



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: Dance and Self-Care

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 "self-care." Students will be able to explain why dance is a self-care tool.

Equipment Needed:

- [How am I feeling? Emoji Rating Scale poster](#)
- Speaker
- Music

Essential Question (related to objective):

What is self-care?

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.K Performs locomotor skills in response to teacher-led creative dance.
- S1.E5.1 Combines locomotor and nonlocomotor skills in a teacher-designed dance.
- S1.E5.2 Performs a teacher- and/or student-designed rhythmic activity with correct response to simple rhythms.

Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

- S2.E2.K Travels in three different pathways.
- S2.E2.1a Travels demonstrating low, middle and high levels.
- S2.E2.2 Combines shapes, levels and pathways into simple travel, dance and gymnastics sequences.

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:

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:

This mini-lesson is a great addition to the beginning of an already existing lesson.

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. 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. We work on taking care of our mind and body in this class!”

Have students stand up in personal space and act out different ways they can take care of their body. Then have students act out ways they can take care of their mind.

Example script: “Those were all good demonstrations of how people can take care of their mind and body. What were some of the ways people can take care of their body? [Call on students to give answers.] Those are all good answers. We can take care of our body by making sure we eat healthy foods, get enough sleep, and move our body every day.”

What are some ways we can take care of our mind? [Call on students to give answers.] Those are good answers, too! Doing a Mindful Minute is an example of taking care of our mind when we might have a big feeling. Doing our Emoji Rating Scale is another way because we checking in to see if we are feeling okay. Another way of taking care of our mind with self-care is doing things we like to do.”

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. Be sure to include songs of various tempos and genres.

Mini-Lesson Name: **Dance and Self-Care** Unit Name: **Mindfulness** Grade Level: **K-2**

Song and playlist ideas:

- [KidzBOP Playlist](#)
- [Nature Elements Playlist](#)
- [The Walking Action Song](#)
- [The Floor is Lava Song](#) (additional equipment may be needed for this song)

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.

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 called hormones 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 list the ways they can take care of their body. As students exit class, have them share with you something they like to do.

Modifications/Differentiation:

- Allow students to choose the kind of music they would like to hear (fast, slow, etc.)
- Add objects in the instructional area and have students dance around them
- Have students share with a partner how each song made them feel
- Have students mirror a partner during each song
- Incorporate locomotor skills, levels, speeds and pathways

Checks for Understanding:

- What is self-care?
- How is dance a way you can take care of your mind and body?