



### 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: Amplify Kindness – Save Our Sammie (SOS)**

**Unit Name: Mindfulness**

**Grade Level: 6-8**

**Lesson Length: 20 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 the term "amplify."

Through the cooperative activity, students will be able to demonstrate how working together as a team can help you achieve a goal faster than working alone.

### Equipment Needed:

For each group:

- 1 pool noodle
- 2 jump ropes
- 1 scooter
- 1 deck ring, hula hoop, speed ring, or small inflatable pool ring

Optional:

- Music
- Projector/screen

### CASEL Core SEL Competency:

Relationship skills

- Practicing teamwork and collaborative problem-solving

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

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

- S4.M5.6 Cooperates with a small group of classmates during adventure activities, game play or team-building activities.
- S4.M5.7 Problem-solves with a small group of classmates during adventure activities, small-group initiatives or game play.
- S4.M5.8 Cooperates with multiple classmates on problem-solving initiatives including adventure activities, large-group initiatives and game play.

### Lesson Overview:

Students will work in small groups to save Sammie from the capsized boat and put on their life jacket. The purpose of this activity is to illustrate the Amplify Kindness theme. When students work together instead of alone, they can have a bigger impact. Teachers can connect the purpose of their health. moves. minds. fundraising event to the theme, Amplify Kindness.

Mini-Lesson Name: **Amplify Kindness – Save Our Sammie (SOS)** Unit Name: **Mindfulness** Grade Level: **6-8**

## Definitions:

### Amplify

To make bigger or louder

### Kindful Minute

A Mindful Minute while sending kind thoughts to

- Yourself
- Someone you know
- Everyone in the world

## Activity Progression:

Define the word “amplify” to students.

**Example script:** “You may have noticed our Amplify Kindness theme this year for health. moves. minds. Does anyone know what the word “amplify” means? [Call on a student to share.]

You may have heard of an amplifier. An amplifier makes the sound louder; “amplify” means to make bigger or louder. When we amplify kindness, we work together to make our kindness bigger. Today we are going to do an activity that shows the word amplify in action!”

Introduce the activity Save Our Sammie (SOS). Tell them they will be divided into rescue teams to save Sammie, a person whose boat has capsized.

Divide the class into groups of four. Each group will have an upside-down scooter (capsized boat) with a deck ring/hula hoop/speed ring/inflatable pool ring (life jacket) underneath. Sammie, the pool noodle on top of the scooter, and two jump ropes. Be sure the “life jacket” can fit around the pool noodle.

The goal is to use the two jump ropes to save Sammie by turning the boat right side up and putting on their life jacket and get them safely on the boat. Students can only use the jump ropes to touch Sammie and any of the other objects.

Play some music for fun as students try to work together.

Students will complete the task in progressions.

### **First progression (8 minutes)**

In the groups, instruct students that because of severe weather conditions, only one person at a time from each rescue team can try to save Sammie while the other rescue members wait on the side giving verbal instructions or help. Give each rescue team one minute before switching to the next team member.

After each rescue team member goes twice, stop the activity to see how far they got. Was anyone able to complete the task and save Sammie?

Move to the next progression.

### **Second progression (8 minutes)**

Have students reset their equipment. The weather has calmed down and now the entire rescue team is able to try and save Sammie. Give them 8 minutes again to try and turn the boat right side up and put the life jacket on Sammie and on the boat.

Debrief the activity, asking students to compare each of the progressions. Example questions:

- Were any rescue teams able to complete the task and save Sammie?
- What were some strategies you used to save Sammie?
- Let’s compare when you could only work one at a time to when you could all work together. What were pros and cons for both? Explain each pro and con.

Explain to students that it didn't really matter who actually saved Sammie – the importance came in being able to work together. Connect that there can be advantages to doing something alone or in a group, but when we work together we are able to see other perspectives and get ideas to problem solve or reach a goal.

This can be related to working together as a team to achieve a goal, like when raising money for a charity or to help our community. When we work together as a team we can make a bigger impact – we can amplify our kindness.

**Example script:** “In the activity, you first started working alone to save Sammie, then you were able to work together as a rescue team. Many of you said it became a lot easier once everyone could help save Sammie.

This concept is the same for our fundraising goal and being able to make a difference in our school or community. It's easier to reach our goal if we work together rather than alone [you can use the specific goal if you are hosting a fundraiser]. Together we are able to amplify our kindness or make our kindness bigger by helping more people.

This doesn't just apply to when we raise money, but for anything we want to do to make a difference.”

At the end of class, have students participate in a Kindful Minute.

**Example script:** “Since we've been talking about amplifying kindness, let's end class with a Kindful Minute. A Kindful Minute is when we send loving, kind thoughts to ourselves and to someone we know. I want you to get into a comfortable position. You can close your eyes, you can sit up straight, or you can lay down. Start by listening to yourself breathe. You can breathe normally, just pay attention to sounds you hear as you breathe. Now I want you think about how you might feel if you got a big hug from someone you love! Now keep that feeling and repeat after me in your head:

- May I be healthy.
- May I be happy.
- May I be loved.
- May I be safe.

Now I want you to think about someone you know. This can be a friend or family member. Repeat these phrases in your head:

- May you be healthy.
- May you be happy.
- May you be loved.
- May you be safe.

Now I want you to think about someone you may have challenging feelings about. Repeat these phrases in your head:

- May you be healthy.
- May you be happy.
- May you be loved.
- May you be safe.

Now let's think about everyone in the world or in our community. Repeat these phrases in your head:

- May everyone be healthy.
- May everyone be happy.
- May everyone be loved.
- May everyone be safe.”

Optional: Play the [How to Take and Lead a Kindful Minute](#) video.

Note: Please take into consideration the experiences of your students when explaining a Kindful Minute. Instead of using the term a “big hug from someone you love” maybe describe the “warm feeling you have when you do something nice for someone.”

**Team Champion Tip:** Encourage students to teach potential donors how to take a Mindful Minute or a Kindful Minute, whether they receive a donation or not, as another way to amplify kindness!

### **Modifications/Differentiation:**

- Allow students to choose what kind of “life jacket” they want to use to have more or less of a challenge.
- Substitute pieces of equipment for the boat, life jacket, and/or Sammie based on what you have available to make the activity more or less challenging.
- Assign roles within the group (e.g., Captain – directs, but doesn’t help)
- Try a version where students can’t talk

### **Checks for Understanding:**

- What does “amplify” mean?
- When are times that it might be easier to work alone rather than in a group?
- Identify the pros of working in a group.