

Let Kindness Guide You

This year's theme of Let Kindness Guide You focuses on kindness being the foundation of all we do. Simply put, kindness should serve as our moral compass. The lessons will combine adventure racing and team building activities while incorporating themes previously taught throughout health. moves. minds. lessons and mini-lessons. When you Let Kindness Guide You, you won't get lost!

Lesson Name: Let Kindness Guide You Obstacle Course

Unit Name: Kindness

Grade Level: K-2

Lesson Length: This lesson will include three smaller mini-lessons with a culminating obstacle course activity.

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 work together in small groups to complete various teamwork challenges.

Students will be able to demonstrate being kind and working as a group while completing the obstacle course.

Students will be able to give examples of respectful behavior and communication.

CASEL Core SEL Competency:

Relationship skills

- Developing positive relationships
- Practicing teamwork and collaborative problem-solving

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

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

- S3.E2.K Participates actively in physical education class.
- 3.E2.1 Engages actively in physical education class.
- S3.E2.2 Engages actively in physical education class in response to instruction and practice.

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

- S4.E4.K Shares equipment and space with others.
- S4.E4.1 Works independently with others in a variety of class environments (e.g., small and large groups).
- S4.E4.2 Works independently with others in partner environments.

Lesson Overview:

This lesson will include three smaller mini-lessons with a culminating obstacle course activity. Each smaller activity can be done as an instant activity, warm-up or closing activity to an already planned lesson. The culminating activity will combine the smaller activities in obstacle course style adventure race.

Equipment Needed:

- Large exercise ball (1 per group)
- Hula hoops (1 per student)
- Station Cards (see last few pages)
- Mini-parachutes (1 per group)
- Objects to be tossed, such as: foam ball, beach ball, rubber critter, bean bag, tennis ball, wiffle ball, etc. (1 per group)
- 4-5 jump ropes
- 6 large cones
- Dome cones or short cones

Definitions:

Teamwork

Means that we work together to achieve a goal.

Respect

Means that you are kind enough to think about others' feelings before you act.

Communication

Means sending and receiving messages or information.

Activity Progression:

Determine how you want to implement the lead up activities below. It's suggested to implement one activity each day prior to the culminating activity – the Let Kindness Guide You obstacle course. The Let Kindness Guide You theme can be omitted for a general focus on kindness and teamwork. Teachers can substitute or change activities as needed to fit the needs of their students.

Activity 1 – Introduction and Inchworm

Example script: “This year’s health. moves. minds. theme is Let Kindness Guide You. What do you think that means? [Allow students to answer.] I love all these answers! The theme is saying we should always choose being kind; kindness should guide us throughout our lives.”

This week we are going to really focus on kindness and teamwork. Each day we will do an activity that focuses on teamwork where we will have to practice being kind to one another while working together. Then we will end the week with a Let Kindness Guide You obstacle course.”

Designate a starting point and end point. Organize students into groups of five or six. Set up the hula hoops in a line with their edges touching and have each student stand inside their own hoop facing forward. Students will move as an “inchworm” from the starting point to the end point.

To move forward, the last student in line steps into the hoop of the teammate in front of them, then picks up their empty hoop and passes it to the front. The front student then places the hoop on the ground and steps into it. Every student then steps forward, moving like an inchworm.

Complete another round letting students inchworm back to the starting point.

Debrief with students about the activity.

Example script: “This activity took teamwork. What does teamwork mean? [Allow students to answer.] Teamwork means that we work together to achieve a goal. In today’s activity the goal was to move like an inchworm with the hula hoops to the other side. When we work as a team, we have to be kind to one another to help achieve your team’s goal even – if we get frustrated. As we focus on our theme this week, Let Kindness Guide You, that means we want to make kind choices when we are working as team.”

Fundraising Focus: *If your school is choosing to implement the health. moves. minds. Fundraiser, share how the entire school is working together to achieve the goal of raising money to support your school and/or local charity. Raising money to help others is one way we can show kindness.*

Activity 2 – Team Toss & Catch

Example script: “What is the health. moves. minds. theme we are working on this week? [Allow students to answer.] You got it, Let Kindness Guide You! We are talking about how we should do everything with kindness. In our first activity we talked about teamwork. Teamwork means that we work together to achieve a goal. We are still going to do a teamwork activity, but today we are going to talk about another word: respect.

When we work as a team, we should treat each other with respect. Respect means that you are kind enough to think about others’ feelings before you act. Being respectful is one way of being kind because we are considering how someone else might feel before making a decision.”

Organize students into groups of five or six. Each group should have an object to toss and catch and a mini-parachute to catch the object with. Groups will start with the object on the parachute and work together to toss the object in the air and catch it. How many times can you toss and catch your object?

Modifications:

- Challenge by choice – Allow students to choose the kind of object they want to toss. Objects can include beach ball, foam ball, rubber critter, bean bag, tennis ball, etc.
- Have one student in each group stand outside of the mini-parachute and toss the object into the air for their team to catch. Allow each student to be the tosser.
- Have students toss their object into a target like a hula hoop or bucket.

Debrief the activity making the connection between kindness and respect.

Example script: “During today’s teamwork activity, I saw all of you treating each other with respect. Being respectful is one of the easiest ways to be kind. Even if you are frustrated working with your teammates, you must always treat each other with respect. Respect means that you are kind enough to think about others’ feelings before you act. Can you share some ways you were showing respect during our activity today?”

Activity 3 – Dinosaur Egg

Example script: “Today is our third activity before we do our obstacle course tomorrow! The last thing I want to discuss with you is communication. Communication is sending and receiving messages or information. Can you tell someone next to you one way you can communicate? [Call on a few students to share the answers their neighbor told them.] Those are great examples of communication. We can send and receive messages by talking, writing and even through our bodies! Using only your body communicate with me you’re happy. Now communicate with me that you’re mad. What about tired or bored? Yes! We communicate a lot even when we don’t talk or write.

Today, we are going to do another teamwork activity and as you are working together, I want you to really focus on communicating in kind ways.”

Get students into groups of four or five. Groups work together to transport a dinosaur egg (large exercise ball) from one nest (a hula hoop) to another by lifting and carrying the egg using their foreheads. Try using other body parts to make this more or less challenging (e.g., forearms, elbows, one hand, one finger, knees, backs).

Modifications:

- Challenge by choice – Let groups decide which body part they want to use to carry the dinosaur egg.
- Allow each student to use a different body part of their choice to carry the dinosaur egg.
- Add objects on the ground students have to move around to transport the egg.
- Play Red Light, Green Light and see if students can move together without dropping their egg.

Debrief the activity and continue to discuss communication and how it relates to being kind.

Example script: “Good work today transporting your eggs safely! Can you tell me ways you were communicating kindly in your groups? When we treat people with kindness that means we have to think about how we are communicating with them. That includes our tone of voice and how we say things and even how we move our face and body.”

Activity 4 – Obstacle Course Race

Create an obstacle course style race on a blacktop, field, or any other large open space. There will be four stations and in between each station there will be a series of obstacles. Students will have to move through the obstacles to get to the next station. See diagram on the last page for an example.

Make a small “Try Again Loop” off to the side of the obstacle course. If students get an answer wrong, they will walk around the loop and come up with another answer as a team.

Example script: “Today you are going to get to practice being respectful and communicating kindly to your classmates by working together to complete an obstacle course.”

Divide students into groups of five or six. Have students come up with a name for their team. Explain to students the obstacle course will work.

- Groups will work together to complete four laps around the obstacle course.
- Groups will keep everyone together.
- Groups will complete all the stations for each lap except for the first lap. For the first lap, students will answer the first question then go around the perimeter of the obstacle course as fast as they can.
- Groups will cheer on other teams after they have completed their four laps.
- Groups will practice being respectful and kind to others in their group.

Station 1: Q&A – There will need to be a judge here (you or another adult) to make sure the answers are correct. The entire group must be present to answer the question to move on.

- What is the health. moves. mind. theme we have been working on this week?
- What does respect mean?
- Give an example of how you can show respect to someone.
- What does communication mean? Give an example of communication.

First Obstacle: Set up polypots between stations 1 and 2, students must jump from spot to spot without touching the ground.

Station 2: Inchworm – Set up three sets of hula hoops the same way as in Activity 1 so that two to three groups can go at once.

- Designate a starting point and end point. Organize students into groups of five or six. Set up the hula hoops in a line with their edges touching and have each student stand inside their own hoop facing forward. Students will move as an “inchworm” from the starting point to the end point.
- To move forward, the last student in line steps into the hoop of the teammate in front of them, then picks up their empty hoop and passes it to the front. The front student then places the hoop on the ground and steps into it. Every student then steps forward, moving like an inchworm.

Second Obstacle: Between stations 2 and 3, stretch jump ropes between two cones for students to jump over.

Station 3: Team Toss & Catch – Set up three mini-parachutes and objects the same way as in Activity 2 so that two to three groups can go at one time.

- Each group should have an object to toss and catch and a mini-parachute to catch the object with. Groups will start with the object on the parachute and work together to toss the object in the air and catch it 10 times (or less depending on ability level) before moving to the next station.

Third Obstacle: Between station 3 and 4, set up large mats folded into triangles to create tunnels students must crawl through to get to station 4.

Station 4: Dinosaur Egg – Set up large exercise balls and hula hoops the same way as in Activity 3 so that two to three groups can go at once.

- Groups work together to transport a dinosaur egg (large exercise ball) from one nest (a hula hoop) to another by lifting and carrying the egg using their foreheads.

Debrief the obstacle course and the theme for the week.

Example script: “Amazing work today! Let’s review the questions from Station 1. [Go over the correct answers for station 1.] What was the easiest station? The hardest station? Even when things got hard how did you make sure to act kind to your teammates? [Allow time between each question for students to answer.]

I’m so proud of you all! We may have really focused on kindness this week, but kindness is something we should do every day. Just like the theme, we should let kindness guides and always choose to do the kind thing.”

Fundraising Focus: Use the obstacle course as the celebration event for your health. moves. minds. Fundraiser!

Modifications/Differentiation:

- Have written instructions at each station.
- Be sure to provide options for activities where students may not be able to participate because of a physical disability. For example, instead of hands use feet. Allow students to be judges at a station.
- Allow students who are uncomfortable being in close proximity or touching other students to serve in leadership roles within a group like a judge at station or coach a group.
- Have students use a pool noodle, rope or hoop to stay together in groups.
- Add or replace stations with skills you are practicing in class. For example, if you are practicing under hand throwing, have students under hand throw a yarn ball into a hoop or bucket.

Checks for Understanding:

- Were you kind to your group mates? Give an example.
- How did you show respect to your group mates? Other groups?
- Did you communicate kindly to your group mates? Give an example.
- What was the hardest station? What was the easiest?

Communication

Communication means sending and receiving messages or information.

Grades K-2



Respect

**Respect means that you are kind
enough to think about others'
feelings before you act.**

Grades K-2



Teamwork

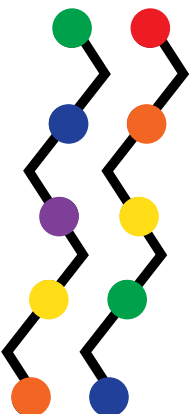
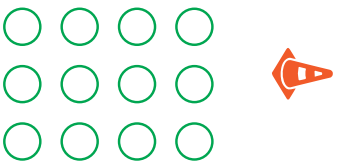


**Teamwork
means that we
work together to
achieve a goal.**

Grades K-2



2 Inchworm



Run to Station 2

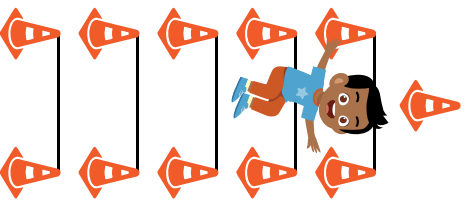
Jump from spot to spot!

1 Q&A



Obstacle Course Set Up

Grades K-2



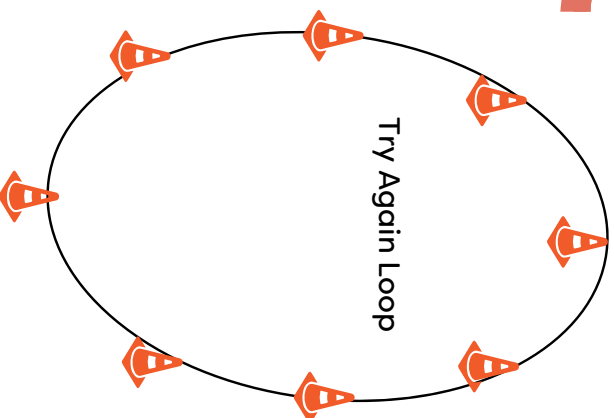
Jump over the ropes!



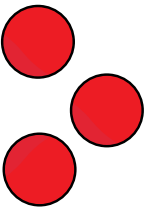
Run to Station 1



Try Again Loop



3 Team Toss & Catch



Crawl under the mats!



4 Dinosaur Egg





Team Toss & Catch



Dinosaur Egg





Inch Worm



Question and Answer

1. What is the health. moves. minds. theme we have been working on this week?
2. What does respect mean?
3. Give an example of how you can show respect to someone.
4. What does communication mean?
Give an example of communication.



Grades K-2