



Why Do Animals and People Sleep?



A K-2 lesson plan and activity about why sleep is important for bodies, minds, and spirits.

Teach This microHabit!

Show your kids how to take small steps to reach big goals by breathing in for 4 counts and breathing out for 5 counts 5 times before falling asleep.

Build Background Knowledge

Gather your students together and ask them what they know about sleep. Record their responses on the board or chart paper. Ask: *Why do you think sleep is important?*

Set the Purpose

In order to focus on why sleep is so important for our bodies, minds, and spirits, we need to brainstorm what we already know and what we wonder about sleep. On a big piece of chart paper, draw two lines to make three columns and write K/W/L at the top of the columns. Tell the children this will be how you track what you already know, what you wonder, and what you'll eventually learn.

Gentle reminder. Be sensitive to the fact that different families may have different sleeping arrangements. Some students may be sharing rooms or beds, sleeping at different family members' homes different days of the week, and/or disturbed by noises and other factors not in their control. Focus instead on teaching best practices and small microHabits children can control.

Engage

This True or False game can help your students dig deeper into what they know and wonder about sleep.

Let's learn about sleep with a game of True or False. I'll say something about sleep and you decide if you think it's true, false, or you aren't sure.

Time: 20-40 minutes

Objectives:

1. Learn why sleep is important to your body, mind, and spirit.
2. Reflect on what helps you sleep.
3. Chart your sleep and how you feel.
4. Compare different animal sleep patterns.

Materials:

- Chart paper
- Markers
- *How Much Sleep Do You Need?* printable



Why Do Animals and People Sleep? *(Continued)*

Sleep: True or False

- T 1. Sleep helps your body **grow taller and stronger**.
- F 2. Watching a **screen from a phone, television, or computer** before bed helps you get a good night's sleep.
- T 3. **Children need more sleep** than adults.
- F 4. We always **feel good** after we sleep.
- T 5. Sleep helps our **minds remember better**.
- T 6. Lack of sleep or not enough sleep can **make you get sick**.
- T 7. Sleep **calms our bodies**.
- F 8. We do not need sleep to **help us learn**.
- T 9. Sleep helps to **repair our muscles** as we move during the day.
- F 10. All **sleep is the same**.

Now, turn and tell a partner what you already know about sleep. After a couple of minutes, ask students to share their ideas as you record them on the chart. *Be sure to mention screen time and how it might affect sleep!* Once they've got several ideas on the chart, turn their attention to how many hours of sleep animals need. Then, have kids brainstorm what they still wonder about sleep so that you can find the answers later for the Learn column on your chart.

Share the "How Much Sleep Do You Need?" worksheet with students to see if what they thought about animal sleep is true. Spend some time talking about why each animal might need different amounts of sleep. What do they eat? Are they big or small animals? Now, it's time to have kids gather their own sleep data. Send home the worksheet and have kids (and their adults!) fill it out for a whole week. It's bound to open some eyes about their sleep habits.

Reflect

We've spent some time thinking about the habit of healthy sleep. Let's make a prediction. What do you think tracking your sleep will teach you about your own sleep? When you get home today, share your sleep worksheet with other people living in your home. Ask them what they know about sleep.

Remember: *We all must sleep, it's an important part of staying healthy.*

Additional Ideas

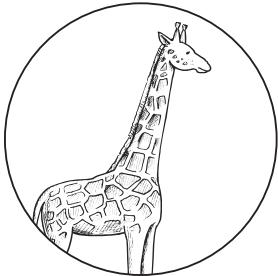
Snooze Time: Notice your pet's sleep patterns. How often do you see your pet sleeping? When do they sleep? Where? Draw your pet sleeping and awake.

Redo Your Routine: Talk to your family about what you do for your bedtime routine. Then try some of these ideas and notice if they help you fall asleep. Take a bath before bed, tell your family three things you are grateful for each night before bed, play some calming music, take some deep breaths and do a body scan, listen to or read a story.

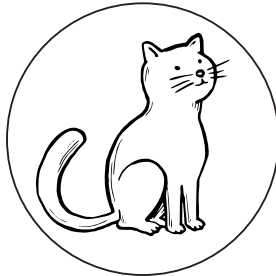
Name: _____ Date: _____

How Much Sleep Do You Need?

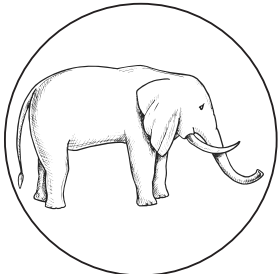
Animals need different hours of sleep in order to be healthy. How many hours of sleep do you need to feel great? Track your sleep to find out!



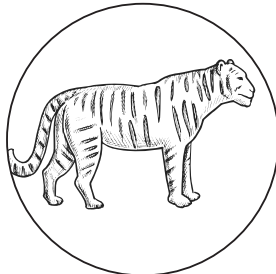
Giraffe
2 hours



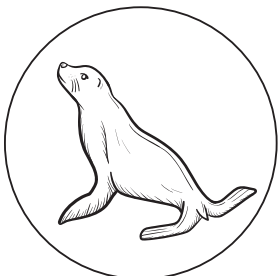
Cat
12 hours



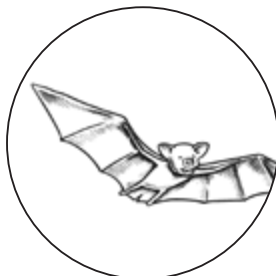
Elephant
4 hours



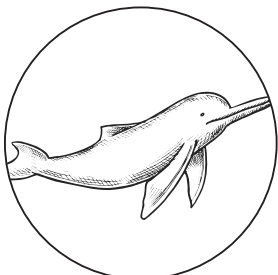
Tiger
16 hours



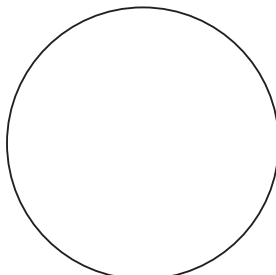
Seal
6 hours



Bat
20 hours



Dolphin
10 hours



Me
_____ hours

Track Your Sleep




I slept great!



I slept so-so.



I need more sleep.

Day	How many hours I slept	How I felt   
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

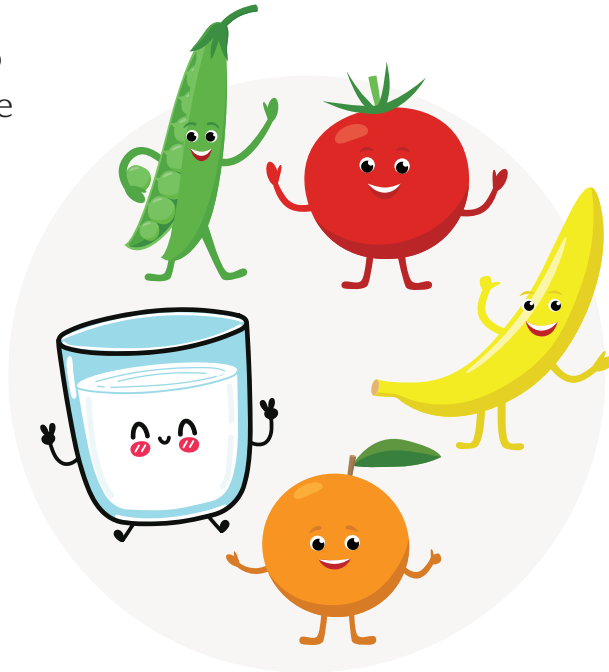


Build a Better Plate for Fueling Your Body

A K-2 lesson plan and activity designed to teach kids how to choose healthy foods that give their bodies energy.

Teach This microHabit!

Show your kids how to take small steps to reach big goals by eating one fruit or vegetable with each meal. Try blueberries, broccoli, or carrots!



Build Background Knowledge

Gather your students together and ask them what they know about healthy foods. Record their observations on chart paper. Ask:

- *What does the word healthy mean to you?*
- *What are some healthy foods that you like to eat?*
- *Let's try to think of foods that come in a rainbow of colors. What food is green? Red? Yellow?*

Set the Purpose

One way to take care of yourself is by making healthy food choices. Some foods make you feel strong and energized, while other foods may give you a stomachache or make you feel tired.

Today we will focus on ways to help our bodies feel our best. What are some things you like to do when you feel well? Raise your hand if you like to run. Stand up if you like to draw. Nod your head if you like to ride your bike. Put your thumb up if you like to read. Clap your hands if you like to play soccer. When you make healthy food choices, you are better able to do the things you love to do.

Time: 20-40 minutes

Objectives:

1. Learn about healthy food choices.
2. Eat a rainbow of foods.
3. Sort healthy food choices into categories.
4. Build a meal that is better for your body, mind, and spirit.

Materials:

- *Teacher Chart Cards* printables
- Chart with categories
- *Race to a Better Plate* printables



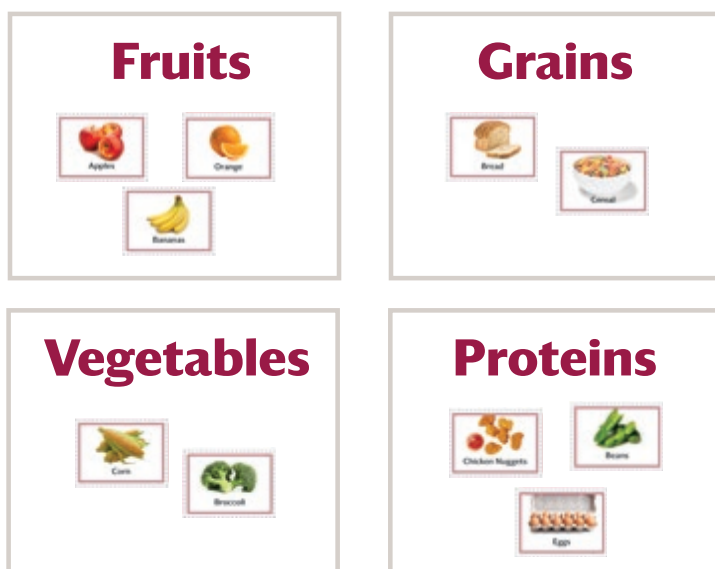
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Build a Better Plate for Fueling Your Body *(Continued)*

Engage

Put up four pieces of chart paper and write the following groups, one on each page. Food can be sorted into four groups: fruits, vegetables, grains, and proteins.

Let's make sure we know examples of healthy, nutritious foods. *Nutritious* is a way to describe foods that are healthy for your body and make you feel good inside and out. It's important to eat food from each of these groups each day. One fun challenge is to try to eat a rainbow of food in one day or one week.



Where Does This Food Go?

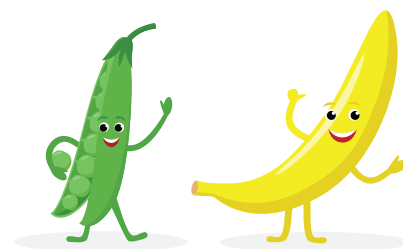
Use the set of food images and model how to sort into the 4 different groups.

1. Choose an image.
2. Say the food name and group. *This is a peach. It belongs in the fruit group.*
3. Class gives a thumbs up or down to indicate the correct group.
4. Tape the image to the poster.

Reflect

We've been learning about different habits of health, and today, our focus was on healthy foods. Take a moment to think about these questions. (Have them turn and talk to a partner and invite a few students to share with the whole group.)

- *What are you learning about?*
- *What is important to remember?*
- *What do you want to know more about?*



Additional Ideas

Create a Class Cookbook:

Invite your students to talk with their families about favorite recipes. Each student will bring in recipes to go in the class cookbook.

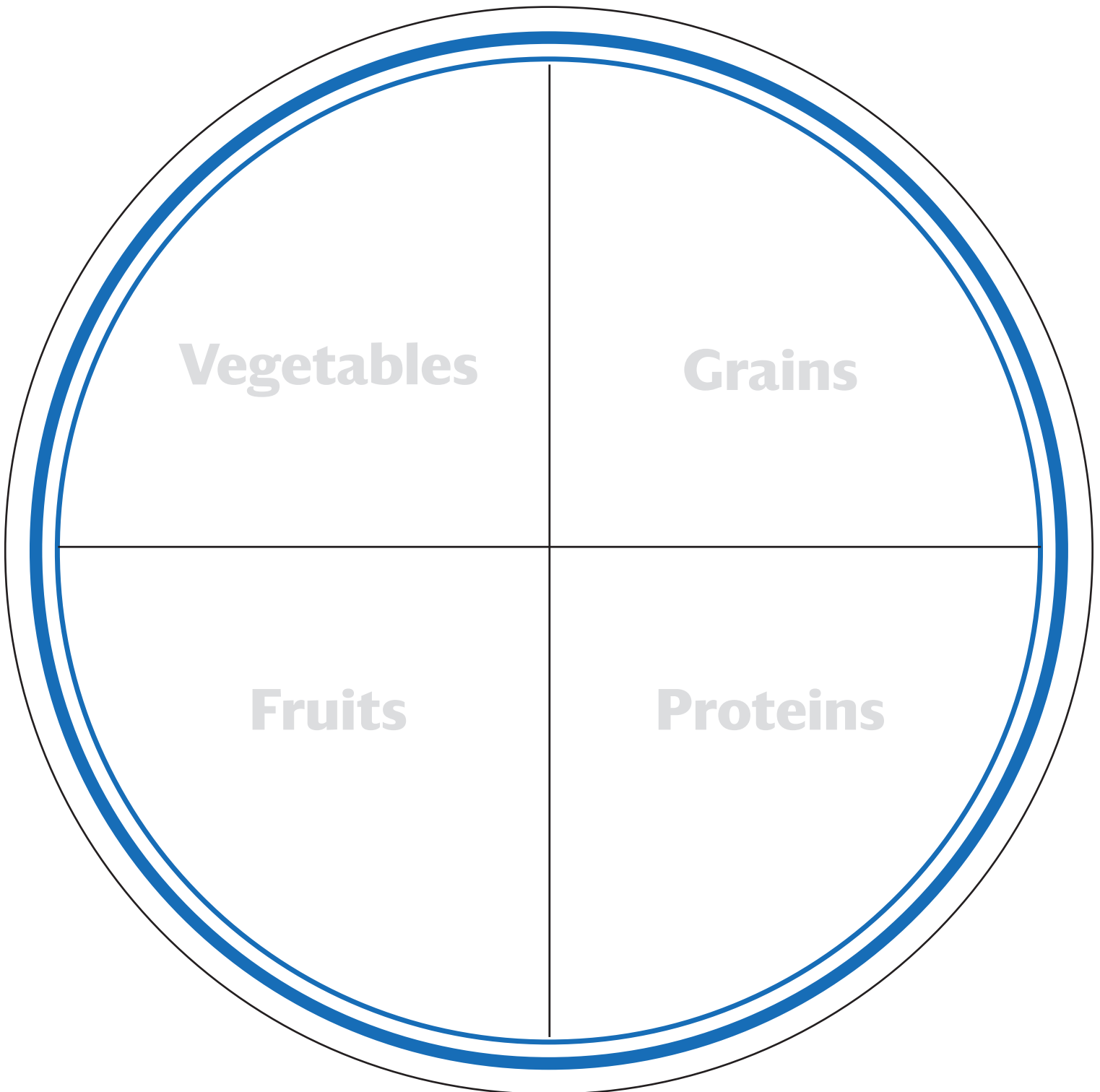
Be a School Lunch

Detective: Analyze the school menu. How many food groups can you find in each meal? Remind kids that a balanced meal should include a variety from each food group.

Name: _____ Date: _____

Race to a Better Plate

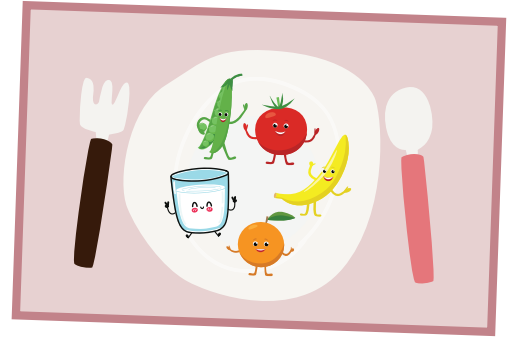
Directions: You're going to build your favorite healthy meal on this plate. Cut out the food pictures, then glue your healthy meal in the correct spots. Finally, answer the questions about the healthy meal you created.



Name: _____ Date: _____

Race to a Better Plate

Directions: Answer the questions about the healthy meal you created.



1. What meal did you make?

Circle one: Breakfast Lunch Dinner

2. Is this a meal you would like to eat? Yes No

3. What makes it good for your body? _____

4. My favorite healthy meal to eat is: _____

Race to a Better Plate Picture Cards



Beans



Chicken Nuggets



Broccoli



Apples



Bread



Watermelon



Avocado



French Fries



Eggs



Ice Cream



Steak



Grapes



Cereal



Corn



Bananas



Hot Dogs



Bagel



Macaroni



Rice



Orange



Peppers



Carrots



Tuna Fish



Mushrooms



Tofu



Strawberries



Lettuce



Chicken

Teacher Chart Cards



Beans



Chicken Nuggets



Bread



Watermelon



Eggs



Ice Cream



Cereal



Macaroni



Corn

Teacher Chart Cards



Bagel



Apples



Broccoli



Avocado



French Fries



Steak



Bananas



Grapes



Hot Dog

Teacher Chart Cards



Orange



Peppers



Chicken



Strawberries



Carrots



Mushrooms



Tuna Fish



Lettuce



Tofu

Zoning In on Your Feelings

A K-2 lesson and activity about helping kids take charge of their emotions, feel calmer, and learn more.



Teach This microHabit!

Show your kids how to take small steps to reach big goals by asking them to check in with one of their feelings each day.

Build Background Knowledge

Gather your students together and ask them to list any *feeling* words they know. Record their ideas on chart paper. Then, ask: "How are you feeling today? Remind students that it is OK to feel many emotions at once. Model by sharing first: *Today, I felt __ and __ because__. How about you?*

After students have shared, point out how different everyone feels and how this is normal. Say:

It's healthy to feel lots of emotions throughout the day, but don't let your emotions control your day. You get to take charge when it comes to how you behave.

Set the Purpose

Recognizing your emotions and knowing what those feelings mean can help you regulate, or manage, those feelings. Sometimes when we feel angry, frustrated, sad, or tired, it makes it harder for us to learn. We are going to sort our different emotions into four zones. We call these the Zones of Regulation.

Engage

Prepare ahead of time four pieces of chart paper that align with the four Zones of Regulation in the colors noted below:



Grades: K-2



Habits of a
Healthy Mind

Time: 40-50 minutes

Objectives:

1. Identify a certain emotion or feeling.
2. Identify which Zone of Regulation you fall into in a given moment.
3. Learn strategies to place yourself into the appropriate zone.

Materials:

- Colored markers
- Chart paper
- Activity paper
- *How I know I'm in the Zone* printable



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Zoning In on Your Feelings *(Continued)*

Ask students: What do these words and colors remind you of? Note any answers resembling “the road” or “a stop sign,” etc. Affirm student responses: *Yes! We can compare our emotions to a traffic light; green means go, yellow means slow, red means stop.*

For each question below, allow time for students to share their answers and record their responses on the chart paper with different colors under the correct categories.

- *Let’s start with the **green zone** ... what are some emotions that you might feel? (e.g., calm, good, proud)*
- *How about the **red zone**? What are emotions that you might feel? (e.g., angry, mad, scared)*
- *In the **yellow zone**, what emotions might be hard to identify? (e.g., worry, frustrated, scared)*
- *Finally, in the **blue zone**, we have our rest area. What emotions might make you need to rest? (e.g., tired, bored, sad)*

The blue and yellow zones may be more difficult for some students to comprehend. Support as needed.

Spread out the four pieces of chart paper in different spots around the classroom and instruct students to stand in front of the zone that they are in right now. Model:

- *I’ll go first. I am in the _____ zone right now, because I feel _____.*
I feel this way because _____.

Ask if anyone would like to share why they chose that zone.

Gather students back together. Say: *We can move ourselves from one zone to another if we need to. If I am very angry at my classmate, and I feel like I am in the red zone, I might try to take a big deep breath and count to ten in my head to calm myself down and get back to green. If I am tired and in the blue zone, I might ask my grownup if I can go to bed early so that I feel rested and refreshed tomorrow. What are some other ways you can change your zone?*

Have students turn and talk, then share out ways they calm down or make themselves happy.

Share the “How I know I’m in the Zone” worksheet with students. Model one of the columns, then send students off to work on their own.

Reflect

We’ve been learning about different habits of health, and today our focus was on a healthy mind and emotions. Take a moment to think about these questions. (Have students turn and talk, then invite a few students to share with the whole group.)

- *Why is it important to know how you are feeling?*
- *What are the four zones we can sort our feelings into?*
- *What is one strategy you can use if you need to get back to the green zone?*

Additional Ideas

Create Your Own Stress Ball:

Have students create their own stress ball. You will need balloons, cornstarch, and a funnel. Blow up each balloon about $\frac{1}{3}$ of the way full. Fill each balloon with one cup of cornstarch using a funnel. Tie the balloon. Now students can squeeze the balloon when stressed!

Breathe Yourself Calm:

The next time you’re feeling upset, try this simple trick: inhale slowly and deeply through your nose. Keep your shoulders relaxed. Exhale slowly through your mouth. Repeat until you feel calmer.

Name: _____ Date: _____

How I Know I'm in the Zone

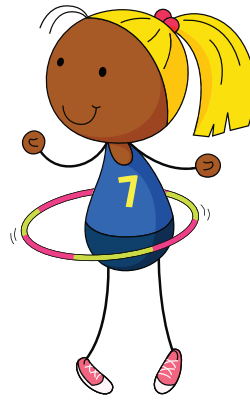
Directions: Zones help us think about the emotions we feel. Think about what you look and feel like when you are in each zone and draw what your mind sees in the boxes below.

Green Zone GO	
In this zone, my face looks like this:	In this zone, my body feels like this:
Yellow Zone SLOW	
In this zone, my face looks like this:	In this zone, my body feels like this:
Red Zone STOP	
In this zone, my face looks like this:	In this zone, my body feels like this:
Blue Zone REST	
In this zone, my face looks like this:	In this zone, my body feels like this:



Fun Ways to Fit In Fitness

A K-2 lesson plan and activity teaching kids that exercise is not just good for your body, it's good for your mind and spirit, too!



Teach This microHabit!

Show your kids how to take small steps to reach big goals by teaching them to do five jumping jacks before starting their classwork.

Build Background Knowledge

Gather your students together and ask them to list different exercises they know. Record their ideas on chart paper. Then, ask: Why is exercise important? Have students turn and talk, then discuss that exercise:

- *Helps you feel less stressed*
- *Helps you feel happier*
- *Improves your focus in school*
- *Builds healthy bones, muscles, and joints*
- *Helps you sleep better at night*



Set the Purpose

One way to take care of yourself is to exercise. Exercise is not just healthy for your body, it also helps your mind and spirit be healthy as well. Regular exercise can help you feel happier, more focused, and less stressed. It can even help you sleep better at night.

Today we will focus on different exercises. Raise your hand if you play a sport. Would anyone like to share what sport they play? (Call on volunteers to share.) Stand up if you like to ride a bike. Turn around if you enjoy going on walks. Stomp your feet if you like to run. We are going to practice some easy exercises you can do throughout the day to help you stay healthier. These activities all take a small amount of time and space, so you can do them practically anywhere!

Time: 45-50 minutes

Objectives:

1. Learn about the benefits of exercise.
2. Identify physical activities that are easy to incorporate into a daily routine.
3. Practice various physical activities.

Materials:

- Markers
- Chart paper
- Circuit Motion cards
- Tape



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Fun Ways to Fit In Fitness *(Continued)*

Engage

Have the Circuit Motion cards set up in stations in the four corners of the room prior to the lesson. Distribute students into four groups and have each group go to a corner of the room.

Ask for a volunteer to model one of the exercises at their station (do this for all four stations). Explain to students that they will practice each activity at their station, then they will rotate until they have had a chance to visit each station. Spend about 5 to 7 minutes at each station.

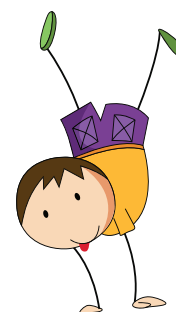
Gentle reminder. If there are students with disabilities in your class, they may not be able to participate in every activity. Think of modifications for students so that they can participate actively with their classmates.

Reflect

We've been learning about different habits of health, and today, our focus was on keeping your body healthy through exercise. Take a moment to think about these questions. (Have students turn and talk with a partner and invite a few students

to share with the whole group.)

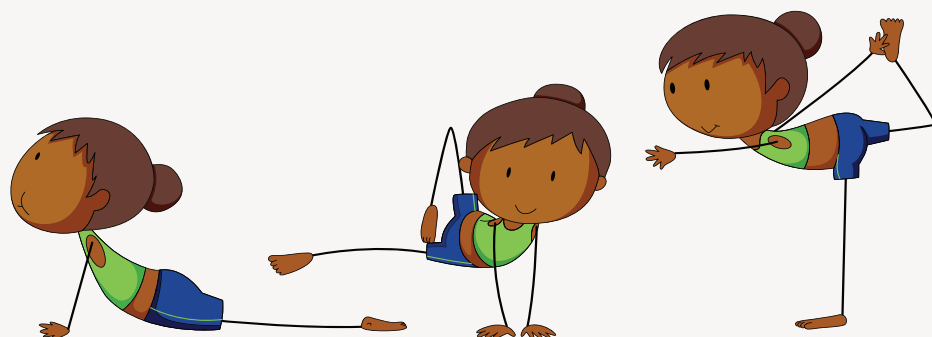
- *What did you learn about healthy movement or exercise?*
- *What was your favorite exercise? Why?*
- *What can you do to make sure you do a little movement every day?*



Additional Ideas

Make Your Own: Create Your Own Healthy Motion: Have students create their own exercise movement. Remind them that the exercise should be easy to do and take up only a little space and time. Encourage them to create a Circuit Motion card for their activity with words and pictures that show how to complete the exercise. Then have them teach their exercise to the class.

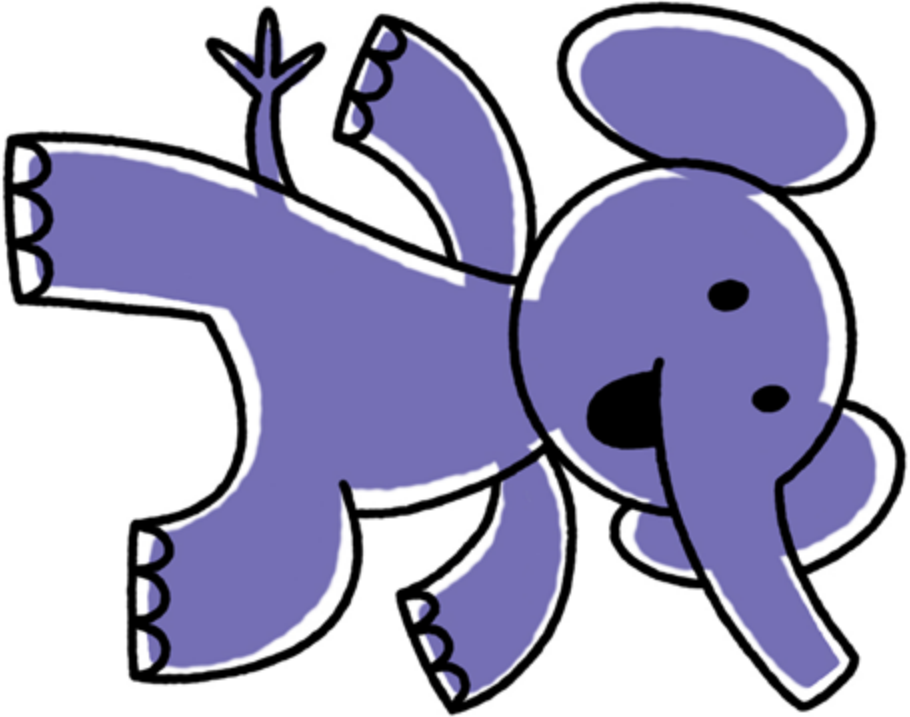
Video Circuit: Set up groups of four students and have them each do one of the exercises while another student videos them. Leave an iPad at each station to help students understand what to do when they get there.



Animal Actions STATION 1

1

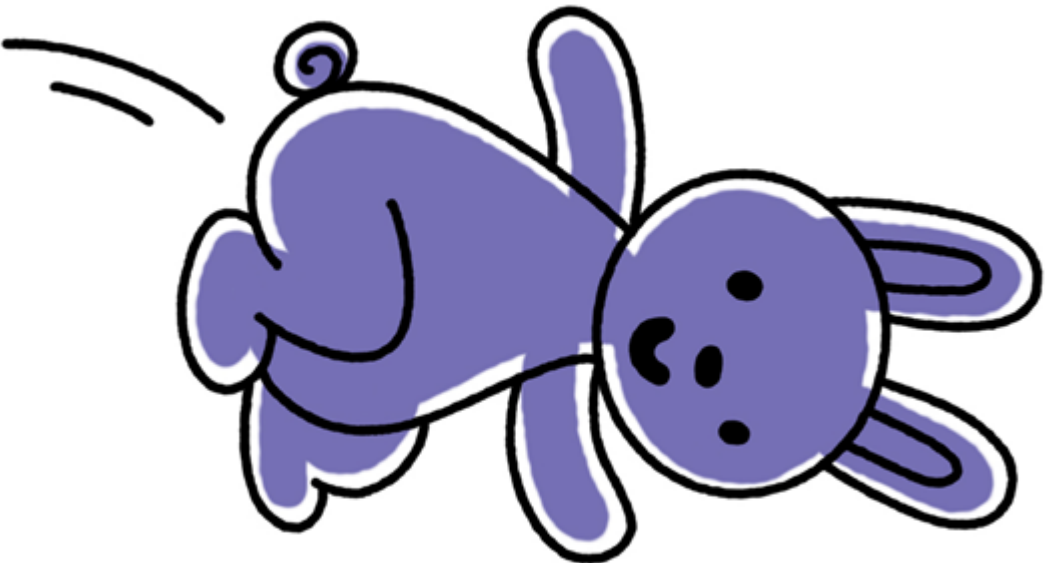
Animal Actions



Stomp around like an elephant for 1 minute.

2

Animal Actions

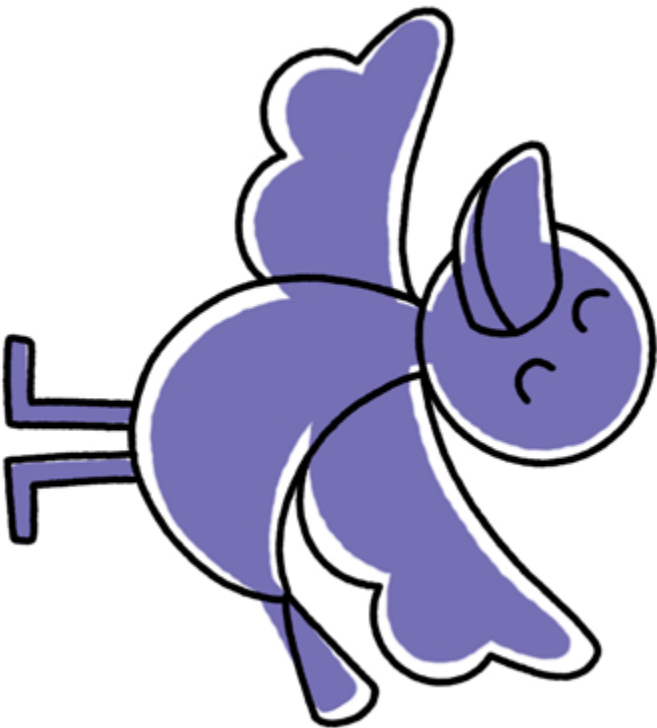


Hop like a bunny 10 times.

Animal Actions STATION 1

3

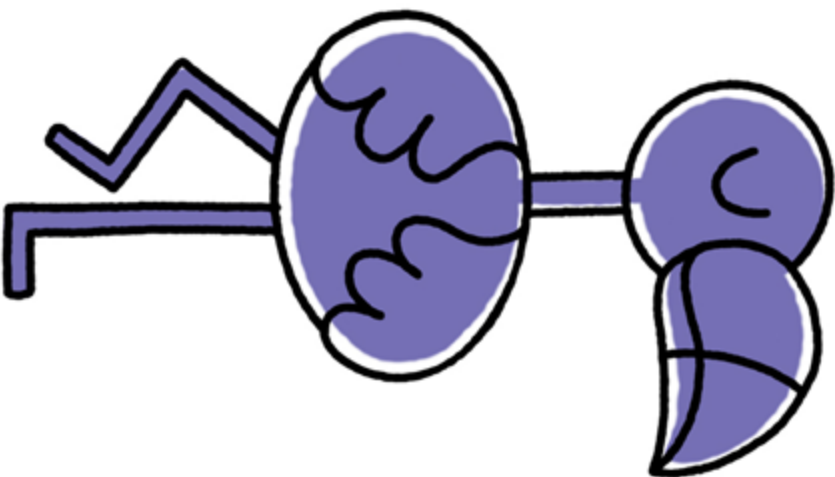
Animal Actions



Flap your arms like a bird 20 times.

4

Animal Actions



Stand on one leg like a flamingo for 30 seconds then switch legs.

1

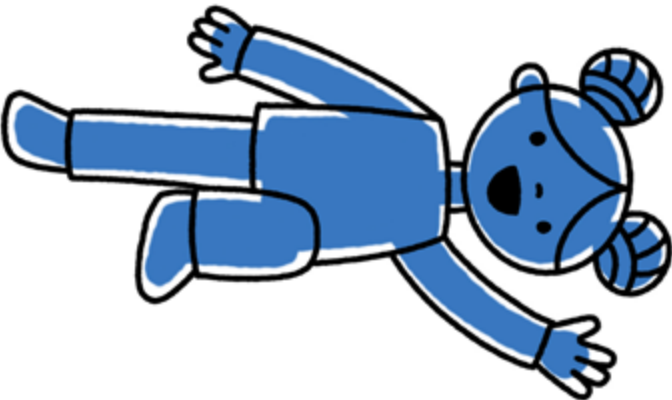
Super Stretches



Lie on the floor and lift up your arms and legs so you're balancing on your stomach, like a superhero flying through the sky.

2

Super Stretches



Pretend to climb up a wall like a super spider. Start with your right arm and leg, then your left; alternate 10 times.

Super Stretches STATION 2

3

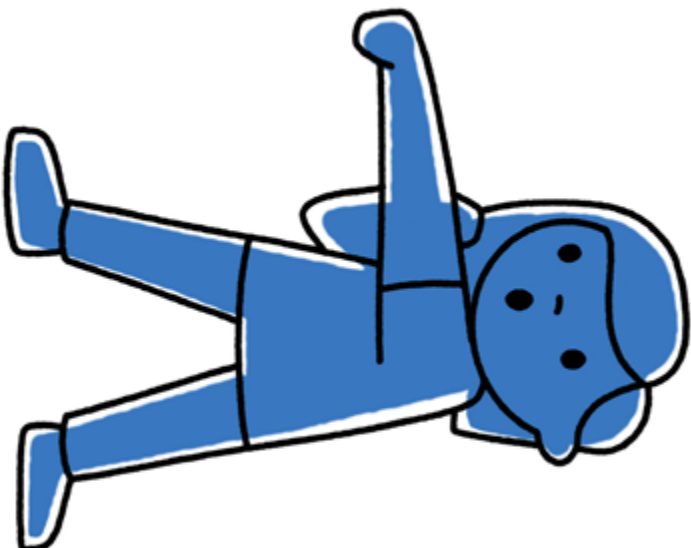
Super Stretches



Run in place as fast as you can, like a super speedster, for 30 seconds.

4

Super Stretches

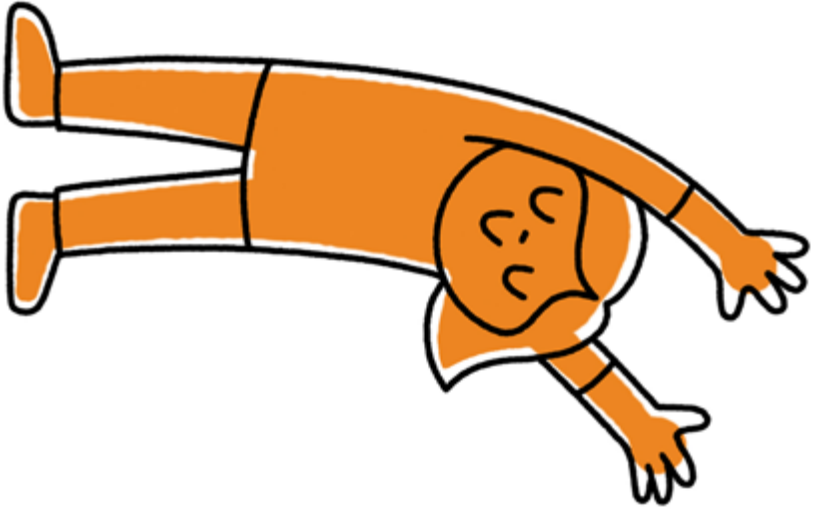


Super punch diagonally across your body 5 times with each side.

Minute Movements STATION 3

1

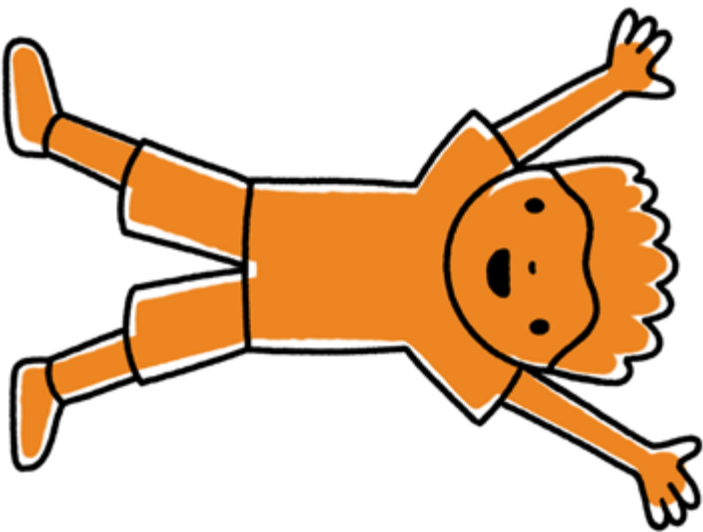
Minute Movements



Stretch to the left, then to the right for 1 minute.

2

Minute Movements



Do jumping jacks for 1 minute.

Minute Movements STATION 3

3

Minute Movements



Do squats for 1 minute.

4

Minute Movements

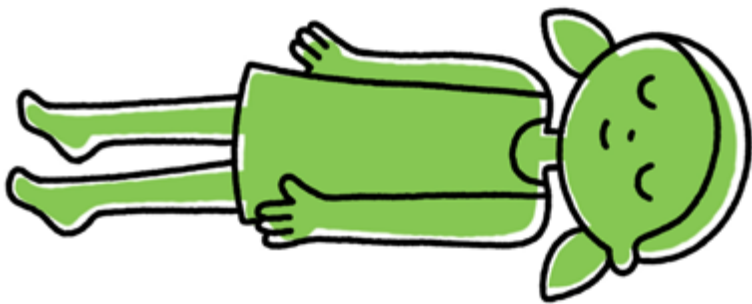


Do sit-ups for 1 minute.

Whole-Body Workout STATION 4

1

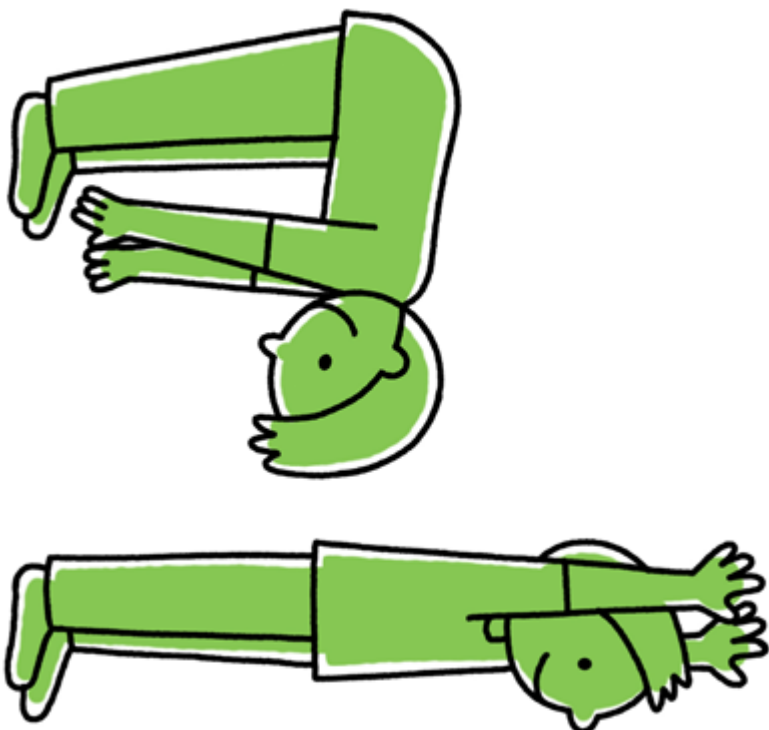
Whole-Body Workout



Lift up and down on your toes
10 times.

2

Whole-Body Workout

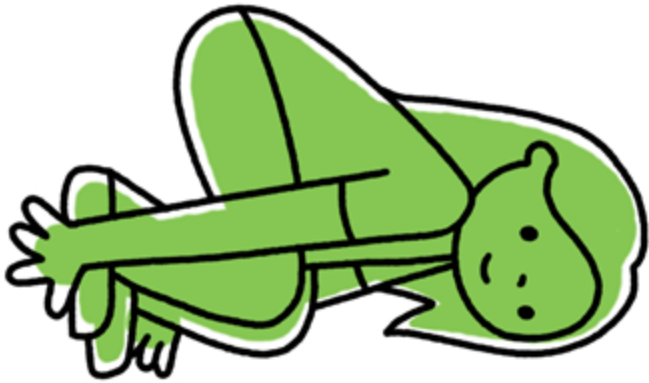


Touch your toes, then reach up
to the sky. Repeat for 1 minute.

Whole-Body Workout STATION 4

3

Whole-Body Workout



Squat down to the ground, then jump up and reach to the sky. Repeat 10 times.

4

Whole-Body Workout



Touch your right elbow to your left knee. Then touch your left elbow to your right knee. Repeat 4 times.



Grow Your Concentration Powers



A K-2 lesson and activity to help students identify what distracts them and build strategies to focus more.

Teach This microHabit!

Show your kids how to take small steps to reach big goals by teaching them to check that they have everything they need to complete a task before starting, so they don't need to break their focus.

Build Background Knowledge

Gather your students together and ask them what distracts them when they're trying to focus. Have them turn and talk to share their ideas. Then call on volunteers to share with the group any distractions either in school or at home. If needed, make suggestions: dogs barking, cartoons on TV, video games, siblings.

Divide a piece of chart paper in half. On one side, write "Distractions," on the other, write "Strategies." Record their ideas in the "Distractions" column. Some examples might be:

- A classmate talking to me
- Classmates having a side conversation near me

Distractions	Strategies
toys	a spot for each toy
unfocused	get your ears ready to listen
noise	close the door

- Toys, fidgets, or manipulatives to play with
- Thinking about what's for lunch
- Looking out the window
- Someone tapping a foot or pencil
- Thinking about something that happened at home

Time: 30-40 minutes

Objectives:

1. Identify distractions in their surroundings.
2. Discuss how distractions affect our focus.
3. Develop strategies to minimize distractions.

Materials:

- Chart paper
- Markers
- Find the Distractions printable



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Grow Your Concentration Powers *(Continued)*

Set the Purpose

Our brains are complicated. Even if we really want to focus, sometimes distractions get in the way. Distractions can be something happening around us, like someone making noise or trying to talk to us; they can be something that we're thinking about that happened earlier, like an argument with a sibling at home; or they can be something we like to play with. When you get distracted, you might miss important information, not have enough time to complete your work, or even get in trouble.

Engage

It is important to find the things that distract you, notice when you are distracted, and come up with ways to help yourself refocus so you can take control of your surroundings. What are some things you can do to help you refocus when you notice that you are distracted? (Write down student ideas on the chart paper in the "Strategies to Stay Focused" column. Make suggestions as needed.)

- *Take a deep breath*
- *Focus your eyes on your work*
- *Move to a different part of the room*

- *Take a quick break (walk down the hallway, get some water)*
- *Let a friend know that you're trying to focus*
- *Ask a teacher for help*

Have students turn and talk with a partner about one of the strategies that they like to use to help themselves refocus. Then share the "Find the Distractions" worksheet. Explain that students are going to find and circle all of the distractions in the picture. Then they will need to draw a new room free from distractions.

Reflect

We have been learning about different habits of health, and today, our focus was on having healthy surroundings by finding distractions and thinking of strategies to help us refocus. Think about how you might help yourself stay more focused tomorrow. When you get home, share what you learned with your grown-ups. Work together to find distractions in your home and think about how you might defeat those distractions.



Additional Ideas

Distract-O-Meter: Have students develop a "Distract-O-Meter" on which they can monitor their level of distraction. Have them match a refocusing strategy with each level and keep track of how many times they get distracted and which strategy best helps them refocus.

Bubble Distractions: Have students sit as they normally do during circle time. Then tell them you're going to distract them with bubbles. They cannot touch the bubbles or pay attention to them. Instead, have them choose ways to stop feeling distracted. After the bubble time, re-gather the children and ask them to talk about their feelings and how they managed their surroundings. What else could they have done?

Name: _____ Date: _____

Find the Distractions

Directions: Look at the picture below. Find and circle the 7 distractions. Then draw a room without those distractions.



Setting Routines for Super Sleep

A grades 3–5 lesson plan and activity to help kids learn about the importance of sleep and create their own sleep routines.



LESSON PLAN

Grades: 3-5



Habits of Healthy Sleep & Energy Management

Time: 30-40 minutes

Objectives:

1. Discuss why sleep is important.
2. Describe what helps you fall and stay asleep.
3. Take control of your sleep habits.

Materials:

- Chart paper or whiteboard
- *Super Sleep Strategies* worksheet



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Teach This microHabit!

Show kids how to take small steps to reach big goals by turning off their electronics an hour before bed each day.

Build Background Knowledge

Gather your students together and ask: *How do you feel after a bad night's sleep? How does it affect your day?* Have them turn and talk with a partner. Then ask: *How do you feel after a good night's sleep? How does it affect your day?* Have partners turn and talk again. Then take volunteers to share with the group. Make a two-column chart on the board or chart paper. Label one side “**Good Night's Sleep**” and one side “**Bad Night's Sleep**.” Record what students say in the appropriate column.

Good Night's Sleep	Bad Night's Sleep

Then ask: *Why is sleep important?* Have students share their ideas with the group.

Set the Purpose

Today you are going to think about ways that you can be a Super Sleeper. Sleep helps your body grow; it repairs your muscles and calms your body. Sleep can affect every aspect of your day. When you don't get enough sleep, you can feel sluggish or even get sick. When you get a good night's sleep, you usually feel more focused and ready to tackle challenges throughout the day. A healthy sleep routine can help you fall asleep faster and stay asleep longer.

Engage

Invite students to discuss their bedtime routines with a partner. Then ask for volunteers to share with the group. Record students' responses. If needed, suggest:

- *Taking a bath*
- *Playing calm music*
- *Listening to a story*

Setting Routines for Super Sleep *(Continued)*

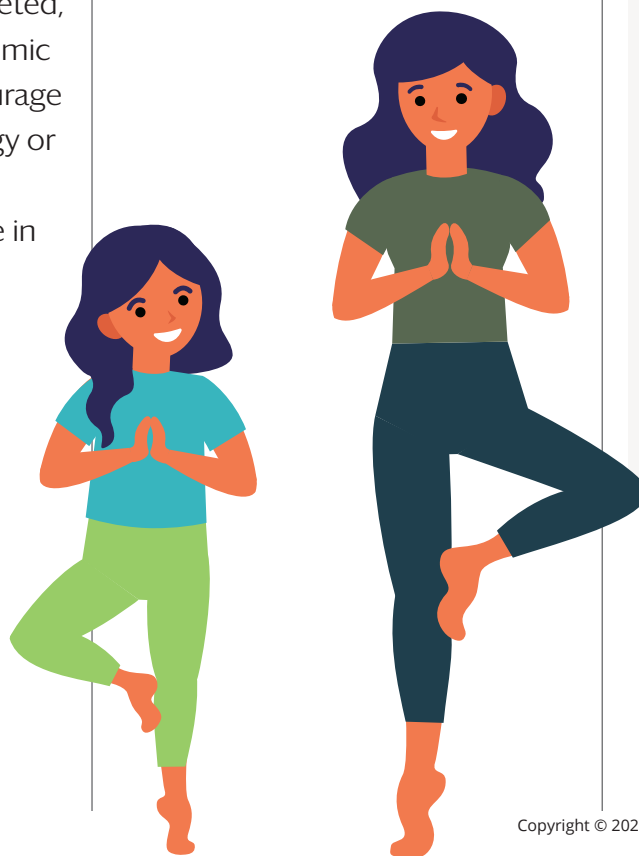
- *Putting away electronic devices*
- *Counting back from 100*
- *Writing in a journal*

Ask students what they notice is similar among all of the habits. *(They all help you calm down and unwind before sleep.)*

Introduce the *Super Sleep Strategies* worksheet to students. Explain that they will be making a comic strip. The comic should illustrate either a bedtime routine they already practice that helps them fall asleep or a new one they want to try out. Distribute the worksheet to students and send them off to work independently. Once completed, have students share their comic strips in small groups. Encourage them to describe the strategy or routine they chose and the steps they chose to illustrate in the process.

Reflect

We have been learning about different habits of health, and today, our focus was on practicing healthy habits and routines to help you fall asleep faster and stay asleep longer. When you go home, have a conversation with your grown-ups about your sleep routine. Share your comic strip and explain what you learned about the importance of sleep. Help others in your family set up their own healthy sleep routines.



Additional Ideas

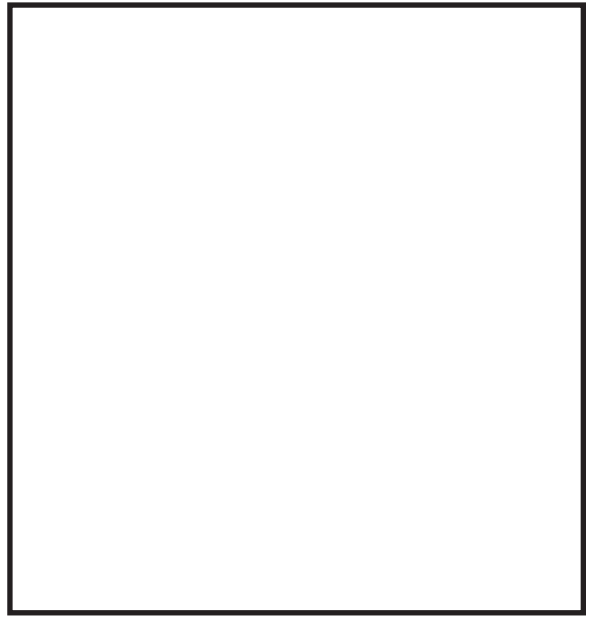
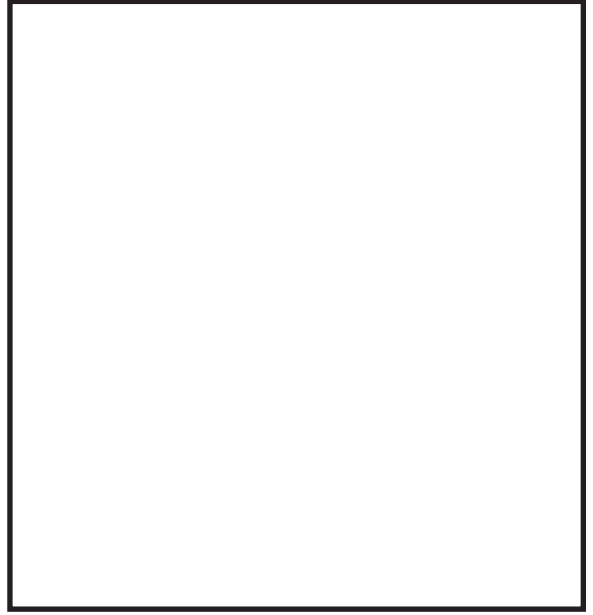
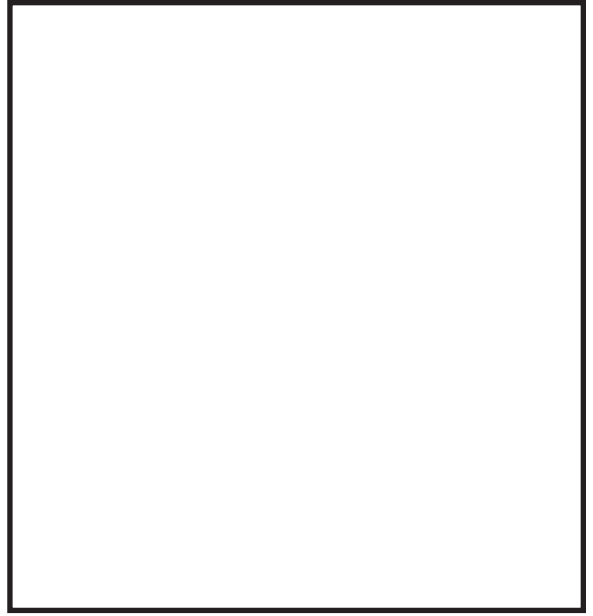
Create a Sleep Log (bullet journal style): Hand out graph or dotted paper and share some bullet journal styles for tracking habits. Ask kids to create a sleep tracker. Have them track when they go to sleep and wake up every day for a week. When they bring their data to class, create a class tracker and discuss your findings.

Draw a Map of Your Sleep Routine: Using architect markings and graph paper, have students draw a map of their bedroom and/or bathrooms. Then have them visually share how they prepare for bed by following a routine and removing distractions.

Directions: Draw your own sleep routine comic strip to keep by your bed as a reminder.

How I Get Ready for a Good Night's Sleep

by: _____





Curious Chefs Cook for Their Families

A grades 3–5 lesson plan and activity to help kids identify, plan, and cook healthy food.

Teach This microHabit!

Show kids how to take small steps to reach a goal by asking them to sort their favorite fruits and vegetables by color and have them choose different colors to eat at each meal.

Build Background Knowledge

Gather your students together and ask them if they think “some foods are healthier than other foods.” Record their observations on chart paper.

Ask:

- *What makes food healthy?*
- *What are some healthy foods that you like to eat?*
- *What healthy foods can you eat that come in different colors?*

Set the Purpose

One way to take care of yourself is by making healthy food choices, but you don’t always get that kind of control at home when you’re a kid. Everyone has a favorite meal they like to eat, but do you have a favorite meal that’s also healthy?

A balanced, nutritious meal helps your brain and body grow. The food you eat can make you feel sluggish and slow or energized and ready to take on the day.

We will be learning how to eat through a rainbow of food each day and how to make a colorful, healthy dinner for your family at home.

Time: 40-50 minutes

Objectives:

1. Learn to identify healthy, nutritious foods.
2. Plan a favorite meal from shopping to dinner table.
3. Together with a grown-up, cook a healthy family meal.

Materials:

- Activity cards for Curious Chefs Cook
- Chart paper
- *Eat Through a Rainbow of Food* printable



Curious Chefs Cook for Their Families *(Continued)*

Engage

Have you ever looked at the nutrition facts on the food you eat? You might be surprised at what you find. Different foods have different nutritional values. Some foods are higher in sugar or fats, while others are higher in fiber or protein. To make healthy, nutritious meals, it's important to know the nutritional value of the foods you eat.

Show students a nutrition label for potato chips vs. a baked potato. Discuss the nutrition parts of the label. Ask students what they notice about the label and what it tells them about the food.

As a class, play the swap game. Use the set of images to think about what foods could be swapped for healthier foods. Choose a card like the french fries and ask them what food they could swap for fries to make it healthier. Then choose the jelly card and see if they can come up with a fruit that might be a good swap for a peanut butter and jelly sandwich (banana or apple?).

Split the class into smaller groups and give each a set of cards. Have them build a rainbow of healthy food and then discuss what meals might use the most colorful foods. Ask them to share their meal ideas.

After the activity, say, "Now it's time to plan out a colorful, healthy meal for your family. Using what you learned from the Food Swap Game and the "What's for Dinner?" worksheet, brainstorm healthy meals you can make with your family. Then identify all the foods you need for your meal. Example: chicken, rice, broccoli, red pepper, and lemon. Remember to keep it colorful!"

Reflect

We have been learning about different habits of health, and today, our focus was on how you can plan and make a healthy, colorful meal for your family. What did you learn about the nutritional value of food? What is important to remember when planning a meal for your family? How can you keep up healthy eating habits at home?



Additional Ideas

Flip This Dish: Have students think of a favorite family meal that perhaps is not very healthy. Then have them flip the dish to be more healthy. Encourage students to include colorful fruits and vegetables into the dish and swap out some unhealthy ingredients to make the dish healthier.

Create a Cultural Cookbook: Invite your students to speak with their families about a traditional or favorite family recipe. Have them think about how to make the dish healthy and balanced (if it isn't already). Then have each student bring in the recipe. Compile all of the recipes into a class cookbook.

Activity cards to use with *Curious Chefs Cook for Their Families*, a lesson plan about healthy eating & hydration for grades 3-5.

Directions: Cut out cards and laminate for use with lesson plan.



Lettuce



Popcorn



Potatoes



Cookies



Bananas



Tomatoes



Granola Bars



Potato Chips



Soft Drink



Apples



Jelly



Cheese



Milk



Bread



Beef



Fish

Name: _____ Date: _____

Eat Through a Rainbow of Food

Directions:

1. Write the ingredients needed to make your favorite healthy meal.
2. Put a check mark next to colorful food ingredients.
3. Make the meal!

<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____

Draw a picture of your colorful meal.

Did you like the meal you made? Why or why not?

Calm, Cool, and In Check With Our Emotions

A grades 3–5 lesson plan and activity to teach students self-soothing strategies to help them stay calm and manage their emotions.



LESSON PLAN
Grades: 3-5



Habits of a
Healthy Mind

Teach This microHabit!

Show kids how to take small steps to reach a big goal by practicing being quiet for 1 to 2 minutes after lunch and before class time starts again.

Build Background Knowledge

Gather your students together. Ask students to describe a situation when they might feel or have felt the way the emoji shows. Encourage them to turn and talk with a partner, then call on volunteers to share. Then, ask: “How are you feeling today?” Remind students that throughout a day, we may experience a range of emotions. Have students turn and talk with a partner about how they are feeling and why.

Set the Purpose

Recognizing your emotions and knowing what those feelings mean can help you regulate, or manage, those feelings. When you are very upset or angry, it can be difficult to calm down, which can lead you to say or do something that you might later regret. Having a set of self-soothing strategies that you can rely on can

help you regulate your emotions and calm down during stressful moments.

Engage

Display the Mood Meter on the board or on a large piece of chart paper. Discuss each quadrant and list a couple of examples of the types of moods that might fall into it. Then have students suggest more moods that would fit in each quadrant.

Afterward, encourage students to identify where they fall on the Mood Meter. Have them turn and talk with a partner to explain why they placed themselves in that quadrant.

Gentle reminder: Some students may not feel comfortable with sharing their emotional state. Make sure to avoid cold-calling or putting students on the spot during this activity.

Time: 20-30 minutes

Objectives:

1. Label your emotions.
2. Identify where emotions fall into each quadrant of the mood meter.
3. Learn self-soothing strategies to help regulate emotions.

Materials:

- Colored markers
- *Zones of Regulation Mood Meter* printables
- *Calming Cards* deck
- *Make Your Own Calming Cards* template



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Calm, Cool, and In Check With Our Emotions *(Continued)*

Developing strategies to help you calm down and manage your emotions while you are in a calm and neutral mindset can help you use those strategies when you are experiencing more intense feelings. What are some strategies you like to use to help yourself calm down?

Call on volunteers to share self-soothing strategies. Record students' ideas.

Today, you will have a chance to explore some strategies for checking in with your emotions. On each card is a strategy that you can use to help yourself calm down when you are feeling strong emotions. Try out a few strategies and see which ones feel natural to you. In the future, whenever you are having strong emotions, you can look through the cards and find a strategy that will help you calm down.

Show students some of the Calming Cards and go over the strategies shown. Then pass out a card to each small group of students (4 to 5 in a group) and have them try out the strategy shown. Hold on to strategies that will take longer, like doing a puzzle. Give each group 1 to 2 minutes to try out each strategy,

then have groups trade cards and try a new strategy. Repeat several times.

Afterward, distribute a blank Calming Card to each student and encourage them to design their own self-soothing strategy. Have them write the strategy name and draw an illustration to accompany it. Add students' cards to the deck and make sure students know where the deck will be in the classroom so they can access it whenever they need a calming strategy. Consider putting the cards on a binder ring for easy use.

Reflect

We've been learning about different habits of health, and today, our focus was on a healthy mind. Take a moment to think about these questions. (Have students turn and talk, then invite a few students to share with the whole group.)

- *Why is it important to identify how you are feeling?*
- *Why is it important to regulate your emotions?*
- *What is one strategy you can use to help yourself calm down?*



Additional Ideas

Create a Calming List: Have students think about ways to calm themselves down: paying attention to breath, using a fidget tool, finding a friend to talk to. Have kids make their own calming list of things they can do to calm down. Tape the lists to students' binders or desks for a quick reference.

Make a Glitter Jar: You will need a jar or plastic bottle, a jug of warm water, 60 ml of glitter glue, 3 drops of gel food coloring, 60-80 grams of glitter. Add warm water to the container until it is about a third of the way up. Add glitter glue followed by the three drops of food coloring. Then pour in the glitter and add more water to top off the container. For a slower-moving effect, you can add a squirt of baby oil or liquid soap.

Zones of Regulation Mood Meter

GO

Green Zone Emotions

Happy

Proud

Positive

Calm

Thankful

Content

Zones of Regulation Mood Meter

**REST
AREA**

Blue Zone Emotions

Bored

Sad

Tired

Shy

Disappointed

Depressed

Zones of Regulation Mood Meter

SLOW

Yellow Zone Emotions

Excited

Worried

Silly

Nervous

Annoyed

Embarrassed

Zones of Regulation Mood Meter



Red Zone Emotions

Upset

Exhausted

Angry

Aggressive

Mad

Terrified

Calming Cards

Directions: Cut out cards, punch holes, laminate, and put on an o-ring.



Breathe in on a three-count and breathe out on a three-count.



Visualize a calm, peaceful place. Think about what it would look like, smell like, sound like, and feel like there.



Ask an adult if you can **take a quick walk** down the hallway.



Have a **drink of water** and sip it slowly.



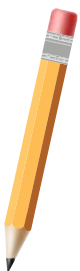
Do a **yoga pose** like "Downward Facing Dog" or "Child's Pose."



Shake a glitter jar and watch the glitter settle.



Write your feelings in a journal or on a piece of paper.



Write a creative story that takes your mind off the moment.



Draw or, if possible, **paint** a calming scene.



Calming Cards

Directions: Cut out cards, punch holes, laminate, and put on an o-ring.



Find a safe space and do some **jumping jacks** or **wall push-ups** to release energy.



Do a **puzzle**.



Repeat a **personal mantra** like "I am calm" 5 times.



Stretch your body.



Put your hands on your belly and pretend like it is a balloon that you have to inflate by breathing deeply.



Squish some putty or a stress ball.



Think of 5 things you are **grateful** for.



Turn over a **1-minute sand timer** and watch the sand run out.












Go to a calm-down corner and **read a book**.



Name: _____ Date: _____

Make Your Own Calming Cards!

 _____ _____	 _____ _____	 _____ _____
 _____ _____	 _____ _____	 _____ _____
 _____ _____	 _____ _____	 _____ _____



**Habits of
Healthy Motion**

Time: 30-40 minutes

Objectives:

1. Define and discuss personal goals.
2. Set personal fitness goals.
3. Create microHabits to help achieve personal fitness goals.

Materials:

- Markers
- Chart paper
- *Taking Small Steps Toward Fitness* printable

Taking Small Steps to Get Active

A grades 3–5 lesson plan and activity to help kids get more active by setting physical fitness goals.



Teach This microHabit!

Show your kids how to take small steps to reach big goals by teaching them to do sit-ups for 1 minute each day.

Build Background Knowledge

Gather your students together. On the board or chart paper, display the images of different goals. Ask students what all of the images have in common. Take different suggestions, and, if needed, ask prompting questions. Discuss that the images all show goals. Ask: *What is a goal in sports?* Have students turn and talk, then take volunteers to share ideas with the group. Record ideas on the board or a piece of chart paper. If time allows, watch a video clip of an exciting sports goal.

Then discuss the meaning of a personal goal. Share your own large goal (e.g., learning yoga, cooking more vegetables, or going to sleep earlier, etc.). Then have students turn and talk and share their own big personal goal with a partner. Come back together and ask for volunteers to share with the group. Record their ideas.

Say: While good to have, large goals can sometimes feel overwhelming. It can take a long time to see the results of large goals. However, if we take our large goals and break them down into smaller pieces, then they become something that feels achievable. These are called microHabits, or small actions that can be done consistently, over time, and eventually lead to big changes in a routine or accomplishing a larger goal.

Set the Purpose

Exercise is important to keep your body healthy, your mind sharp, and your emotions positive. Regular exercise can help you feel happier, more focused, and less stressed. Finding even a few minutes to exercise daily can help you reach a larger goal of being healthier overall.

Today we will focus on setting healthy motion goals and coming



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Taking Small Steps to Get Active *(Continued)*

up with microHabits to help us achieve those goals.

Engage

Let's think about my goal of "getting healthier." That feels like a very big goal. There are many steps that go into getting healthier. Can you help me think of some microHabits I could set to help me get healthier?

Take student suggestions and record them on the board or chart paper. If needed, suggest things like:

- Getting 8 hours of sleep every night
- Making healthy, nutritious meals



- Exercising for 30 minutes every day
- Spending time doing things you love to do

Now go back to the goals you shared with your partners earlier. Think of some smaller microHabits you could do to achieve those goals. Allow students time to turn and talk with their partner.

"Let's take a look at the *Taking Small Steps Toward Fitness* worksheet." As you read through each small step, have students stand up to show if a small step is something they think they can do or sit down if it is not.

Ask students what they notice about the different goals (they are all small goals based on microHabits). Explain to students that they will be setting one large personal fitness goal and creating their own microHabits to achieve this goal. Send students off to work independently, then come back together and ask for volunteers to share their goals and microHabits.

Reflect

We have been learning about different habits of health, and today, our focus was on setting fitness goals and breaking down our larger goals into smaller, more manageable microHabits. Discuss what you learned about setting fitness goals and microHabits at home with your family. Talk to them about setting up a family exercise routine and think of microHabits you can do to keep up your fitness routine each day.



Additional Ideas

Create Your Own Exercise

Routine: Have students create their own exercise routine and make a poster with text and visuals explaining and showing their routine. Encourage them to break down their routine into manageable steps that they can teach to their classmates.

Name: _____ Date: _____

Taking Small Steps Toward Fitness

Directions:

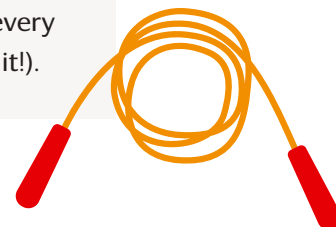
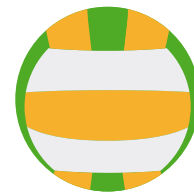
1. Set and write down a large fitness goal for yourself.
2. Think of 3 microHabits to help you achieve that goal.

Example:

Large Fitness Goal: Running a 5K

3 microHabits:

1. Track your steps every day.
2. Walk 5 minutes first thing every morning (walk more if you want to!).
3. Run for at least 60 seconds every day (run more if you feel like it!).



My Fitness Goal:

microHabits:

1. _____

2. _____

3. _____

Take Charge of Your Choices in Tricky Situations

A grades 3–5 lesson plan and activity to help kids handle challenging situations in a healthy and positive way.



Teach This microHabit!

Show students how to take small steps to reach bigger goals by teaching them how to focus for 5 minutes when the teacher is explaining homework. Open your eyes and ears and get ready to ask an appropriate question.

Build Background Knowledge

Have students sit at their desks. On the board, put up the prompts below. Instruct students to reflect in a journal or on a piece of lined paper. Provide about 10 minutes for this activity.

- *Think of a situation that made you feel angry, upset, or uncomfortable.*
- *What made you feel that way?*
- *How did you respond at the time?*
- *Do you think you handled the situation in a healthy way? Why or why not?*
- *What might you do differently next time?*

After 10 minutes, or once students are done, gather them together and ask for volunteers to share. If no one volunteers to share, have your own example prepared.

Gentle reminder: Be sensitive to the fact that some students may not feel comfortable sharing situations in which they felt sad or angry. Only call on those students who volunteer, and make sure to create a safe and supportive environment by reviewing expectations.

Set the Purpose

We've been learning about building habits for health, and now we will focus on how to handle a situation that makes us feel upset, uncomfortable, or angry. It is normal and OK to feel stressed, sad, or even angry, but it is never OK to hurt the feelings or bodies of others. Luckily, there are many positive and healthy ways to handle difficult situations.

LESSON PLAN
Grades: 3-5



Habits of Healthy Surroundings

Time: 40-50 minutes

Objectives:

1. Evaluate a difficult situation when it arises.
2. Learn strategies to handle challenging and uncomfortable situations.
3. Improve impulse control by stopping, challenging, and choosing a healthy strategy.

Materials:

- Chart paper or whiteboard
- *Stop. Challenge. Choose.* scenarios sheets



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Take Charge of Your Choices in Tricky Situations *(Continued)*

Engage

On the board or on a large piece of chart paper, create two columns titled I can... and I should not ...

Share the following scenario with the class.

• *You are on the playground during recess, and you see two kids from your class sitting on the swings. There is one swing open next to them, so you walk over and ask if you can join them. They both look at you, and one of them says, "No, we don't want to hang out with you."*

"Now, let's think *what are some things you should not do in this situation?*"

Have students turn and talk with a partner then come back together and ask for volunteers to share what they and their partner discussed. As they share, record their ideas in the "I should not" column on the board.

Now, let's think of some positive things you can do to handle this situation.

Once again, have students turn and talk, then come back together and, as students share, record their ideas on the board, this time in the "I can" column.

Say, "These are all great ideas. As you experience other situations, I want you to think about three steps you can do to respond in a healthy, positive way."

- **Stop:** *Stop and take a deep breath.*
- **Challenge:** *Challenge any negative thoughts you might have in response to a situation.*
- **Choose:** *Choose to respond in a healthy, positive way.*

Go through each of the scenario cards, giving students time in small groups to think about the scenario and come up with other positive, healthy ways to respond to the situation. Bring the students back together to share.

Then give students the *Stop. Challenge. Choose.* worksheet. Have them work independently to think of positive and healthy ways they can resolve difficult situations.

Reflect

We've been learning about different habits of health, and today, our focus was on taking charge of your environment and making positive choices. What is important to remember when you are faced with a difficult situation? What should you do next time you feel angry or sad? What is one thing you learned today? (Have students turn and talk to a partner and invite a few students to share with the whole group.)

Additional Ideas

Write Your Own Stop. Challenge. Choose. scenario:

Have students work with a partner to come up with their own scenario and *Stop. Challenge. Choose.* responses. It can be from their imagination or based on experiences. Students can share their scenarios and solutions with the class.

Name: _____ Date: _____

Scenario cards to use with *Take Charge of Your Choices in Tricky Situations*, a lesson plan about the habits of healthy surroundings for grades 3-5.

Scenario 1:

You got a bad grade on a math test. You start thinking: "I'm bad at math." You feel angry and want to rip up your paper.



- Take a deep breath.
- Tell yourself: "One bad grade does not mean I am bad at math. It just means I need to ask for help."
- Talk to a teacher and ask for help.

Name: _____ Date: _____

Scenario cards to use with *Take Charge of Your Choices in Tricky Situations*, a lesson plan about the habits of healthy surroundings for grades 3-5.

Scenario 2:

The student in the desk behind you keeps poking you in the back with a pencil. You start getting annoyed and want to scream at them.



- Take a deep breath.
- Tell yourself: "I don't need to yell. I can politely ask them to stop."
- Turn around and tell the student to please stop. Move your desk a little bit forward. Calmly ask a teacher for help.

Name: _____ Date: _____

Scenario cards to use with *Take Charge of Your Choices in Tricky Situations*, a lesson plan about the habits of healthy surroundings for grades 3-5.

Scenario 3:

Your best friend made the soccer team, but you didn't. You are mad at your best friend and want to quit playing soccer.



- Take a breath.
- Tell yourself: "She worked hard to get on the soccer team. I can practice more and try out again next season."
- Congratulate your best friend and continue to practice playing soccer.

Name: _____ Date: _____

Scenario cards to use with *Take Charge of Your Choices in Tricky Situations* a lesson plan about the habits of healthy surroundings for grades 3-5.

Scenario 4:

You lost your favorite pencil. You start feeling angry and upset. You want to yell and stomp your feet.



- Take a deep breath.
- Tell yourself: "Even though this was my favorite pencil, I have other really cool pencils that I like."
- Pick out and use another pencil.

Name: _____ Date: _____

Stop. Challenge. Choose.

Read each scenario below and write your own *Stop. Challenge. Choose.* responses.

Scenario 1:

You get home and you find your sibling reading your diary and laughing. You feel yourself getting angrier and want to run after and hit your sibling. What can you do instead?

Stop: _____

Challenge: _____

Choose: _____

Scenario 2:

Someone accidentally knocks over your water bottle. You get angry.

Stop: _____

Challenge: _____

Choose: _____

Scenario 3:

You keep spelling a word wrong. The person behind you laughs at you. You feel upset and tell yourself you're not good at spelling.

Stop: _____

Challenge: _____

Choose: _____