



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: Bean Bag Buds

Unit Name: Being Mindful, Being Kind

Grade Level: 3-5

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 work with a partner to complete various tossing challenges.

Students will practice using kind messages to uplift and support their partners while complete various tossing challenges.

Essential Question (related to objective):

How can I use kind words to support my partner?

Equipment Needed:

- [How am I feeling? Emoji Rating Scale poster](#)
- 1 bean bag per student
- Sidewalk chalk (1 piece per pair of students)

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 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

- S1.E13.3 Throws underhand to a partner or target with reasonable accuracy.
- S1.E13.4 Applies skill.
- S1.E13.5b Throws underhand to a large target with accuracy.

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

- S4.E4.3 Works cooperatively with others.
- S4.E4.4a Praises the movement performance of others both more skilled and less skilled.
- S4.E4.5 Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects.

Lesson Overview:

Teachers will have students work in pairs to complete various underhand tossing challenges. Students will work together to complete the various tasks and think of genuine, kind words as they are working together to say to their partner. Kind messages is a skill that is also a part of the Grades 6-8 health. moves. minds. PE lessons.

Definitions:

Kind messages

- Genuine
- True
- Specific

Activity Progression:

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. So, 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 [then a reason you are feeling this way].”

Explain the day’s mini-lesson to students emphasizing they will have a chance to practice their underhand throwing skills as well as working together and giving kind messages to their partners.

Example script: “Today we are going to practice underhand throwing. Who remembers some of the cues for an underhand throw? [Take students response based on the cues you have previously taught.] Great! Not only are we going to practice our underhand throwing skills, but we are going to practice giving kind messages to our partner.

How do you feel when some says something kind to you? Show me with your body language. [Students can give thumbs up, smile, etc.] Me too! By what I saw, it looks like most of us feel good when someone says something nice to us. Being kind and giving receiving kind messages may sound easy, but it can really take practice believe it or not! So, today we will practice that.

Go over what a kind message should be based on the [skills poster for grades 6-8 on page 2](#).

Example script: “When we give a kind message it needs to be genuine. Do you know what genuine means? It means real, so it has to be something that you really feel or think. They should also be true, true is sort of like genuine, in this case don’t say something that isn’t true. And last they should be specific. So for today, instead of saying good job, we might say good job hitting the target!”

Now that you have gone over kind messages, explain the Bean Bag Buds activity.

Students will need sidewalk chalk and their own beanbags. Students should use their own beanbag the entire activity and not share or use their partner’s beanbag.

Students will be in pairs. Students will use the chalk to draw a tic-tac-toe board. In the spaces students should write numbers 1-9, one number per space and in any order they would like, numbers don’t necessarily need to be sequential, but they cannot repeat the same number. Dependent on the amount of usable space, teachers can opt to preset up tic-tac-toe boards or use floor tape in a gym then allow students to decide with their partner which board they want to play on. If selecting this option, after a few minutes of play you can have groups switch boards.

Pairs will pick a distance they would like to toss their bean bags from and use the chalk to draw a line for them to stand behind; partners can choose different distances. Students will take turns tossing their bean bags to complete various challenges. For an optional challenge, pairs earn points for every challenge they complete.

Mini-Lesson Name: **Bean Bag Buds** Unit Name: **Being Mindful, Being Kind** Grade Level: **3-5**

Remind to students to give kind messages to their partner when working together. Their goal will be to give at least 1-2 kind messages to their partner before the activity is over.

Communicate and connect the SEL competency of relationship skills along with its sub-competencies (listed on page 1) by explaining the importance of relationship-building (positive messages) and teamwork. It's important to have healthy, positive relationships with classmates because it helps reinforce a positive climate and community. We all go to the same school and are in the same class and we want to be kind to everyone so that we all feel good about coming to school.

Partner Challenge Ideas

- Toss bean bags in a specific space (e.g. middle space, top right space, bottom left space).
- Toss bean bags in a specific row (e.g. middle row, farther row, closest row)
- Toss bean bags in a specific column (e.g. left column, middle column, right column)
- Toss bean bags on a specific number (e.g. 9, 3, 5, 7, etc.)
- Toss bean bags as necessary to equal a sum (e.g. students will toss their bean bags in various spaces to equal 32, they might toss to spaces 8, 6, 9, 9 to equal 32)
 - Do this in the least amount of spaces for extra points!

At the end of the activity, ask students if they felt it was easy or difficult to give kind messages to their partners through non-verbal response. Remind students that giving kind messages can be hard at first, but the more we practice the better we can get at that.

Example script: “Kind messages can make us feel good about ourselves. It can even feel good to give a kind message to someone else because we may be able to see a positive reaction. Giving kind messages work two ways, it helps someone else feel nice and it can make you feel nice too! If anyone would like to share the kind messages they gave or received, I would love to hear them. If no one wants to share, that's okay too.”

At the end of class have students check in with themselves again. Have students rate how they are feeling using the emoji rating scale. Ask students if they feel better (thumbs up), the same (thumbs sideways) or worse (thumbs down).

Modifications/Differentiation:

- Allow students to create their own bean bag challenges.
- Provide a list of challenges to students.
- Provide a sample list of kind messages for students to use. See [sample messages here](#).
- Provide sentence starter for giving kind messages (see the following page).

Checks for Understanding:

- How did you work together with your partner to complete the challenges?
- What is a kind message you could give your partner?

Kind Message Sentence Starters

List these on the board or print them and have them around the room for students to choose from if needing help.

It was helpful when you _____.

I really like when _____.

You did a good job when you _____.

You're really good at _____.

I like being your partner because _____.

Grades 3-5

