



@HOME

Virtual and Distance Learning Resource Guide





Serving the Needs of your Students and Staff for School Re-Entry This Fall

School re-entry is upon us and SHAPE America released the [School Reentry Considerations: K-12 Physical Education, Health Education and Physical Activity](#) this Summer. Included in the *School Reentry Considerations* are three overarching teaching strategies for teachers to consider implementing in any of the three models of learning: In-school instruction with physical distancing, Distance learning, Hybrid learning (defined as a combination of in-school instruction with physical distancing and distance learning).

The school-wide strategies for school reentry are focused around equity, inclusion and accessibility; social and emotional learning (SEL); and creating a trauma-sensitive learning environment.

The COVID-19 pandemic has illuminated the need for schools to consider students' physical, mental, and social-emotional health above all else. Students and staff have been affected mentally, physically, socially, and emotionally due to the abrupt interruption of their daily lives. They have had to adjust to a new normal, and many are managing complex emotions such as anxiety, fear, loneliness, and grief. The health. moves. minds.[®] Program has lessons that provide students with strategies and tools to help manage complex emotions, begin discussions around equity and allowing students to begin taking ownership of their own health and wellness. Teaching students these real-life skills now will not only help them cope with the effects and potential trauma of this pandemic but also have a positive impact on their physical and mental health for years to come.

The health. moves. minds. resources are a great tool for teachers when applying and thinking through the School Reentry Considerations specifically regarding the school-wide strategies mentioned above. The focus of the program is teaching social and emotional learning through a health and physical education lens. A lot of the lessons and learning activities are easily adaptable to meet the needs of distance learning or a virtual setting and help teachers with strategies for building connection with students. The Virtual Resource Guide provides ideas on how teachers can adapt the lessons and activities to meet the needs of virtual or distance learning.

Additionally, many schools and school districts are facing funding cuts due to COVID-19 related costs. The health. moves. minds. Program has an optional service-learning piece to provide an opportunity for students to raise money for their school or a local charity while supporting school-wide wellness. Reinforcing to students the importance of community, working together to achieve a goal and the benefits of giving back on one's emotional and mental wellness.

Teachers are encouraged to use the free educational materials to begin introducing the concepts covered in the health. moves. minds. Program to implement the school reentry considerations and get the school community familiar with the program. Schools can then choose to host a school-wide fundraising event in the Spring to foster fellowship and a chance for students to come together and celebrate.

The health. moves. minds. Program is essential to school re-entry this Fall and the following Virtual Resource Guide can help get you started to make a lasting impact on your students and community.

Ask questions or share comments by e-mailing healthmovesminds@shapeamerica.org and check out the free lessons, educational materials and event ideas at healthmovesminds.org.



Virtual and Distance Learning Resource Guide

Please note: This guide includes links to activities and resources that are accessible to individuals who have registered for the health. moves. minds. program. Register for free now at www.healthmovesminds.org.

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Virtual and Distance Learning Resource Guide Grades: K-5

This guide is to help teachers with ideas on how to adapt health.moves.minds. lessons for virtual or distance learning use. Activities are organized in order of the lesson progression. If an activity is not listed from a health.moves.minds. lesson that means there was not an appropriate virtual or distance learning adaptation.

Unit: Being Mindful, Being Kind

Activities Specific for Grades K-2

Lesson 1 – A Mindful Minute and Our Feelings

- Warm-Up – Listening Ears and Bodies
 - This activity lends itself well if a teacher were to facilitate this activity through live video. The teacher can call out the directives and students can complete them in their home. For directives that involve a classmate, have the student do the activity with a parent/guardian/sibling who is present. The teacher can choose to omit the directive or adapt it in another way.
- Learning Activity 2 – Take a Selfie
 - Students can still do this activity virtually. If leading the class live have students come back to the camera to take a picture acting out the emotion.
 - As a take home activity, send a copy of this activity home and have parents/guardians lead the activity with their children.

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Lesson 3 – We Are a Team

- Warm-Up – Take a Selfie with Partners
 - Students can still do this activity virtually. If leading the class live have students come back to the camera to take a “picture” acting out the emotion.
This time have students choose an emotion they would like to act out. Select one student to act out their emotion and have the rest of the class guess. Continue this for a few rounds.
 - As a take home activity, send a copy of this activity home and have parents/guardians lead the activity with their children.

- Learning Activity 2 – Hungry, Hungry Caterpillars
 - If leading through a live video, prior to class, get students into groups. Students will work together to collect certain types of items. The teacher will set a timer for 60 seconds. On the go signal, students will then collect items for the round. At the end of the items, the teacher the class will add up the items together. The group with the most items for the round gets a point.
 - Types of items students can collect: red items, green items, items shaped like a square, items shaped like a circle, etc.

Unit: Being Mindful, Being Kind

Activities Specific for Grades 3-5

Lesson 1 – A Mindful Minute and Our Feelings

- Warm-Up – Meet & Greet
 - This activity lends itself well if a teacher were to facilitate this activity through live video. The teacher can call out the directives and students can complete them in their home. For directives that involve a classmate, have the student do the activity with a parent/guardian/sibling who is present. The teacher can choose to omit the directive or adapt it in another way.

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- Learning Activity 2 –Take a H.A.L.T.E.D. Selfie
 - Students can still do this activity virtually. If leading the class live have students come back to the camera to take a picture acting out the emotion.
 - As a take home activity, send a copy of this activity home and have parents/guardians lead the activity with their children.
 - This is a great activity to connect with students. Allow students to share if they may be feeling any of the HALTED feelings more than usual. If students don't choose to share out, use this time to share about how you're feeling. This is will show students you're setting an environment that they can be open and share their feelings in a safe environment.

- Closure
 - Revisit H.A.L.T.E.D. and check in with students. If you can't see your students in a live video stream regularly consider various ways you can check in with students. Can you email them or send a letter to their home? Can you call them for a quick chat?

Lesson 3 – We Are a Team

- Learning Activity 2 – From Here to There
 - Send this activity home as a take home challenge for students to complete family members in their home. Allow students to decide their level of challenge by selecting the distance and choosing the equipment they would like to use. Have students time themselves to see how quickly they can get from “here” to “there”.
 - You could also provide a list of household equipment students can pick from for example, pillows, socks, hand towel, wash cloth, etc.
 - Can you set up one-on-one video chats in small groups or individually? Consider having students keep a journal to reflect in daily after their physical education activities for the day.

Lesson 4 – Being Mindful, Being Kind

- Warm-Up – Sinking Island
 - Send this activity home as a take home challenge for students to complete family members in their home. Share the [challenge cards](#) so students can choose their level of challenge.

Activities for Grades K-5

Lesson 1 – A Mindful Minute and Our Feelings

- Learning Activity 1 – A Mindful Minute
 - This activity is perfect to introduce virtually or in person! Try making this activity a part of your regular routine. If your school or school district quickly pivots to virtual from face-to-face instruction or vice versa, students will still be able to participate in a routine that's the same.
- Learning Activity 3 – Mindful Parachute
 - Have students try this activity with a bed sheet or pillowcase. Here's a [video](#) of demonstrating how to recreate the activity using a pillowcase.
- Closure
 - The Emoji Rating Scale is a great tool to incorporate into your daily routine that will translate well face-to-face or virtually. Even if students are completing assignments on their own at home this can still be something you have students complete daily. Teachers could even have students keep a feelings log.

Lesson 2 – R-E-S-P-E-CT

- Warm-Up- Musical Spots & Respectful Listening
 - Done through a live video, have students move to music. Once the music is stopped pick one student to be the apple and one student to be the banana. Provide instructions as they are described currently in the lesson. The other students will observe respectful listening activity between the students. After the two students have demonstrated respectful listening, ask the rest of the class to share some observations they noticed by asking the questions listed in the Checks for Understanding.
- Learning Activity 1- Review a Mindful Minute & Introduce Better Breathing
 - This activity is perfect to introduce virtually or in person! Follow the activity as is, allow students to participate in a Mindful Minute in a way that feels comfortable to them (e.g. laying down, eyes open, sitting on their couch, etc.)
- Learning Activity 2 – Was This Respectful?
 - If leading this in a live video, have students pick a physical activity they would like to perform when answering yes.
 - As a take home activity, send a copy of this activity home and have parents/guardians lead the activity with their child.
- Learning Activity 3 – Don't Bust the Water Balloon
 - This activity can be sent home as a take home activity for parents to lead with their child. Instead of a beanbag, students can use other objects in their house.
- Closure
 - Have students compare the difference between a Mindful Minute and Better Breathing in how they feel. Which one do they think they like better?

Lesson 3 – We Are a Team

- Warm-Up – H.A.L.T.E.D. Moving & Stretching
 - The activity can be facilitated as is in a live video streaming or even if pre- recorded. Alternatively, parents can send home the activity so that a parent/guardian can facilitate the activity at home.
 - Students can do the activity independently if a parent/guardian cannot facilitate by using the stretching time as a time to reflect after they read the scenario. Follow up by having students share their responses the next time you meet as a class or follow up by email.
- Learning Activity 1 – Review a Mindful Minute & Better Breathing
 - This activity can be implemented as is in a live video session.
- Learning Activity 3 – [Muscle Relaxation](#)
 - This activity can be led by the teacher as is or on a live video.
 - As a take home activity, send a copy of this activity home and have parents/guardians lead the activity with their child.

Lesson 4 – Being Mindful, Being Kind

- Learning Activity 1 – A Mindful Minute
 - This activity is perfect to introduce virtually or in person! Try making this activity a part of your regular routine. If your school or school district quickly pivots to virtual from face-to-face instruction or vice versa, students will still be able to participate in a routine that's the same.
- Learning Activity 2 – health. moves. minds. Stations
 - Send the link to the activities or send home the [stations cards](#) to your students in a packet. Have students set up as many stations as they would like around their house. Have students complete the stations with their family members. Have students create their own station using the [health. moves. minds. Stations Card Template](#) and share it with the class.



Virtual and Distance Learning Resource Guide

Grades 6-8: Health Education

This guide is to help teachers with ideas on how to adapt health.moves.minds. lessons for virtual or at-home use. Activities are organized in order of the lesson progression. If an activity is not listed from a lesson this means there was not an appropriate virtual or distance learning adaptation.

The health lesson adaptations should still be implemented full lessons but suggestions are provided in how to break up the lesson over the course of a few days utilizing an online learning platform or how to complete the lesson fully in a live stream scenario.

Power Through Empowerment – Health Education

Lesson 1 – Analyzing Influences and You

This lesson is broken down into activities over the course of a week.

- Instant Activity
 - As a discussion post, tell students that over the next few lessons they will be learning how they can empower themselves to make healthier choices by learning the health skill of analyzing influences.
 - Ask students to do the following in response to the discussion post:
 - Answer the prompt, “What are the top five influences on your health? Why did you choose these influences?” (In the next learning activity, you will use the student responses to guide a discussion around the influences they listed.
 - Define what they think empowerment means in their own words

- Learning Activity 1 – Influence Snowball
 - The next time you live stream with your class, follow up with the instant activity discussion post. Share the definition of empowerment and explain to students that Empowerment is the process of becoming stronger and more confident. When we are more confident and stronger, we can make healthier choices because we feel secure in who we are as a person.
 - Complete the activity as is, but instead of students writing the influence on a piece of paper they will write their responses in the chat back. Alternatively, you can have students write their responses on a piece of paper and hold their papers up to the camera so you can read them, and students can see what others have said.

- Learning Activity 2 – Skill Cues
 - Prior reading option – Share the skill cues and the definition for analyzing influences and assign students to read it as a homework assignment prior to beginning the lesson.
 - Follow up during the next live stream with your class. Create a presentation with the definition for analyzing influences and the associated skill cues and go over each one and answer any of the questions student might have had when they read ahead.

- Learning Activity 3 – Internal Voice as an Influence
 - On [pages 13-15 in the Ready To Go Take Home Packet](#), this activity has been adapted for teachers to print and send home to students or to share the link for completion.

- Learning Activity 4 – Impact of Influences
 - Create a separate discussion post for each question. Have students answer each question and use this as an opportunity to check for understanding regarding analyzing influences.

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Lesson 2 – Analyzing Influences and the Power of Words (This lesson can be completed in its entirety in a live stream scenario with slight modifications to the learning activities.)

- Instant Activity
 - In a live stream scenario, begin the class with the same process as described, but have students put their responses in the chat box.
 - Check the chat box as students are writing their answers.
- Learning Activity 1 – Modeling the Skill Cues: Web of Influences
 - In a live stream, continued with the activity as described. You can do this with a small white board or easel pad or do this in a presentation format filling in the circles while you share your screen.
- Learning Activity 2 – Web of Influences
 - In a live stream, complete the activity as described providing students 10 minutes to complete the activity. Allow students to private chat you or ask questions allowed if they need help complete the assignment.
 - As independent work or as a take home activity, combine learning activities 1 and 2 together and have students complete the assignment on their own. Here is a copy of the [Web of Influences worksheet](#) (pages 1 and 2 in the link) to share with students virtually or in a take home packet.
 - Additionally, you can have students complete another Web of Influences with a health-behavior of their choice and turn it in.

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- Learning Activity 3 – Analyzing the Power of Words
 - This activity is best suited for a live stream scenario and can be completed as described in the activity description. Instead of providing pictures of a stick figure allow students to draw a person named Sam. Give them a few minutes to draw details of Sam. They can decide if it's a male or female, what grade Sam is in, what activities they like, etc. Allow students to “get to know this person” they created, this will create a stronger impact once they complete the activity.
 - At the end, have students write a 5-7 sentence reflection about how the power of words, or influences of others, can affect a person's ability to make healthy choices.

Lesson 3 – My Values and Beliefs

This lesson can be done in its entirety in a live stream scenario with slight modifications or broken down over the course of a week.

- Instant Activity
 - In a live stream scenario, complete the activity as is.
- Learning Activity 1 – Skill Practice: My Values and Beliefs
 - In a discussion post prior to the first live streaming session of the week, ask students to define the terms value and belief. Summarize their responses and be prepared to share them in the next live streaming session when the class meets.
 - Share the summarized list of responses from the students and share the actual definitions of a belief and value. Compare the differences between the two, use the example script for guidance.
 - After the discussion use the [My Values and Belief worksheet on page 3](#) for students to complete or have students just list their beliefs and values on a sheet of paper. Students will need this for Lesson 4.

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- Learning Activity 3 – Skill Practice: What Would You Do?
 - Show the What Would you Do? Video in a live stream by sharing your screen and audio and continue with the learning activity as described.
 - Alternatively, you could share the link and have students watch the video and answer the questions on their own following up in a live session later in the week. Another idea is to post some of the questions for discussion to allow students to discuss.
- Closure
 - Share the Thought of the Day: “When your values are clear to you, your decisions become easy” as a discussion post or during the live stream for students to discuss.
 - In a live stream, ask students if they agree or disagree with thumbs up for yes, thumbs down for no, or thumbs sideways for not sure. Have students share out to explain why they agreed or disagreed.
 - In a discussion post have students post why they agree or disagree. Have students comment on at least two other student’s responses.

Lesson 4 – Deal Breakers and Past Decisions

This lesson can be done in its entirety in a live stream scenario with slight modifications with the second half of the lesson to be completed at home as an assessment.

- Instant Activity
 - In a live stream scenario, post the questions from the instant activity for students to answer on their own. Continue with Learning Activity 1.
- Learning Activity 1 – Feedback and Reinforcement: Friendship/Dating Rubric
 - Continue with the learning activity as described in a live streaming scenario. Have students complete the [Relationship Rubrics Assessment](#). Students can draw columns as described in the learning activity or teachers can share the link with students.

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- Learning Activity 2 – Assessment: Analyzing a Past Decision
 - Since this is independent work, ideally this would not be completed during a live streaming video, but teachers can introduce and explain the learning activity to students so that they may complete it on their own.
 - Students can complete the [Analyzing a Past Decisions Assessment](#) by answering the questions in a document to submit later.
- Closure
 - Share the Thought of the Day: “*The most courageous act is still to think for yourself. Aloud. – Coco Chanel*” as a discussion post or during the live stream for students to discuss.
 - In a live stream, ask students if they agree or disagree with thumbs up for yes, thumbs down for no, or thumbs sideways for not sure. Have students share out to explain why they agreed or disagreed.



Virtual and Distance Learning Resource Guide

Grades 6-8: Physical Education

This guide is to help teachers with ideas on how to adapt health.moves.minds. lessons for virtual or at-home use. Activities are organized in order of the lesson progression. If an activity is not listed that from a health.moves.minds. lesson that means there was not an appropriate virtual adaptation.

Unit: Empowered Mind & Body – Physical Education

Lesson 1 – Mindfulness and Myself

- Warm-Up – Kind of a Warm-Up
 - Send the [Kind Message Cards](#) home with students as a part of a packet or share the link.
 - In a live streaming scenario, have students perform a movement activity. While students are moving send some of the kind messages from the Kind Message Cards to students in the chat box privately so other students can't see them. Be sure to send a private message to each student. Continue with the reflection portion described in the example script.
 - As an independent activity, allow students to select their choice of movement or provide them another form a physical activity as a warm-up. After each bout of physical activity, have students mix up the Kind Message Cards and select one and read it. Have students reflect on the kind messages they read and how it made them feel. Make the connection of speaking kindly to themselves as they would to others can help with self-motivation (SEL sub-competency for self-management).

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- Learning Activity 1 – A Mindful Minute
 - This activity is perfect to introduce virtually or in person! Try making this activity a part of your regular routine. If your school or school district quickly pivots to virtual from face-to-face instruction or vice versa, students will still be able to participate in a routine that's the same.
- Learning Activity 2 – Team Building
 - Focus on Part Three of the written activity. Give students some time to plan what they might want to build with things they know they have in their homes. Once they have had time to plan, set the timer and tell students they have two minutes to gather all the supplies they need to build their structure. Give students another five minutes to actually build their structures. Once students have built their structures allow students to share out what they have built and have students practice giving a kind message focusing on the cues for [Kind Messages on page 2 of the skills mini posters](#).
- Learning Activity 3 – Kind vs. Negative Messages
 - Repeat Learning Activity 1 format, but adding in the [Negative Message Cards](#).
 - Use the [Self-Talk Scenario Strips](#) to prompt discussion or use them as a reflection questions for independent work at home.
- Closure
 - Follow the activity as is. Be sure to use the [Emoji Rating Scale](#) or [How am I Feeling? Daily Check-In Poster](#) to have students check in with their feelings each day. Use the chat box function to allow students to share adjectives, emojis or pictures to describe how they are feeling. This serves as a great way to build connection with students.

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Lesson 2 – Diversity for All

- Warm-Up – Four Corners
 - Use this as an independent activity. Send home in a take home packet the [Four Corners Questions](#) or share the link with students. Have students go for a walk and bring the Four Corners Questions with them, during their walk they should begin to brainstorm of answers. Students should aim to walk at least 10-15 minutes. Once they return home, they are to write their answers in the spaces provided or on another sheet of paper. If meeting at a later time in a live stream or in person at school, have them bring their response to discuss.

- Learning Activity 1 – Review a Mindful Minute & Positive Self- Talk
 - This activity is perfect to introduce virtually or in person! Follow the activity as is, allow students to participate in a Mindful Minute in a way that feels comfortable to them (e.g. laying down, eyes open, sitting on their couch, etc.)

- Learning Activity 2 – Flower Power
 - Complete this activity as a way for students to connect and learn more about each other. Assign this as a distance learning at-home independent activity. The next time students meet in a live stream meeting use the first few minutes to allow students to share out about their flowers. Additionally, if students have the ability, allow them to take a picture and share their flowers/plants in a forum through the learning platform and practice using kind messages and to learn about each other.

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- Learning Activity 3 – From Here to There (with unequal equipment)
 - Send this activity home as a take home challenge for students to complete with family members in their home. Put students into groups based on the season they were born in.
 - Allow students to decide their level of challenge by selecting the distance and choosing the equipment they would like to use, BUT make it unequal, by allowing groups of students to have a certain amount of equipment (e.g. Students with Summer birthdays use five pieces of equipment.)
 - Have students time themselves to see how quickly they can get from “here” to “there”. Then guide the discussion around their experiences using the questions from the activity in a group discussion format through live streaming or for students answer in a forum (if one is available in an online learning platform).
 - You could also provide a list of household equipment students can pick from for example, pillows, socks, hand towel, wash cloth, etc. but limiting their number of choices (e.g. Students with winter month birthdays can select two items from the list.)

- Closure
 - Use the activity as is as a guide to help make connections about the previous activities about accepting other’s differences and personal differences.
 - Continue to use the [Emoji Rating Scale](#) or [How am I Feeling? Daily Check-In Poster](#) to have students check in with their feelings each day. Use the chat box function to allow students to share adjectives, emojis or pictures to describe how they are feeling. This serves as a great way to build connection with students.

Lesson 3 – The Power of Calm

- Warm-Up – Planting Flowers
 - Share this activity in a school newsletter as an activity that families can participate in together at home.
 - Use the gratitude discussion portion and example script at the beginning of class to help build connection and community with students during a live streaming video session or use it as a discussion post in an online learning platform. Be sure to respond to the prompt, “share something you are thankful for,” and make a comment on every student’s post. Encourage students to respond to at least three other student’s choosing students post that do not have a comment first. Review the cues for [Kind Messages on page 2 of the skills mini posters](#).

- Learning Activity 1 – Review a Mindful Minute & Better Breathing, Introduce Mindful Senses
 - This activity is perfect to introduce virtually or in person! Follow the activity as is, allow students to participate in a Mindful Minute or Better Breathing in a way that feels comfortable to them (e.g. laying down, eyes open, sitting on their couch, etc.)
 - Share the [Mindful Senses cues on page 6](#) with students in a take home packet or by sharing the link.

- Learning Activity 2 – Creating Calm [Words]
 - Send home the [Letter Cards](#) in a take home packet, have students make their own or share the link.
 - Send the activity home and have students complete it as independent working making sure to keep track of how many words they can create. Be sure to designate a distance in a way that’s easy for students to measure (ex: 10 big steps).
 - Challenge suggestions:
 - Put students into groups and see how many words groups can create independently. Allow students to communicate with one another directly to share results.
 - Have students time themselves to see how many words they can come up with in three minutes.

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- Allow students to create any word related to calm, wellness, gratitude, diversity or the other topics covered in this unit.
- Learning Activity 3 – [Muscle Relaxation](#)
 - This activity can be led by the teacher as is on a live video.
 - As a take home activity, send a copy of this activity home and have parents/guardians lead the activity with their child.
 - Use [Day 2 of The Daily Big 3 in the Ready TO Go Take Home Packet on page 6](#) as a resource for at-home use.
- Closure
 - Use the closure to end the class and revisit gratitude. The closure can also be used for question ideas to prompt discussion in a live stream or in discussion posts in an online learning platform.
 - Continue to use the [Emoji Rating Scale](#) or [How am I Feeling? Daily Check-In Poster](#) to have students check in with their feelings each day. Use the chat box function to allow students to share adjectives, emojis or pictures to describe how they are feeling. This serves as a great way to build connection with students.

Lesson 4 – Empowered Mind & Body

- Warm-Up – Find Someone....
 - Create a list of getting to know you type of questions (e.g. What show are you currently binge watching? What's your favorite food?, etc.). At the beginning of a live streaming video session, ask a few questions and allow students to answer orally and in the chat box. Make the connection to students that we all probably have more things in common than we realize. Allow some time for students to discuss the answers to the question before getting into the days lesson.

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- Learning Activity 1 – Review a Mindful Minute & Better Breathing
 - This activity is perfect to introduce virtually or in person! Follow the activity as is, allow students to participate in a Mindful Minute or Better Breathing in a way that feels comfortable to them (e.g. laying down, eyes open, sitting on their couch, etc.)
- Learning Activity 2 – health. moves. minds. Stations
 - Send the link to the activities or send home the [stations cards](#) to your students in a packet. Have students set up as many stations as they would like around their house. Have students complete the stations with their family members.
 - Have students create their own station using the [health. moves. minds. Stations Card Template](#) and share it with the class.
 - Use the assessment questions as a reflection question to end the unit.



Virtual and Distance Learning Resource Guide Grades 9-12

This guide is to help teachers with ideas on how to adapt health. moves. minds. lessons for virtual or at-home use. Activities are organized in order of the lesson progression. An activity not listed from a health. moves. minds. lesson means there was not an appropriate virtual adaptation.

The health lesson adaptations should still be implemented as a full lesson, but suggestions are provided in how to break up the lesson over the course of a few days utilizing an online learning platform or how to complete the lesson fully in a live stream scenario.

Mindfulness – Health and Physical Education

Mini-Lesson – Mindfulness and a Mindful Minute

This mini-lesson can be implemented as-is in a virtual setting or in-person following physical distancing guidelines.

- Have students rate themselves using the [“How am I feeling?” Daily Check-In Poster](#). Teachers can share the link, share the image on a presentation slide or using a service to get instant feedback (like polleverywhere.com or Pear deck) to allow students share how they are feeling anonymously.
- Share the [definition of mindfulness and the other skills posters](#) with students via link or in a take home packet.

Mini-Lesson– Analyzing Cell Phone Usage (Part 1)

This lesson can be completed in its entirety in a live stream scenario with slight modifications to the learning activities.



- Have students rate themselves using the [“How am I feeling?” Daily Check-In Poster](#). Teachers can share the link, share the image on a presentation slide or using a service to get instant feedback (like polleverywhere.com or Pear deck) to allow students share how they are feeling anonymously. Make this a daily practice or routine for every class meeting and have students do this on their own on days they don't meet live. Consider having students keep [a mood tracker](#) during the school year and have them reflect on their various feelings every month.
- In instances where students are asked to write down how much time they think they use their cell phones, have them share answers in the chat box of the live streaming platform.
- This mini-lesson can be implemented as-is in a virtual setting or in-person following physical distancing guidelines.

Mini-Lesson – Analyzing Cell Phone Usage (Part 2)

This lesson can be completed as an independent at-home activity.

- Have students rate themselves using the [“How am I feeling?” Daily Check-In Poster](#). Teachers can share the link, share the image on a presentation slide or using a service to get instant feedback (like polleverywhere.com or Pear deck) to allow students share how they are feeling anonymously. Make this a daily practice or routine for every class meeting and have students do this on their own on days they don't meet live.
- Have students review their cell phone use whether it was using the handwritten log or if they go into their phone to look at the screen time usage.
- Have students answer the [reflection questions on page 4 of the mini-lesson](#).

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Mini-Lesson – H-A-L-T-E-D: What’s bothering me?

This lesson can be done in its entirety in person following physical distancing guidelines in physical education or during a live stream as a part of health education lesson.

- In-person while physical distancing
 - Around the physical activity space, post six pieces of easel paper. Give students at least pieces of sticky note paper. On each easel paper post on each letter of HALTED.
 - Follow the physical activity portion of the activity as-is following physical distancing guidelines. Instead of having them get into groups have them write their guesses down on the sticky notes then place their answers the next time they pass the letter they are guessing for.
 - Continue through the activity.
- Live stream
 - Teachers can still use the example script to guide the discussion. Teachers will hold up each letter for students to then guess what they think the “H” in H.A.L.T.E.D. stands for.
 - Have students submit their guess in the chat box of the live streaming platform.

Mini-Lesson – The Mindfulness Pop-Up Shop

This lesson can be introduced in a lesson during a live stream and then have students continue on their own, then follow up in the live stream lesson.

- The teacher should revisit the definition of mindfulness, a Mindful Minute and introduce the new mindfulness activity, Better Breathing. Teachers can use the script and description of the lesson to help guide discussion.
- As an independent activity, students should try out several of the mindfulness activities listed in the mini-lesson. Students are encouraged to try out each activity more than once. Based on how often teachers meet with their students in a live stream, teachers should give students enough time to try each activity (two weeks).

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- Students should use the [Mindfulness Pop-Up Shop Product Review Sheet](#) to reflect on each mindfulness activity.
- At a later live stream video, revisit the activities from the mini-lesson and lead a class discussion. Allow students to share their thoughts and “reviews” from the activities. Allow most of the discussion to be held by the students.