some calming or nature sounds music. Allow students to walk for about 60 seconds to give them time to get relaxed and focused on their walk. Have them notice things around them or focus on their steps.

Example script: “Being mindful is when you pay full attention to what you’re doing. You’re taking your time. You’re focused and relaxed. As you begin to walk, I want you to take your time and focus on your steps.

As they continue to walk, they will think of something they are thankful for spelling “THANKS”.

T – Think of a time you are thankful for.

H – Think of something in your house you are thankful for.

A – Think of an activity you are thankful for.

N – Name someone you care about that you are thankful for.

K – Think of something kind someone did for you that you are thankful for.

S – Think of a skill or something you are good at that you are thankful for.

After the activity 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.

At the end of class, review the definition of gratitude. Create a Gratitude Wall and as students exit the class, have them write something they are thankful for on the Gratitude Wall.

Example script: “That was a fun way to get moving and spell the word “thanks”! We also had the chance to think about different things we are thankful for in our lives. Gratitude can be a feeling, so I might feel thankful when someone does something nice for me. Or gratitude can be an action by showing you are thankful, like writing a note to tell someone you are thankful for them. Practicing gratitude is a way of focusing our mind on the positive things in our lives and is one way can take care of our mind.

As 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.”

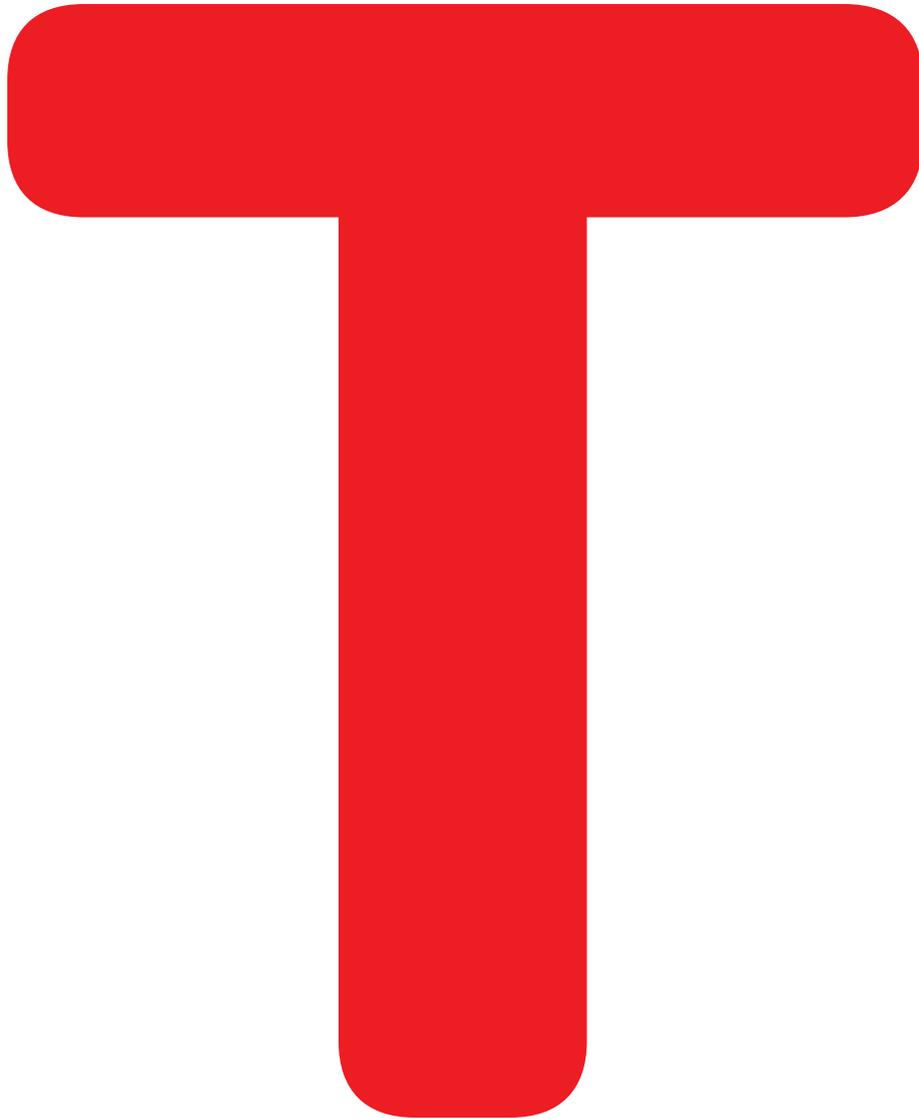
Team Champion Tip: Share with students that they can practice showing gratitude when asking for and receiving donations (or even when they don't) for their health. moves. minds. fundraising event!

Modifications/Differentiation:

- Use letter cards for each letter.
- Provide a list in picture format of things to be thankful for. Students with challenges to communicate can touch the picture out of a selection.

Checks for Understanding:

- What does gratitude mean?
- What is something big you are thankful for?
- What is something small you are thankful for?



Think of a time you are thankful for.



**Think of something in your house
you are thankful for.**

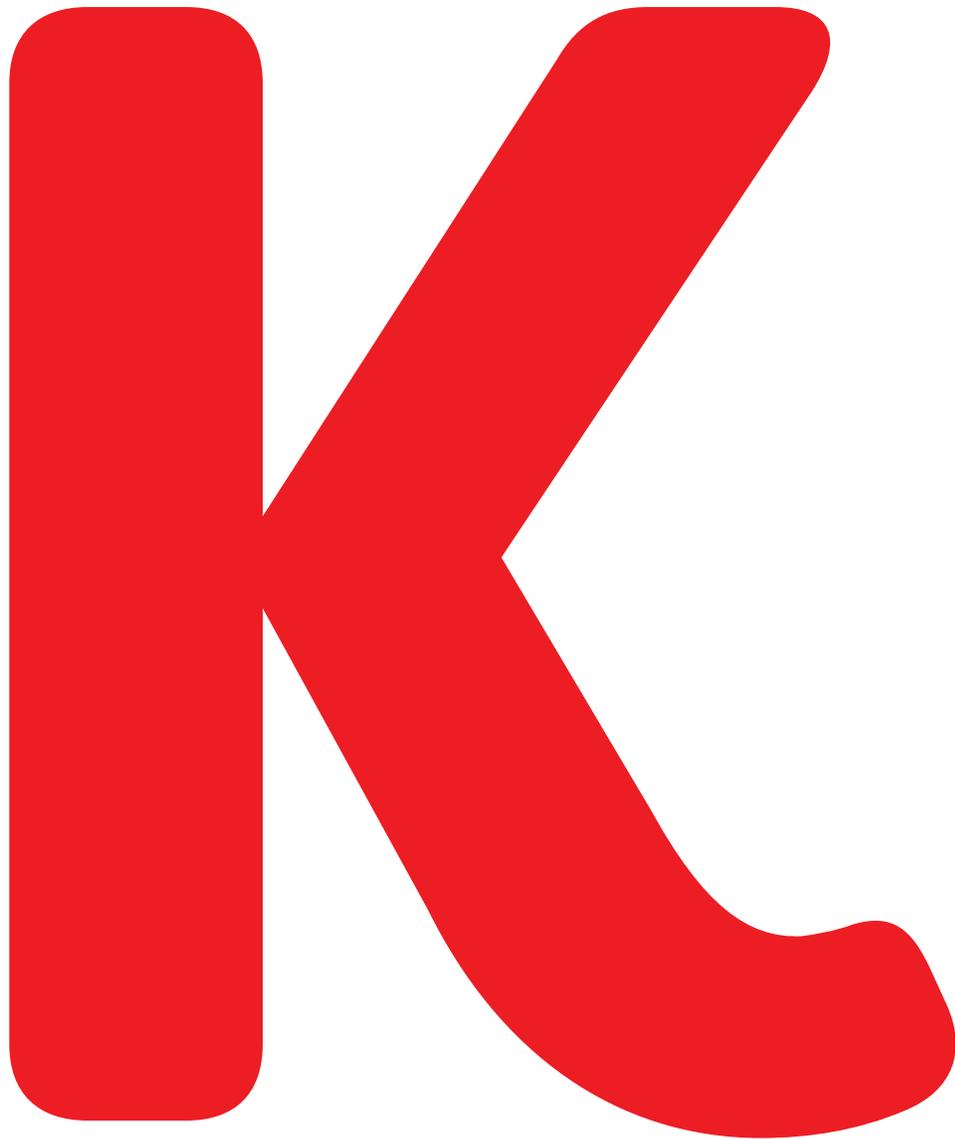


**Think of an activity you are
thankful for.**



N

**Name someone you care about
that you are thankful for.**



**Think of something kind someone
did for you that you are thankful for.**



Think of a skill or something you are good at that you are thankful for.