



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 their daily life. The key message is that learning about emotions and strategies to appropriately manage them helps us make healthier choices.

Lesson Name: Self-Care, Movement, Music - Part 2

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 explore the effects of listening to music while participating in physical activity.

Equipment Needed:

- [How am I feeling? Daily Check-In Poster](#)
- My PE Playlist worksheet
- Projector/screen/speakers

Essential Question (related to objective):

How can I combine music and movement as a self-care tool?

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 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 participate in various activities while listening to music they selected to create a playlist. They will spend time reflecting on the music and how it may have helped, or not, their level of movement. Students will reflect on how music and movement can be combined to practice self-care to take care of their mind and body.

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:

Prior to this mini-lesson, have students create a playlist of songs for when they participate in movement using the My PE Playlist worksheet.

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].

We will check in with ourselves at the end of class.”

Revisit the term self-care and continue the discussion around music as a self-care tool.

Example script: “We are going to continue to explore music and how it affects our moods and can help relax us. We are going to see how music can affect us during movement. Today we will listen to different music as we try various physical activities.”

There are two ways to engage students in this mini-lesson:

Option 1 – Silent Disco Style

- If your students have access to cellphones, an iPod or other music player device and headphones/earbuds, they will need to bring these to class along with the playlist already created from their My PE Playlist worksheet. They will listen to their playlists on their headphones/earbuds while participating in the class activities. This may not be appropriate for all students.

Option 2 – Teacher DJ Style

- Have your students submit a song to you from each category of the My PE Playlist worksheet and then you create a playlist to be played in class. You will select the music to be played through the class activities.

Explain to students that they are going to try various individual activities while listening to music. The activities may have a low, moderate, or high/ vigorous intensity level for each student.

For Silent Disco Style (Option 1), students will participate in the videos/activities and adjust the music on their own based on the intensity level or activity type.

For Teacher DJ Style (Option 2), the teacher will control the music being played. Through the activities the teacher will check in with students by asking what intensity level they feel they are at by a show of fingers (1 finger = low intensity, 2 = moderate, 3 = high/vigorous intensity).

The teacher can choose to set up various activities for students to participate in on their own around the gym or can choose to play the following videos as students follow along:

- [Low impact total body strength with no equipment](#)
- [HIIT cardio with no equipment](#)
- [Yoga for beginners](#)

Alternative ideas:

- Walking/running intervals
 - Make a “track” around the perimeter of the instructional area and have students walk/run intervals.
- Fitness stations
 - Set up various fitness activities for students to complete using body weight, such as squats, planks, push-ups, squat jumps, or others if you don’t have access to other fitness equipment.

After about 30 minutes, have students stop and begin a discussion so they can reflect on their experience.

Example script: “What kind of music did you play when you felt like an activity was hard? Did you notice if the pace of the activity affected your choice in music? How can you combine music with movement as a regular part of self-care?”

Regularly listening to music and moving to music are ways that you can take care of your mind and body.”

At the end of class, play calming music and let students simply listen to the music.

Choose one of the following or select a song of your choice:

- [Underwater ambiance music](#)
- [Blooming flowers timelapse](#)

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 now is a great time to learn about the kinds of activities you may or may not like and how the things you learn in this class 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?

My PE Playlist

Create a playlist of songs you might listen to during physical education class or when participating in movement. Pick songs for each type of activity or intensity level and write down the artist and title of the song.

Type of Activity or Intensity level	Song 1	Song 2	Song 3
Warm-Up The beginning of your movement to get you ready, motivated, or excited to move.			
Activity is vigorous You are pushing yourself hard.			
Activity is moderate You feel challenged but it's comfortable.			
Activity is slow You feel the activity is easy, you could go on for a while.			
Cooldown The end of your movement and you're feeling accomplished, tired, or happy it's over.			