

# ROOT™ 4 Her!

## Curriculum

GRADES  
6-8

A PROGRAM OF

**GENYOUTH™**  
CREATING HEALTHIER SCHOOL COMMUNITIES™

IN COLLABORATION WITH





A Program of



Made possible through the support of the Milk Processor Education Program and the NFL Foundation

In Collaboration With



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## About Root4Her

GENYOUth's Root4Her program, designed especially for middle school girls, is centered on providing resources, support, strategies, and motivation to make movement an important part of girls' quest for social, emotional, nutritional and physical good health.

Root4Her addresses a critical issue—Girls' participation in physical activity is particularly challenged as they move into middle and high school, with low self-confidence, body image, and lack of encouragement and support among the top reasons girls phase out from both competitive and non-competitive activity alike.

## About GENYOUth

GENYOUth is a 501c3 nonprofit organization that creates healthier school communities. Founded by America's dairy farmers and the NFL, GENYOUth convenes a network of private and public partners, including Fortune 100 companies and foundations, to raise funds for youth wellness initiatives that give youth the inspiration, motivation, and programs to be healthy high-achieving students. GENYOUth's flagship program, Fuel Up to Play 60, enrolls over 73,000 U.S. schools, reaching over 38 million students. Our school nutrition grants increase access to healthy school meals among food insecure students. NFL FLAG-In-Schools is the fastest-growing youth sport in the country (ages 6-14) with over 32,000 flag kits to school communities reaching over 15 million students. AdVenture Capital brings out the entrepreneurial spirit and creativity of students with the support of corporate mentors to solve real world problems. GENYOUth is the official charitable partner of Taste of the NFL, a purpose-driven Super Bowl culinary experience that raises awareness and generates funds to fight hunger and food insecurity to support the organization's commitment to end student hunger.

## About MilkPEP

MilkPEP proudly represents and serves America's dedicated and hardworking milk processors. We drive demand for dairy milk through category-level national consumer marketing, research and insights, partnerships, education and more.

MilkPEP's campaigns are designed to educate while safeguarding milk's reputation and nutritional benefits.

## About NFL Foundation

The National Football League Foundation is a nonprofit organization dedicated to improving the lives of those touched by the game of football—from players at all levels to communities across the country. The NFL Foundation and its members, the 32 NFL clubs, support the health, safety and wellness of athletes, youth football, and the communities that support our game. For more information on the NFL Foundation, visit: [www.NFLFoundation.org](http://www.NFLFoundation.org).

## About SHAPE America

SHAPE America — Society of Health and Physical Educators serves as the voice for 200,000+ health and physical education professionals across the United States. The organization's extensive community includes a diverse membership of health and physical educators, as well as advocates, supporters, and 50+ state affiliate organizations.

Since its founding in 1885, the organization has defined excellence in physical education. For decades, SHAPE America's National Standards for K-12 Physical Education have served as the foundation for well-designed physical education programs across the country. Additionally, the organization helped develop and owns the National Health Education Standards.

SHAPE America provides programs, resources and advocacy that support an inclusive, active and healthier school culture, and the organization's newest program—health. moves. minds.®—helps teachers and schools incorporate social and emotional learning so students can thrive physically and emotionally. For more information, visit [shapeamerica.org](http://shapeamerica.org).

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**ROOT**  
*4 Her!*

**Unlock Your  
Confidence**

### OVERVIEW

(Physical Activity) This module pairs with the fitness kit equipment and provides tips, tools and tactics that will help girls to develop new fitness skills while building confidence in their abilities.

### LEARNING TARGET

- I can explore my identity and build confidence through movement.
- I can connect with others through movement.

### WHY

- Movement is an action. An action is a representation of who you are and influences the way you think and feel.
- People connect through shared experiences and by doing things with others. Social interaction during movement can increase enjoyment.

### STANDARDS

#### National Standards for K-12 Physical Education

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

### EQUIPMENT/MATERIALS

- Music
- [Social Spell Cards \(p. 46\)](#)
- Yoga mats
- [Mind Heart Body Connection Exit Ticket \(p. 62\)](#)

# LESSON 1 Mind-Heart-Body Connection

## INTRODUCTION

*"Let's begin by creating a circle around the space."*

## LESSON PROCEDURE

### STEP 1

#### Warm up: Magic Signature

*"A communication circle is a place for all students to have a voice and to practice their communication skills of bringing celebrations & concerns to the group as well as practicing active listening to others' thoughts and ideas."*

Emphasize that everyone has a place and voice in the circle if they choose to use it.

*"Today we will explore pieces of yourself and identity through movement. We are made up of our mind, hearts and bodies all of which work together and support one another to become who we are. Our minds represent the way we think and feel about ourselves. Our hearts represent the way we feel and care about others. We will use movement to explore how our bodies can move because our bodies can do amazing things and our actions influence the way we think and feel about ourselves and others. Movement and physical activity also supports our health and can be used to express ourselves."*

*"We will begin by focusing on our name and how it represents who we are. I will start..."*

- a. Introduce yourself by pronouncing your name for everyone else around the circle
- b. Turn to a partner and identify 1 thing you like about your name or its origin
- c. Next you are going to create an action for your name (body movement, hand movement, etc...) This is your Magic Signature.
- d. Instruct students to find a partner and introduce themselves with their name and movement
- e. Repeat until students have greeted several others in the class

### STEP 2

#### Animal Action

*"We often show who we are and what is important to us through our actions. In this next activity we will practice an action that we feel represents or might be a demonstration of who we are."*

- a. Instruct students to find some open space with a partner
- b. Determine who is partner 1 and who is partner 2
- c. Silently, have each student identify: "If you were an animal, what animal would you be?"
- d. When the music starts partner 1 will create a yoga pose that represents their animal and partner 2 will shadow, copying the pose
- e. Stop the music. See if partner 2 can guess the correct animal
- f. Invite partner 1 to share if partner 2 was correct and the reason they chose that pose with that animal
- g. Switch lead and follow
- h. Repeat with a new partner or several if desired

### STEP 3

#### Social Spell It ([Social Spell Cards, p. 46](#))

*"While it's important to value ourselves and our own identity, connecting with others can increase enjoyment of activities and experiences. It takes energy to put effort into something, especially when you need to put your best foot forward in social situations. The next activity will give us an opportunity to create a shared experience with someone else which can make us feel good and an opportunity to incorporate movement by practicing some yoga poses. Yoga is a great activity to do alone or with a friend and incorporates taking care of your mind and body."*

# LESSON 1 Mind-Heart-Body Connection

This activity has 3 parts:

## Part 1

- a. Instruct students to: Without talking form a line based on how many letters are in their name from fewest to most. Example: If a student has 2 letters in their name, they should be on the far left and someone with 10 would be closer to the far right.
- b. Give them the time they need to figure out how to communicate without talking and then to organize themselves into the line.

## Part 2

- c. Pair students up for the next part by the number of letters in their name. Students with the fewest letters in their name should be paired with students with the most.
- d. Once paired, instruct students that their next task is to earn letter cards to spell both their and their partner's names. To do this they will complete the yoga poses associated with the letter (have several cards of each letter available most likely as many students will have repeats in their names).
- e. Take time to demonstrate the activities and allow students to choose a safe space within the gym to complete the activity.
- f. Have students complete a total of 10-12 yoga poses
- g. If a pair of partners has less than 10 letters in their name, instruct them to spell their name twice. If you have several students with several letters, you can give them a 2 for 1 deal on vowels or consonants.

## Part 3

- h. As a group, have students build a crossword puzzle using everyone's name
- i. As each person's name is added to the puzzle, have the entire group complete that person's magic signature
- j. Use connection cards as needed but try to use as few connection cards as possible
- k. When a student is done adding their own name, they should help others find how to fit theirs in the puzzle

## STEP 4

### Conclude/Reflect/Set a Goal

*"Today you used your body to explore and express your name and how you feel it represents you. You also had a chance to practice a variety of yoga poses. Yoga is a great movement activity that anyone can do. What's great about yoga is that it really focuses on the mind, heart and body connection that we have been discussing today. Choose one activity we did today and share with a partner if the activity best expresses your mind, heart or body magic. Explain why you think so."*

[Mind Heart Body Connection Exit Ticket](#) on [p. 62](#) can be used here.

## References

- Pillay, MD, S. (2016, March 28). *How simply moving benefits your mental health*. Harvard Health Publishing. Retrieved July 25, 2022, from <https://www.health.harvard.edu/blog/how-simply-moving-benefits-your-mental-health-201603289350>
- Engels ES, Freund PA (2020) *Effects of cooperative games on enjoyment in physical education—How to increase positive experiences in students?* PLoS ONE 15(12): e0243608. Retrieved July 25, 2022 from <https://journals.plos.org/plosone/article/file?id=10.1371/journal.pone.0243608&type=printable>



### LEARNING TARGET

- I can recognize benefits of movement and choose activities I can do for enjoyment.

### WHY

- Physical Activity can help regulate the brain, build confidence in one's abilities, and be a vehicle of self-expression.
- By exploring different activities, we can begin to take ownership of our own health and wellness and identify activities we can do for health, stress relief, challenge and enjoyment.

### STANDARDS

#### National Standards for K-12 Physical Education

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

Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

### EQUIPMENT/MATERIALS

- [FUTP 60 Activity Cards \(p. 56–60 in Appendix\)](#)
- [P.A. Passport \(p. 50\)](#)
- [Yoga Cards \(p. 51\)](#)
- [Stability Ball and Resistance Band Activity Idea Cards \(p. 77\)](#)
- Stability Balls
- Yoga Mats
- Resistance bands

## LESSON PROCEDURE

### STEP 1

#### Warm up: Magic Signature

"Using your Magic Signature, greet 3 students you have not yet worked with in the class."

### STEP 2

#### Activity 1: True or False (communication circle)

"I'm going to read several statements about physical activity and want you to identify if you think they are a fact or a myth. If you think the statement is a fact, respond by doing a yoga pose you remember from last class for 10 seconds. If you think the statement is a myth, jump rope in place and add a 360 degree turn!"

#### Statements

1. Physical activity increases our enjoyment of being around others. (T)
2. Physical activity can only be exercise activities for 30 minutes or more. (F)
3. Physical activity can make you brave. (T)
4. Moving with others builds trust and belonging. (T)
5. Physical activity can make your brain more sensitive to joy. (T)
6. Physical activity has to be hard and painful, or it doesn't benefit us. (F)
7. Physical activity makes you more tired. (F)
8. Physical activity can change your self-image. (T)
9. Physical activity can be positively affected by consuming naturally nutrient rich foods and beverages like milk, which can repair, rehydrate and replenish your body. (T)
10. Milk helps you fuel up without the crash. It's a simple, easy source of protein when you need to stay energized. (T)

#### Reference

Milk facts from True or False activity retrieved from:  
<https://www.usdairy.com/news-articles/does-protein-give-you-energy>

### STEP 3

#### Activity 2: Passport to Enjoyment

"We've been talking about the power of movement and today is all about having a movement experience. You are going to get a P.A. Passport to travel around the space and try different activities. The activities at each station will focus on using the power of your own body to move and so we will use minimal equipment. You are going to get 5 minutes at each activity station. After each station, rate the activity on your passport on a scale of 1 to 5 by how much you liked it and would be willing to do it again. One is low, five is high."

Demonstrate & list the activities you would like them to try or use the FUTP 60 Activity Cards, Yoga Cards, Stability Ball and Resistance Band Activity Cards in the Appendix with visuals & directions.

#### Station Ideas

Use activities and equipment you have access to in order to give students an experience. Stations could include:

- Yoga poses (see [Yoga Cards on p. 51](#))
- Bodyweight exercises
- Dance moves
- Stability ball activities (see [Activity Cards on p. 56](#))
- Partner balance activities
- Pilates exercises
- Resistance band activities (see [Activity Cards on p. 58](#))

### STEP 4

#### Activity 3: Gratitude Meditation

Take students through a meditation to bring awareness to their heart, lungs, muscles, pulse, breath, movement, mind & senses. You can start at the head and work your way down the body to the toes. Instruct the students to show gratitude for the things each of these body parts & functions allows them to do in order to complete simple activities or meet challenging goals.

### STEP 5

#### Conclude/Reflect/Set a Goal

Instruct students to complete their P.A. Passport ratings and the reflection questions.

### Resources

Centers for Disease Control and Prevention. (2021, May 21). *The benefits of physical activity on brain health*. Division of Nutrition, Physical Activity and Obesity. Retrieved July 26, 2022, from <https://www.cdc.gov/nccdphp/dnpao/features/physical-activity-brain-health/index.html>

McGonigal, K. (2020, January 6). *Five surprising ways exercise changes your brain*. Greater Good Magazine. Retrieved June 15, 2022, from [https://greatergood.berkeley.edu/article/item/five\\_surprising\\_ways\\_exercise\\_changes\\_your\\_brain](https://greatergood.berkeley.edu/article/item/five_surprising_ways_exercise_changes_your_brain)

### LEARNING TARGET

- I can work with other people to increase enjoyment and achieve a common goal.
- I can learn & create new skills.

### WHY

- The individual is the strength of the group, and the group is the strength of the individual. Everyone needs help from time to time and being a part of something bigger than yourself can have lasting effects on your mind, heart, and body.
- Fitness activities and skills can take many forms. Thinking beyond what is presented can open new opportunities for activity and develop agency & ownership over one's capabilities.

### STANDARDS

#### National Standards for K-12 Physical Education

- Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.
- Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

### EQUIPMENT/MATERIALS

- Easel paper or bulletin board paper & markers
- Paper for visuals
- [Mix It Up worksheet \(p. 49\)](#)
- Root4Her Equipment Kit
- Optional: [Music Mapping Cards \(p. 61\)](#)

### PREPARATION

Hang easel pad paper or bulletin board paper around the gym.

## LESSON PROCEDURE

### STEP 1

#### Warm up: In Sync

*"Find a partner or join a group of 3. Practice jumping rope in sync without a rope. Share one time you worked with someone else to achieve a common goal. Then add 3 new skills to create a pattern. See how long you can jump your pattern in sync."*

### STEP 2

#### Activity 1: This is Us (communication circle)

*"Previously we examined representations of our identity and tried several different activities to explore enjoyment in activity. Today we will try some activities to examine the power of collaboration. Working with others can release chemicals in our brain and body such as oxytocin. Oxytocin makes us feel good and reach out to others for support & connection. Working with others can also change our perception of daunting tasks and make them seem easier than if we were to take them on ourselves."*

*"Before we begin working with others, what are some class courtesies we would like everyone to follow to keep the focus on enjoyment and working toward a common goal? Find a partner and see if you can come up with 3 courtesies that can help us stay focused. Examples might be: listen to everyone's ideas or keep a calm voice when solving a problem."*

- Give students 5 minutes to list their courtesies on the easel or bulletin board paper hanging around the gym. After 5 minutes conduct a gallery walk where students can star/circle 5-7 courtesies that are most important to them.
- Transfer these onto a larger visual that can be seen throughout the lesson.
- Repeat the process with discourtesies students would prefer are kept out of the lesson.
- Alternatively, to save time, teachers can have students share out their courtesies and write them on easel/ bulletin board paper and have students vote on the top 3-5.

### STEP 3

#### Activity 2: Mix It Up

*"In a previous session we worked with partners and together in a large group to create a puzzle. Today we will 'mix it up' to work with several others in the class to experience & create!"*

- Use the [Mix It Up worksheet on p. 49](#) to help students make connections with others.
- Direct students to find a new partner to complete each task with.

### STEP 4

#### Activity 3: Partner Workout

- Using the equipment from the kit (Yoga mat, Yoga block, stability ball & resistance band), challenge each set of partners to invent a partner activity, balance activity or exercise that can be done with a partner, for each piece of equipment.
- Instruct partners that each activity should be designed for partners to somehow be connected to each other or to the equipment they are using at the same time.
- Partners should choose the time or repetitions for each activity.
- Once the workout is designed, turn on music for the partners to complete their workout.

### STEP 5

#### Activity 4: Workout Jam

*"Physical activity can be done in several different ways and equipment doesn't always have to be used. In this next activity we are going to create a Workout Jam."*

- Have each group of partners match up with another set of partners to make groups of 4.
- Set students up to create a "Workout Jam" by using the following instructions. (*Music Mapping Cards* can be used for this activity to help students create their Jam.)
  - Give groups 2 minutes to choose a workout song (or you can skip this step and the time by choosing a song yourself)

- ii. Explain to students that they will be creating a Workout Jam by developing an activity for each of the following parts of their song: Introduction, Verse, Chorus and Bridge
  - iii. Instruct students to develop an activity, balance, or even a dance step incorporating each kit piece of equipment. Example: Use the Yoga block for the song introduction, use the Stability ball for the song verse, etc...
- c. Challenge students to complete this activity in a set amount of time. Conclude by having them share out to another group or lead another group through their Jam!

### STEP 6

#### Conclude/Reflect/Set a Goal

Debrief Questions:

- If anything, what was hard about this activity?
  - If anything, what was easy about this activity?
- What are the benefits of working with others?
  - If anything, what would you have changed about this activity?
  - Are there any adjustments to your preparation or recovery you would make to this activity? Example: if you start with a glass of milk you can improve your endurance and help you go longer.

*"Remember, it's important to fuel your body before and after physical activity. Milk is a great source of protein to help your muscles recover or to give you a pick-me-up before you go all out."*

#### References

Di Bartolomeo, G., & Papa, S. (2019). The Effects of Physical Activity on Social Interactions: The Case of Trust and Trustworthiness. *Journal of Sports Economics*, 20(1), 50–71. <https://doi.org/10.1177/1527002517717299>

Keck Medicine of USC. (2022, March 31). *6 reasons why team sports are good for your health*. Retrieved July 24, 2022, from <https://hie.keckmedicine.org/blog/6-reasons-why-team-sports-are-good-for-your-health/>

**ROOT**  
*4 Her!*

**Fuel Your Body**

### OVERVIEW

In this lesson, students learn about the essential nutrients for sustaining health and energy.

Students identify key macronutrients and micronutrients the body needs and, using the [National Dairy Council Food Models](#), students identify the best choices to reach nutrient goals.

### TIME

One to two 45-minute classes

### OBJECTIVES

*In this lesson, students will:*

- Identify key nutrients;
- Describe ways in which key nutrients help the body;
- Identify sources of key nutrients; and
- Compare the nutritive value of different foods

### STANDARDS

#### NGSS

- MS-LS1-5. Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.
- MS-LS1-3. Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.

#### NHES

- 1.8.1 Analyze the relationship between healthy behaviors and personal health.
- 1.8.3 Analyze how the environment affects personal health.

### MATERIALS

In addition to common classroom materials and an internet connection, students will need:

- [National Dairy Council Food Models](#) (see "Preparation" for instructions)
- [Nutrient Challenge Activity Sheet](#) (six copies)
- Scissors
- Glue Sticks

### PREPARATION

1. Using the [National Dairy Council Food Models](#), select six cards from **each of the five food groups**, six from **Combination**, and six from **Others**, for a total of 42 cards.
2. Print and prepare the cards, affixing the nutritional information to the back of each food model card using one of the following options:
  - Prepare the cards yourself in advance of the class.
  - Have your students prepare the cards (cut them out, affix the information on the back) using scissors and glue sticks.
  - If you do not have access to a printer, you or your students can make flash cards, using the online food models as a guide.
3. Arrange students into groups of six.
4. Randomly divide the 42 cards into six piles, ensuring that each group has seven cards, one from each category.
5. Make six copies of the **Nutrient Challenge Activity Sheet**.
6. Ensure ability to share the [Nutrient Tables \(p. 65\)](#).



# LESSON 1 Making the Most of Your Meal

## INTRODUCTION

Ask the students about their familiarity with [MyPlate](#) and food groups. Accept all answers. Explain that you will be focusing on key nutrients and determining the best sources for those nutrients.

## LESSON PROCEDURE

### STEP 1

Ask students to identify each of the food groups (dairy, protein, vegetable, fruit, grain, and others). Create a column for each group on a board or online whiteboard.

### STEP 2

Ask students to brainstorm their favorite foods. As they offer suggestions, have them add the food to the appropriate food group column. For each response, ask the remaining students to confirm the placement with a “thumbs-up.” If there are only a few confirmations, ask the student if they would like to change their choice or if they would like to ask another student where they would place it. Continue until each student has had at least one turn.

### STEP 3

Ask the students what the foods in each food group have in common. For example, grains all come from plants, dairy products contain cow’s milk, fruits grow on trees or bushes, etc. If no student suggests it, explain that foods in the same food group contain many of the same key nutrients. If you would like to give them a clue, you can ask them “What do all of the foods in the protein group have in common?”

### STEP 4

Explain to students that there are many different nutrients found in foods. Some are called **macronutrients** and others are called **micronutrients**. Explain:

- **Macronutrients** include protein, carbohydrates, and fats. Along with macronutrients, it’s important to make sure you have enough fiber in what you eat.
- **Micronutrients** include vitamins and minerals.

Show students the [macronutrient table \(p. 65\)](#) which explains what each macronutrient does in the body and which foods they’re commonly found in. Explain that macronutrients are very important to the body, and that everybody’s body needs them. However, it’s also important

to remember to get the right amount of each macronutrient because having too much isn’t the best for your body.

Then, show students the [macronutrient table \(p. 65\)](#) which explains what each vitamin and mineral does in the body and which foods they’re commonly found in. Explain that micronutrients are also very important to the body, and that everybody’s body needs them. However, it’s also important to remember to get the right amount of each micronutrient because having too much isn’t the best for your body.

### STEP 5

Explain to students that they will be participating in a challenge. Distribute six cards to each group, food side up. Give each group a copy of the **Nutrient Challenge Activity Sheet**.

### STEP 6

Explain that they will work in rounds to quickly order their food model cards from “Most” to “Least” for each nutrient. Explain that they should not look at the nutritional information on the back of each card. Instead, they are encouraged to discuss which foods are most likely to contain more of the nutrient than the others. As they work, they should list the foods in order on their student activity sheet. In order to encourage groups to focus on only one nutrient at a time, lead each “round” by naming the nutrient of the round. Remind students that the cards show one serving of that food.

Begin with macronutrients: **Protein, Carbohydrate, Fat,** and Fiber.

Then, move on to the micronutrients found on nutrition labels: **Vitamin D, Iron, Calcium, and Potassium**.

Finally, if your students are up for the challenge and time allows, ask them to order the foods by nutrients not found on nutrition labels: Vitamin A, Vitamin C, Vitamin E, B Vitamins, and Magnesium.

To keep students fully engaged, have students swap cards with another group at any point in the challenge.

# LESSON 1 Making the Most of Your Meal

## STEP 7

After students have completed all of the rounds, have students explore the [Interactive Nutrition Facts Label](#). The objective is for them to have a general understanding of how to find specific macronutrient or micronutrient information. If students do not have access to the Internet, share this image with them.

## NEW LABEL

<b>Nutrition Facts</b>	
8 servings per container	
<b>Serving size</b>	<b>2/3 cup (55g)</b>
<b>Amount per serving</b>	
<b>Calories</b>	<b>230</b>
<b>% Daily Value*</b>	
<b>Total Fat</b> 8g	<b>10%</b>
Saturated Fat 1g	<b>5%</b>
Trans Fat 0g	
<b>Cholesterol</b> 0mg	<b>0%</b>
<b>Sodium</b> 160mg	<b>7%</b>
<b>Total Carbohydrate</b> 37g	<b>13%</b>
Dietary Fiber 4g	<b>14%</b>
Total Sugars 12g	
Includes 10g Added Sugars	<b>20%</b>
<b>Protein</b> 3g	
Vitamin D 2mcg	10%
Calcium 260mg	20%
Iron 8mg	45%
Potassium 235mg	6%

\* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

- ← The serving size now appears in larger, bold font and some serving sizes have been updated.
- ← Calories are now displayed in larger, bolder fonts.
- ← Daily Values have been updated.
- ← Added sugars, vitamin D, and potassium are now listed. Manufacturers must declare the amount in addition to percent Daily Value for vitamins and minerals.

## STEP 8

Then, have each student review the nutrition facts on the back of each food model card and compare the facts to their own rankings for each nutrient from Most to Least.

If you had students order the nutrients not found on labels, have each student select one food from their group's assigned food. Explain that they will use [FoodData Central](#) to create a nutrition label for their selected food. Tell them to find all of the missing micronutrient values for Vitamin A, Vitamin C, Vitamin E, B Vitamins, and Magnesium. Remind them to be aware of the portion size.

Then, collectively order each food model card from **Most to Least** for each nutrient, and have each group compare the full list to their own list to determine if they ordered them correctly.

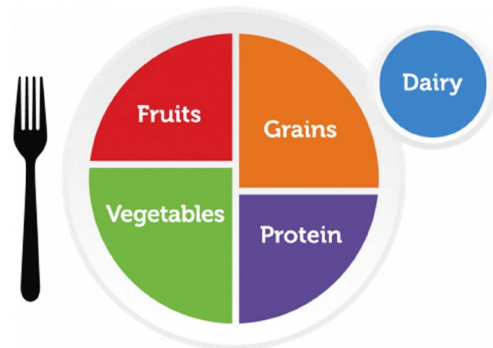
## STEP 9

Discuss with the whole class:

- Are any foods very high in more than one nutrient?
- Why is it important to eat a variety of foods?
- Are any nutrients more challenging to get enough of than others?
- How do macronutrients and micronutrients affect human growth?
- Think of the body as many different interacting systems. How might a nutritional deficiency that affects one system also affect other systems?

## REFLECTION

Show students the MyPlate graphic. Ask them to [design a meal](#) that has a good balance of nutrients, particularly macronutrients.



## ASSESSMENT

Review their MyPlate meal designs to assess understanding of nutrients found in foods.

## SPECIAL POPULATIONS

If you have students who are speakers of other languages, USDA produces the MyPlate graphics in [18 different languages](#).

### OVERVIEW

In this lesson, students will connect social and emotional learning and the practice of healthy eating. They will reflect on how a particular food makes them feel and why (i.e., calm, energized), how they feel when hungry vs. full, and how their diet influences their physical and emotional wellness.

### TIME

One to two 45-minute classes

### OBJECTIVES

*In this lesson, students will:*

- Describe ways in which food affects social and emotional well-being;
- Identify their emotional responses to food;
- Differentiate between physical and emotional responses to food; and
- Describe how particular foods make them feel.

### STANDARDS

#### CASEL FRAMEWORK

Self-Awareness: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose. Such as:

- Identifying one's emotions
- Having a growth mindset

#### CDC NHES

- 6.8.1 Assess personal health practices.
- 6.8.2 Develop a goal to adopt, maintain, or improve a personal health practice.
- 6.8.3 Apply strategies and skills needed to attain a personal health goal.
- 6.8.4 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

### MATERIALS

In addition to common classroom materials and an Internet connection, students will need:

- [National Dairy Council Food Models](#) (from activity 1)
- [Nutrient Challenge Activity Sheet](#) (from activity 1)

### PREPARATION

#### Key Terms

- **Emotion:** a feeling such as happy, sad, or nervous
- **Wellness:** the state of being healthy
- **Balance:** a state in which different things have equal importance
- **Macronutrient:** a type of nutrient found in food (e.g., carbohydrates, protein, and fat) that provides energy (calories) to fuel the body. They're needed in large amounts.
- **Micronutrient:** a vitamin or mineral (such as vitamin C or calcium) that is essential to health. They're needed in small amounts and do not provide energy (calories).
- **Cognition:** the mental process of understanding through thought, experience, and senses.
- **Neurotransmitters:** the body's chemical messengers that help the brain communicate with the rest of the body

## LESSON 2 Mood and Food

### INTRODUCTION

Explain to students:

*“You understand that what you eat can affect your physical wellness. But did you know it can also affect your social and emotional wellness? Think of how your brain is always working—making sure that you’re breathing and your heart is beating, but also your thoughts, movements, your senses and so on. It works even when we’re sleeping so it needs a constant supply of fuel and that fuel comes from the food we eat. What’s in that fuel not only impacts how our bodies work, but also how our brains work and ultimately our moods.”*

### LESSON PROCEDURE

#### STEP 1

Ask your students to think about how a sports car needs premium fuel to work best. Our brains are like a sports car, needing premium fuel—or foods rich in vitamins and minerals—to nourish it. Also like a sports car, our brains can be impacted by poor quality fuel. Likewise diets low in nutrient rich foods impact how our brains work and can even impact our moods. What we eat impacts our physical health but also impacts our social and emotional health.

#### STEP 2

Ask the students to think about the macronutrients and micronutrients they learned about in activity 1 (Making the Most of Your Meal). Explain that certain nutrients support and regulate social and emotional function and wellness.

- **Omega-3 fatty acids** are known to build brain and nerve cells and are important for learning and memory. Omega-3 fatty acids are found in fish.
- **Antioxidants** such as vitamin A, vitamin E, vitamin C, and beta-carotene can help reduce inflammation and improve thinking and memory. These are found in fruits, vegetables, and dairy.
- **Vitamin D** is important in the regulation of emotions and behavior. Vitamin D is found in fish and fortified milk and dairy.
- **B vitamins** such as vitamin B12, riboflavin and niacin are necessary for the development and function of our central nervous symptoms. They are found in milk, eggs, fish and meat.
- **Minerals** like iodine, zinc and magnesium are important for brain growth and function, iodine especially so during infancy and childhood. Iodine is found in fish and other seafood, milk and eggs. Zinc is found in meat, seafood, milk and eggs, and

magnesium is found in green leafy vegetables, whole grains and dairy.

- **Fiber and probiotics** support gut health which has been tied to social and emotional health. Fiber is found in fruits, vegetables, and beans while probiotics are found in fermented foods (i.e. yogurt).
- **High quality proteins** provide essential amino acids our bodies are unable to make. Neurotransmitters like serotonin and dopamine are made from essential amino acids. Eggs, milk, yogurt, meat, poultry, fish and other seafood are sources of high quality proteins.

#### STEP 3

In a whole class discussion, have students consider their emotional connection to foods. Focus on the ways in which nutrient-rich foods make them feel vs. those with fewer nutrients. Explain that there are no “good” or “bad” foods. There are simply foods with different nutrients and some foods with very few nutrients, and it’s important that what they eat throughout the day meet their nutritional needs. Nutrient rich foods include whole grains, fruits and vegetables, dairy and lean proteins.

One helpful way to think of foods is that there are “all the time foods” that are rich in nutrients and “sometimes foods” that are less so. Explain that it’s helpful to move away from negative emotional feelings associated with foods and to focus on the ways in which the nutrients in the food they eat contribute to their physical, social and emotional wellness.

Remind students that how they feel physically and how they feel socially and emotionally are very connected. A combination of physical activity, nutrient-rich foods, mental awareness, and self-care are interdependent and contribute to balancing one’s overall “wellness.” Striving for a balance of physical, social and emotional health helps you to achieve and maintain that wellness!

## LESSON 2 Mood and Food

### REFLECTION

Do you have any “comfort” foods? What are they? Are all comfort foods nutrient-rich? Do you think finding comfort in foods is helpful? Why or why not?

### ASSESSMENT

Have students identify any patterns they see in their mood and food connections. Ask them to list foods that make them feel “good” in some way and then have them identify if each one affects their body, their mind, or both, and explain why.

### OVERVIEW

In this lesson, students focus on the importance of hydration and explore how sufficient hydration can improve sleep quality, cognition, and mood. They will then evaluate their daily routines to optimize their hydration practices.

### TIME

Two to four 45-minute classes

### OBJECTIVES

*In this lesson, students will:*

- Explore the relationship between heat and hydration.
- Describe the effects of dehydration during physical activity.
- Consider the ways in which dehydration affects the body's systems.
- Self-evaluate their own hydration practices.
- Develop a hydration plan.
- Consider the best fluids to consume for optimal hydration.

### STANDARDS

#### NGSS

MS-LS1-3 In multicellular organisms, the body is a system of multiple interacting subsystems. These subsystems are groups of cells that work together to form tissues and organs that are specialized for particular body functions.

#### NHES

##### [National Health Education Standards](#)

3.8.1 Analyze the validity of health information, products, and services.

6.8.1 Assess personal health practices.

6.8.2 Develop a goal to adopt, maintain, or improve a personal health practice.

6.8.3 Apply strategies and skills needed to attain a personal health goal.

#### CASEL

##### Self-Management

- Setting personal and collective goals
- Using planning and organizational skills

### MATERIALS

In addition to common classroom materials and an internet connection, you/the educator will need:

- Stalks of celery
- Several glasses of water
- Microscope and any materials needed to prepare slides (optional)
- [Activity Sheet 1: Physical Activity Planning Sheet \(p. 21\)](#)
- [Activity Sheet 2: Body System Diagram \(p. 22\)](#)
- [Activity Sheet 3: Score With Your Pour Checklist \(p. 23\)](#)
- [Activity Sheet 4: Fueled, Not Fooled \(p. 23\)](#)
- [Hydration Resources \(p. 70\)](#)

### PREPARATION

1. Print or provide access to student materials.
2. Arrange students into groups of 3-4.
3. Prior to starting the activity, allow several stalks of celery to wilt for a few days.

### INTRODUCTION

Ask students if they have ever felt the effects of dehydration. How do they know when they are dehydrated? Do they associate it with any particular activities or situations? Have there been other times they have felt dehydrated? Ask them to share how they think dehydration impacts their bodies. Explain that being properly hydrated not only impacts physical performance but can also impact their sleep quality, cognition, and mood. Ask them if there are foods and drinks that they think are better for rehydration and encourage them to share some examples. Explain that they'll learn more about how to evaluate their hydration practices and create their own hydration plan.

#### Part 1: Into the Danger Zone

##### STEP 1

Tell students: *"During any physical activity, the core body temperature rises. In response, the body sweats to dissipate excess heat so it doesn't overheat. Staying hydrated replaces the fluids lost through sweating and is essential for thermoregulation, helping to prevent cramps, heat exhaustion and heat stroke."*

##### STEP 2

Show students the video [The Most Incredible Final Lap in Olympic Marathon History](#). In this video, Olympian Gabriela Andersen-Schiess became dehydrated when competing in the 1984 Summer Olympics marathon event.

##### STEP 3

Ask students to compare Gabriela Andersen-Schiess' performance with gold medal winner Joan Benoit's run. Explain that because Benoit was well hydrated, she was able to out-perform Andersen-Schiess who missed the final hydration station. Ask students to identify evidence of dehydration in each athlete.

##### STEP 4

Show students the first 2:30 of this video: [Why Do We Get Dehydrated?](#)

##### STEP 5

Then, have students read through this [Hydration Fact Sheet](#) created by the United States Olympic Committee.

##### STEP 6

Then, arrange students into groups of 3-4 and ask them to assume the role of trainers in the Olympics. Have them select a physical activity such as a school sport, a game in PE class, or an afterschool leisure activity. Then select one friend or classmate for whom they would like to create a physical activity plan. Remind them to reference the

[Hydration Fact Sheet](#) when developing a plan for their chosen classmate or friend.

##### STEP 7

Have groups complete the **Physical Activity Planning Sheet** ([Activity Sheet 1](#)) to develop their plans.

#### Part 2: All Systems Go

##### STEP 1

Show students the celery you previously allowed to wilt. Explain that plants can demonstrate some of the effects of dehydration. If possible, slice off a sample of the celery and prepare a microscope slide. Have students make observations about the shape of the celery cells on the slide and draw what the magnified sample looks like. Then, stand the celery stalks in glasses of water. Allow 30 minutes for the stalks to rehydrate. Have students prepare another microscope slide with a sample of the rehydrated celery stalk and draw an image of the new sample. Finally, have them compare and contrast the two samples.

##### STEP 2

Explain that cells in the human body also can become dehydrated and that dehydration can affect the body in many ways. These include reduced cognitive function, reduced energy, and headaches. Show students the video [Root4Her Score With Your Pour](#).

##### STEP 3

Tell students they will take a closer look at the effects of dehydration on several of the body's systems. Arrange students again into groups of 3-4 students. Assign each group one of these systems of the human body: respiratory, circulatory, nervous, muscular, and digestive. Tell students to use a search engine to find additional information, preferably from primary sources, about how dehydration can impact their assigned system. Students should take notes as they conduct their research.

## LESSON 3 Score With Your Pour

### STEP 4

Have students complete the **Body System Diagram Activity Sheet** ([Activity Sheet 2](#)). In this activity sheet, they will draw each part (organ) of the system, label it, and describe the ways in which each organ (or the system as a whole) can be affected by dehydration.

### Part 3: Optimizing Your Hydration Routine

#### STEP 1

Explain to students that now that they have an understanding of how dehydration can affect their bodies, they will assess their own hydration routines.

#### STEP 2

Provide access to or give a copy of the **Score With Your Pour Checklist** ([Activity Sheet 3](#)). Ask students to complete the checklist and tally their results in the table.

#### STEP 3

Reconvene as a class and review each question asking students to identify areas that they could improve. Then, ask students to share ideas of how they can optimize their hydration in that area. For example, if a student says that they do not consume fluids during activity, ask other students to share their ideas for how to drink plenty of fluids during, for example, a long run. Continue this whole class discussion with probing questions while soliciting student suggestions for optimizing hydration.

#### STEP 4

Ask students to share which beverages they think would be best for hydration. Write their answers on the board. Explain that researchers believe that beverages that are more effective at rehydrating have electrolytes (sodium, potassium, calcium and magnesium) to replenish what is lost in sweat, along with protein and carbohydrates that cause the beverage to take longer to pass through the stomach. That combination helps the body hold on to the fluids better which makes it more effective at rehydrating. Ask students to identify some of the benefits of rehydrating with milk.

#### STEP 5

Have students explore these websites to learn more about the optimal fluids to drink when rehydrating: [Hydrates Better Than Water](#) | [GonnaNeedMilk](#)

### STEP 6

Lastly, explain to students that certain foods can also help to rehydrate you. Foods with higher fluid contents such as vegetables and yogurt can add to your hydration throughout the day.

## REFLECTION

### Fueled, Not Fooled

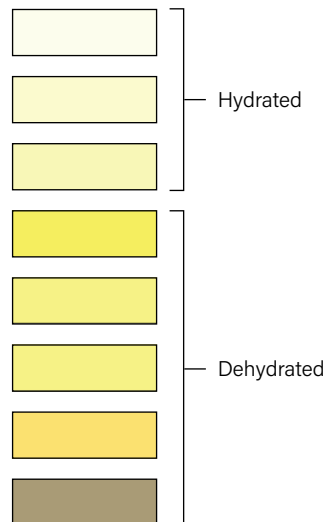
Have students create a hydration plan. In small groups, have students discuss and then independently reflect on the questions on the **Fueled, Not Fooled** ([Activity Sheet 4](#)).

## ASSESSMENT

Review the Fueled, Not Fooled Activity Sheets to determine understanding of the content of this lesson.

## EXTENSION

- **Urine check!** Did you know that the color of your urine can help you to determine if you're sufficiently hydrated? The next time you take a bathroom break, compare the color of your urine to this chart. The lighter the color, the more hydrated you are!





**ACTIVITY SHEET 1**

**Physical Activity Planning Sheet**

Name: \_\_\_\_\_

Activity: \_\_\_\_\_

Duration of each physical activity session:

- Less than one hour
- One to two hours
- Two to four hours
- More than four hours

What is the temperature where the physical activity is happening?

- Above 90 degrees
- 80-90 degrees
- 70-80 degrees
- 60-70 degrees
- Below 60 degrees

Intensity of each physical activity session:

- Most Intense
- Very Intense
- Moderately Intense
- Less Intense
- Not Intense

What is the altitude where the physical activity is happening?

- Very high altitude (mountains)
- Moderate altitude (inland)
- Low altitude (sea level)

Frequency of training sessions:

Once every \_\_\_\_\_ days.

Amount of fluid the person should drink:

Before the activity: \_\_\_\_\_ ounces of fluid

During the activity: \_\_\_\_\_ ounces of fluid

After the activity: \_\_\_\_\_ ounces of fluid

What is the humidity where the physical activity is happening?

- Near 100%
- 80-95%
- 60-80%
- 40-60%
- Below 40%

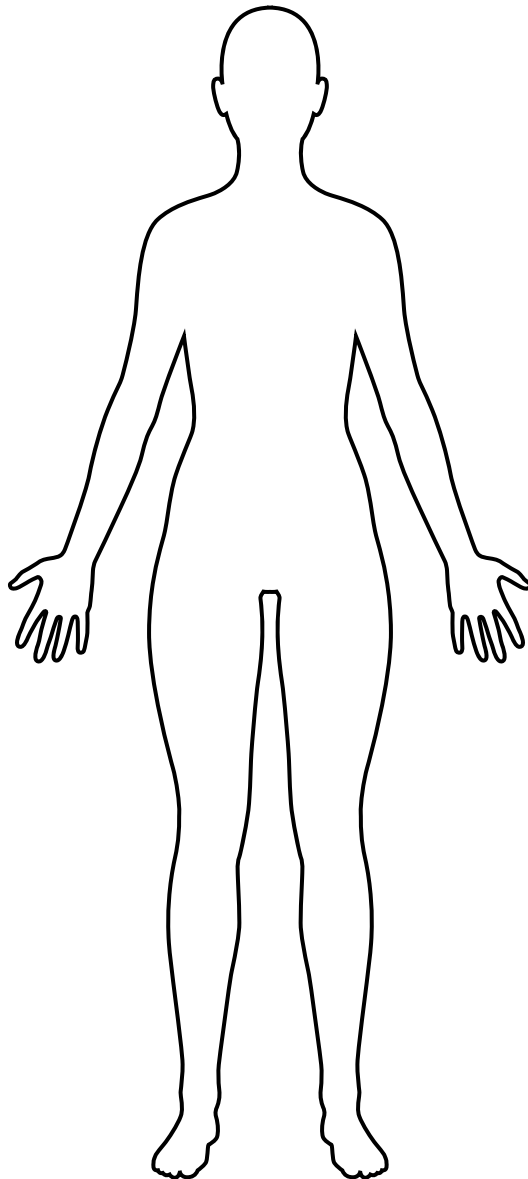
ACTIVITY SHEET 2

Body System Diagram

My System:

- Respiratory
- Circulatory
- Nervous
- Muscular
- Digestive

Illustrate and label each organ or part of your system. Then, under each label, describe how dehydration might affect that part of the system or the system as a whole.



**ACTIVITY SHEET 3**

**Score With Your Pour Checklist**

Optimizing your hydration routine can help you make the most of every practice, workout and competition. Use this scorecard to help determine how and when you should be hydrating.

Will you lead your team with the highest score?

ACTION ITEM	GOAL	RESPONSE		
		YES = 2	SOMETIMES = 1	NO = 0
Do you consume fluid with every meal and snack?	Always	<input type="checkbox"/> YES	<input type="checkbox"/> SOMETIMES	<input type="checkbox"/> NO
Do you have fruit and/or vegetables with most meals/snacks?	Always	<input type="checkbox"/> YES	<input type="checkbox"/> SOMETIMES	<input type="checkbox"/> NO
During the day, do you drink more water, milk, juice and zero-calorie sports drinks over fruit punch, soda and sweetened coffee/tea?	Always	<input type="checkbox"/> YES	<input type="checkbox"/> SOMETIMES	<input type="checkbox"/> NO
Do you carry a squeeze bottle with you during the day and drink from it regularly?	Always	<input type="checkbox"/> YES	<input type="checkbox"/> SOMETIMES	<input type="checkbox"/> NO
Do you consume fluid <b>BEFORE</b> activity?	Always	<input type="checkbox"/> YES	<input type="checkbox"/> SOMETIMES	<input type="checkbox"/> NO
Is your urine a light color <b>BEFORE</b> physical activity?	Always	<input type="checkbox"/> YES	<input type="checkbox"/> SOMETIMES	<input type="checkbox"/> NO
Do you consume fluid <b>DURING</b> activity?	Always	<input type="checkbox"/> YES	<input type="checkbox"/> SOMETIMES	<input type="checkbox"/> NO
Do you swallow fluids consumed?	Always	<input type="checkbox"/> YES	<input type="checkbox"/> SOMETIMES	<input type="checkbox"/> NO
Do you avoid spitting your fluid out during activity?	Always	<input type="checkbox"/> YES	<input type="checkbox"/> SOMETIMES	<input type="checkbox"/> NO
Do you share your squeeze bottle?	Never	<input type="checkbox"/> YES	<input type="checkbox"/> SOMETIMES	<input type="checkbox"/> NO

SCORING YES = 2 SOMETIMES = 1 NO = 0		FINAL SCORE
<b>SCORE 22-26</b>	You have an exemplary hydration routine—keep up the good work.	
<b>SCORE 17-21</b>	You could get more out of your routine—work on actionable improvements.	
<b>SCORE 0-16</b>	You need to focus more on hydration—follow the action items to see progress.	

## ACTIVITY SHEET 4

### Fueled, Not Fooled

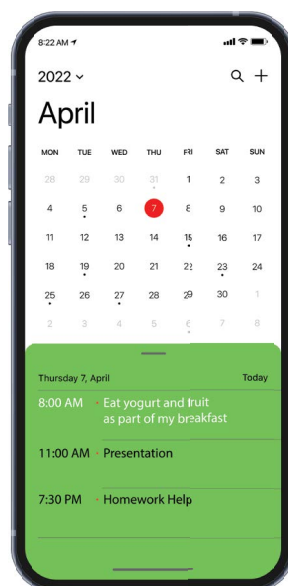
Discuss each of these questions with your group, and then take a few minutes to reflect on and record your own answer.

#### Journaling Prompts:

1. How does hydration affect your cognition? Growth? Energy? Performance? Body goals?
2. What gives you energy? What do you choose when you feel tired? Why do you choose them?
3. When you are stressed, sometimes your tummy feels upset. What makes you feel better? Does hydrating with fluids make you feel better?
4. What supports a healthy immune system?

Finally, create a daily planner to indicate at least five things you can do each day to increase your hydration. Be sure to include each meal and whenever you participate in physical activities. As you're developing your plan, be sure to:

- Focus on the positive
- Be consistent
- Nurture don't torture your body
- Treat your body right





# Social Media & Body Image

### OVERVIEW

Connecting middle school students—especially girls—to a community of peers, mentors and influencers who will focus on the positive experience and importance of finding yourself, being comfortable in your own body, and supporting and uplifting others.

### LEARNING TARGET

- I can explore varying perspectives of body image.
- I can communicate an alternative topic to body talk.

### WHY

- People come from different cultures, experiences & various other influences. All of these can impact body image.
- Body talk is personal & perceptions can impact whether body talk is viewed as a compliment or shaming. It's okay to communicate that your body is not a topic for discussion. Communicating this and giving a partner alternative topics can set healthy boundaries for present & future conversations.

### STANDARDS

#### NHES

4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.

### EQUIPMENT/MATERIALS

- Paper & markers, possibly paint
- [Talk Topic Alternatives \(p. 44\)](#)

# LESSON 1 Body Talk

## INTRODUCTION

*"Today we will explore perspectives of body image and practice tools to address body image conversations. A perspective of body image can be impacted by culture, experience and a variety of other factors. Your view of body image could be completely different than the person's sitting next to you. Before we begin this exploration of perspective, let's talk about the following statement: 'My body is not a topic of conversation.'"*

## LESSON PROCEDURE

### STEP 1

#### Warm Up: Quote Walk & Talk

- a. While walking with a partner around the perimeter of the gym, discuss the following quote: *"My body is not a topic of conversation."*
- b. Discussion/Debrief ideas:
  - i. What does this quote mean?
  - ii. Who and/or in what situation might this quote be used?

### STEP 2.

#### Activity 1: Graffiti

*"We are going to create a project of body talk you have overheard, or someone has possibly said to you or someone you know."*

- a. In groups of 2-4 have students find space in the gym to brainstorm some compliments, comments, and insults you have heard people use pertaining to the human body (Instructor: knowing the sensitivity of this material give students guidelines on acceptable boundaries and/or language for this activity and some examples.)
- b. Use markers/paint/colors to graffiti a large piece of paper with the comments

### STEP 3

#### Activity 2: Body Talk Around the World

*"Some people perceive graffiti to be property damage, some people perceive it to be art."*

- a. Chat with your group about the similarities of Graffiti to Body Talk
  - i. How can body talk be negative & positive?
  - ii. What are appearance ideals & where do they come from?

- iii. What factors might influence whether a comment is received as positive or negative?

- b. Choose a culture different from your own to research

- i. Try to find 2 appearance ideals that are different than your culture—example, not all cultures value smaller body size.

- c. Evaluate the Graffiti posters

- i. Are there any comments intended as compliments that you found may actually be offensive to other cultures?
- ii. Are there any comments valuing an appearance ideal in your culture that would not be valued in another culture?

### STEP 4

#### Activity 3: Talk Topic Alternatives

*"Bodies are personal and even comments intended as compliments can be offensive to others."*

- a. Complete the [Talk Topic Alternatives worksheet \(p. 44\)](#) to prepare statements to redirect an uncomfortable body talk conversation and set boundaries for present & future conversations

### STEP 5

#### Conclude/Reflect/Set a Goal

- a. Reflect: What would be the best compliment someone could give you that has nothing to do with your appearance?

## Reference

Body image and ethnic background. Mental Health Foundation. (n.d.). Retrieved July 26, 2022, from <https://www.mentalhealth.org.uk/our-work/research/body-image-how-we-think-and-feel-about-our-bodies/body-image-and-ethnic-background>

### LEARNING TARGET

- I can list appearance ideals of my culture and analyze the influence of social media on the current standards.
- I can identify the value of my body, its purpose, ability to express who I am, and meet my goals.

### WHY

- Appearance ideals change over time and with circumstance. Recognizing that what is popular today hasn't always been can open you up to appreciation for different types of beauty and your own uniqueness. Social media can make small messages & perspectives seem large and universal, such as amplifying unrealistic appearance ideals.
- The body has a multi-faceted purpose. It can be used to express identity and can serve as the vehicle to meet goals and fulfill purpose. Viewing it as a partner can help you focus on what matters to you.

### STANDARDS

#### NHES

- 2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.
- 2.8.5 Analyze how messages from media influence health behaviors.

### EQUIPMENT/MATERIALS

- Paper & markers



## LESSON 2 Body Confidence

### INTRODUCTION

*“Today we are going to explore appearance ideals now and over time, as well as the impact of social media on today’s ideals and our social and emotional health. We might expect body image to be personal and come from our own minds, but several external factors can impact how we view ourselves.”*

### LESSON PROCEDURE

#### STEP 1

##### Warm Up: Influenced

- a. Tell a partner who your favorite social media influencer is and why
- b. Discuss if you think this person would meet your culture's current appearance ideals. Explain why or why not.
  - i. Does this person care to meet the current ideals or do they have a different focus?
  - ii. Does this person use their platform to influence modern wellbeing, and if so, is nutrition—which plays an important role in social and emotional health—a topic they address regularly?

#### STEP 2

##### Activity 1: My Partner Picture

*“Your body is your partner in life. It helps you do all the things you enjoy as well as meet goals and help others.”*

- a. Draw a self-portrait to express appreciation for your body. On the portrait highlight and/or symbolize features of your body that allow you to achieve 3–5 things that are important to you.

#### ■ Examples

- My strong legs allow me to do my favorite activities like...
- My shoulder width and strong arms help me to...
- My height is a benefit because...

#### STEP 3

##### Conclude/Reflect/Set a Goal

- a. Reflect: How might focusing on what your body can do, rather than what it looks like support your physical, social, and emotional wellness?

#### Resources

Jiotsa, B., Naccache, B., Duval, M., Rocher, B., & Grall-Bronnec, M. (2021). Social Media Use and Body Image Disorders: Association between Frequency of Comparing One's Own Physical Appearance to That of People Being Followed on Social Media and Body Dissatisfaction and Drive for Thinness. *International journal of environmental research and public health*, 18(6), 2880. <https://doi.org/10.3390/ijerph18062880>. Retrieved Jul 26, 2022 from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8001450/>

Murray, R. (2018, May 8). Social media is affecting the way we view our bodies—and it's not good. *Today*. Retrieved July 26, 2022, from <https://www.today.com/style/social-media-affecting-way-we-view-our-bodies-it-s-t128500>

### LEARNING TARGET

- I can identify body positive influences on people my age
- I can create body positive support for people my age

### WHY

- People have infinite access to information and social media that can negatively influence body image & uphold unrealistic appearance ideals. Filtering for body positive influence can help one remain focused on appreciation for what their body can do.
- Social media can make small messages seem large and universal. A body positive support network can use social media to expand a body positive focus as well as challenge unrealistic appearance ideals.

### STANDARDS

#### NHES

8.8.2 Demonstrate how to influence and support others to make positive health choices.

### EQUIPMENT/MATERIALS

- [Body+ Social Media Checklist \(p. 45\)](#)

## LESSON 3 Be the Influence

### INTRODUCTION

"In the previous session we looked at influences on appearance ideals as well as how small messages can be amplified by social media to make an ideal seem universal. You also have the power to influence or even break those ideals by supporting those with a body positive message or influence or by creating your own message. Today we will explore what it means to be body positive and influence others your age to find what they like about their bodies or examine how their bodies help serve their purpose."

### LESSON PROCEDURE

#### STEP 1

##### Warm up: Body + Social Media Checklist

- a. Use the [Body + Social Media Checklist worksheet \(p. 45\)](#) to identify what to look for in a Body Positive Social Media influencer
- b. Reflect: What does it mean to be Body Positive and how do these people create that influence?

#### STEP 2

##### Activity 1: Be the Influence Project

- a. Design an app, podcast or social media group, channel, etc...on a current platform. The purpose of the design is to help people your age connect with each other as their natural & authentic selves
- b. Meet the following criteria to create your network
  - i. **Identify the purpose.** Is this for body image in general or is there a particular issue/action you want to support? Examples: hair, skin, size diversity, girls in sport, etc...
  - ii. **Identify the message.** What message or slogan will you use? Example: Dove uses 'Real Beauty,' Olekemi Obi is the founder of 'Plus is Diverse.'
  - iii. **App or Channel capabilities.** What can you do in the app or on the site? Will you post quotes or questions

for discussion? Will you allow pictures or videos for achievement & support? How will the platform be used and who can use it?

- iv. **Limitations.** How will you set boundaries or filter out negativity?
- v. **Influencers.** Who are the influencers you would like to use as an example for your network? What is their story? These can be famous or people you know whose story will inspire others to be their natural, authentic selves. Example: Troy Mullins is 1 of only 4 women to hit a golf ball over 400 yards. She shares how she fuels up with milk to help her focus. *"Real milk keeps me fueled up and focused to play my best."* —@troycmullins, #gonnaneedmilk
- c. Share the criteria of your design using a media method of your choice

#### STEP 3

##### Conclude/Reflect/Set a Goal

- a. Which were your 3 favorite Be the Influence projects? Are there any you would like to turn into reality?

#### Resource

Department of Health and Human Services Office on Women's Health. (2021, February 16). *Body image and mental health*. OASH. Retrieved July 26, 2022, from <https://www.womenshealth.gov/mental-health/body-image-and-mental-health>

**ROOT**  
*4 Her!*

**Sleep Smarter,  
Perform Better**

### OVERVIEW

(Sleep) The Sleep Smarter, Perform Better module will provide students with the tools and techniques to help achieve quality sleep and help them understand the connection between a good night's sleep and other aspects of their life such as health, mood, memory, productivity, and relationships.

### LEARNING TARGET

- I can relate sleep to mind & body function.
- I can practice regulating the tension and relaxation of my mind and body.

### WHY

- Sleep is the foundation that supports everything we ask our mind & body to do.
- We prepare and practice for anything we want to get better at.

### STANDARDS

#### NHES

7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.

### EQUIPMENT/MATERIALS

- [Emotion Color Wheel](#)
- 6 sets of the [Root4Her Playing cards \(p. 66\)](#) or decks of playing cards
- Timer/Stopwatch
- [Progressive Relaxation Script \(p. 64\)](#)

# LESSON 1 Sleep Sense

## INTRODUCTION

*"When we are hungry, angry, lonely or tired it can affect our mood. One of the most underestimated ways we can take care of our mind and body is to get the amount of sleep it needs to function properly. Getting enough sleep and eating nutrient rich foods like milk and dairy and fruits and vegetables can help us feel our best. Today we will explore how sleep can impact the senses as well as practice regulation strategies to prepare us for sleep."*

## LESSON PROCEDURE

### STEP 1

#### Warm up: Color your Sleep

- a. Use an emotion color wheel such as this [one](#), to label an emotion you are feeling right now.
  - i. Share with a partner
  - ii. Estimate how many hours of sleep you got last night & share that too.
- b. Discuss with your partner while walking around the perimeter of the gym: How does sleep impact our emotions & interactions with others? What is your ideal number of hours of sleep to be your best?
- c. With your partner, color code the following hours of sleep based on how you think someone would be feeling with that many hours: 1-3 hours, 4-6 hours, 6-8 hours and 9-12 hours. [AAP recommends 9-12 for ages 6-12 and 8-10 for ages 13-18.](#)

### STEP 2

#### Activity 1: Memory Mayhem

*"In addition to mood, lack of sleep can impact our mind and body function. The following game can highlight the difference between a good night's sleep and the focus & feel after a poor one."*

- a. Instruct students to find a partner to complete the following tasks
  - i. Game 1
    1. Play a game of 12 card memory while counting backwards from 100.
    2. Have your partner time how long it takes you to win the game as well as watching you for mistakes (counting forward instead of backward, skipping numbers, not recognizing a match, etc...)

3. Each mistake is a 5 second penalty on your overall time
  4. Switch with your partner and repeat the process
- ii. Game 2
    1. Play a regular 12 card game of memory--no need to count
    2. Have your partner time you, no need to watch for mistakes
    3. Compare your time in the 2nd game to your time in the 1st

#### b. Evaluate the activity

- i. How did you feel while playing each game?
- ii. What kind of mistakes did you or your partner make?
- iii. Which game likely simulated a lack of sleep? How could playing this game be similar to attempting to function on an inadequate amount of sleep?

### STEP 3

#### Activity 2: Progressive Relaxation

*"While stress or trying to do too many things at once can make it difficult to sleep, an intentional practice of stressing the muscles and then relaxing them can be used when the mind and body are having a hard time shutting down."*

*"We are going to try a progressive relaxation to practice regulating the mind & body. It may or may not work for you or there could be parts that you like and parts that you don't. Just trying it might lead to other methods that you do like or will work for you."*

- The instructor can use the [Progressive Relaxation Script \(p. 64\)](#) provided, conduct their own, or use one of the many provided online.

### STEP 4

#### Conclude/Reflect/Set a Goal

1. How many hours of sleep would you like to get each night?
2. What are some new techniques or strategies you might add to your wind-down routine?

### Resources

Johns Hopkins Medicine. (2022). *The science of sleep: Understanding what happens when you sleep*. Johns Hopkins Medicine: Health. Retrieved July 25, 2022, from <https://www.hopkinsmedicine.org/health/wellness-and-prevention/the-science-of-sleep-understanding-what-happens-when-you-sleep>

Jenco, M. (2016, June 13). *AAP endorses new recommendations on sleep times*. American Academy of Pediatrics. Retrieved July 26, 2022, from <https://publications.aap.org/aapnews/news/6630?autologincheck=redirected>

### LEARNING TARGET

- I can explore the impact of sleep on myself and those around me.
- I can practice a sleep ritual.

### WHY

- The lack of mind/body function from insufficient sleep can impact everything we do throughout the day and those we interact with.
- We prepare and practice for anything we want to get better at.

### STANDARDS

#### NHES

7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.

### EQUIPMENT/MATERIALS

- [FUTP 60 Super Sleep Educator Guide](#)
- Sleep Poster (p. 4 of [FUTP 60 Super Sleep Educator Guide](#))
- Super Sleeps Impact Virtual Board Game (p. 3 of FUTP 60 Sleep Educator Guide)
- [Calm's Sleep Story](#)
- Tablet or laptop per group



## LESSON 2 Sleep Reach

### INTRODUCTION

*"In a previous lesson we explored how sleep impacts our mind/body function and the way we feel. Today we will look at just how far sleep or lack of sleep can reach what we do each day and how we interact with those around us."*

### LESSON PROCEDURE

#### STEP 1

##### Warm up: Sleep Poster 1-2-3

- a. On the sleep poster (p. 4 of [FUTP 60 Super Sleep Educator Guide](#))
  - i. Circle 1 thing you already know
  - ii. Put a box around 2 things you didn't or think others might not know
  - iii. Star (\*) 3 things you think everyone should know about sleep

#### STEP 2

##### Activity 1: Super Sleeps Virtual Board Game

*"We are going to play a game that can show you the reach of sleep on your day."*

- a. Divide students into groups of 4 around the gym or classroom
- b. Give each group a link to a [virtual board game](#)
- c. The set includes a game board, four game pieces, and 30 game cards. Sharing instructions are below, and must be followed to allow each student group to play on the same board together
- d. Students will take turns choosing cards, moving spaces, and trying to reach the end of the board game first. (NOTE: To "reset" the board, either provide a clean, unedited version of the board using the original link, and share that new board, or have each student hit "undo" until the board reverts to its original state.)
- e. How to Play
  - i. Step 1: The students will choose their virtual game piece and decide on the order in which they will take turns
  - ii. Step 2: Each student will place their piece on the start square of the board (which is 0 hours)

- iii. Step 3: Students will take turns selecting a card from the grid and reading it aloud. (Students must draw a "Move Forward" card to move off of 0 hours. If a student draws a "Move Back" card, they are to remain on 0 for that turn.)
- iv. To "choose" a card, select the text box and press delete
- v. Step 4: Students will either move forward hours by drawing a card that represents quality sleep card or move back hours by drawing a card that represents sleep deprivation. The number of hours on the card is the number of spaces the student is to move their game piece.
- vi. The first person to reach one of the winning squares (8 – 10 hours) wins.
- vii. You can only reach the winning square by exact count. You cannot win by "over-sleeping".

##### Sharing Instructions for the Board Game

Sharing the Game with your Students

- a. [Click on this link](#)
- b. Click "Make a Copy"
- c. You may need to sign-in to a Google Account
- d. You will now have your own copy of this gameboard on your Google Drive
- e. To share this with your students, click the yellow Share button in the top right corner.
- f. Select "Change to anyone with a link"
- g. Change the sharing permissions from "Viewer" to "Editor"
- h. Click "Copy link" and share that with your students, granting them access to "play" (edit) the game.

## LESSON 2 Sleep Reach

### STEP 3

#### Activity 2: Game Reflection

- a. Direct students to find a partner from a different group to share their game experience. Have students walk and talk around the gym to discuss the following:
  - i. What happened to you and your classmates during the game?
  - ii. Were you able to relate to any of the scenarios?
  - iii. Have you noticed any of these effects in other people you know?

### STEP 4

#### Activity 3: Sleep Story or Sleep Meditation

*“After another game to demonstrate the effects of sleep, let’s try another sleep strategy to help you send a message to your brain and body that it’s time to recover. There are several apps and online resources for sleep stories and meditations if you have a hard time falling asleep on your own. The following Sleep story is one about lavender, a scent known for calming the mind and body.” (Note-if there are no allergies to lavender, a dab of essential oil can go on a pulse point to engage more senses)*

- a. Allow students to find a space that feels safe and comfortable
- b. Dim the lights and try to minimize noise
- c. Lead students into a restful state with a few breaths and finding a position they can maintain stillness
- d. Play the sleep story as time allows
- e. When ending the sleep story, ease students back into the classroom by turning down the sound and directing them to slowly come back
- f. Once in a seated position, resume the lights

### STEP 5

#### Conclude/Reflect/Set a Goal

How did the sleep story engage or even disengage particular senses?

#### Resource

Center for Disease Control and Prevention (2022). Sleep and Sleep Disorders. <https://www.cdc.gov/sleep/index.html>

### LEARNING TARGET

- I can try several sleep strategies.
- I can create a sleep ritual.

### WHY

- We prepare and practice for anything we want to get better at. Some strategies may work better for certain students than others. Try several to get an idea of what you might like to try on your own.
- Having a sleep ritual sends a message to the mind and body that it is time to shut down and prepare them for sleep.

### STANDARDS

#### NHES

7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.

### EQUIPMENT/MATERIALS

- [FUTP 60 Super Sleep Educator Guide](#)
- Station Materials (pp. 8-10 in [FUTP 60 Super Sleep Educator Guide](#))
- [Map It Out worksheet \(p. 75\)](#)
- [Sleep Journal \(p. 76\)](#)

## LESSON 3 Sleep Wise

### INTRODUCTION

"We have explored the impact of sleep on ourselves and the way we interact with the world. We have also tried a couple of sleep strategies. Today we are going to put it all together by developing a sleep habitat, exploring more strategies, and creating a sleep ritual."

### LESSON PROCEDURE

#### STEP 1

##### Warm up: Sleep Habitat

- a. Using your senses, on a piece of paper, describe your ideal environment for sleeping.
  - i. What does it sound like?
  - ii. What does it feel like?
  - iii. What does it smell like?
  - iv. What does it look like?

#### STEP 2

##### Activity 1: Winding Down Stations

*"Sleep hygiene is a set of practices and habits that set you up for sleeping well on a regular basis. Most people have a morning ritual. Turn & talk with a partner. Do you have a morning ritual? What is it?"*

*"How many of you have a sleep ritual like drinking a glass of milk at night? It can be used to wind down after a long day and reset yourself. It's good for the body and tastes great!"*

*"The intake of milk and dairy products is generally considered to promote good sleep quality and to have a positive effect on physical, social, and emotional health. Besides tryptophan, and soothing associations people may have with drinking a warm cup of milk, other activities, such as doing light exercise before bed also play a role in the act of falling and staying asleep."*

*"We are going to try different activities that could be used to slow down and send the message to your mind and body that it's time to shut down. Throughout your experience, consider if any of these could become part of your sleep ritual."*

Use the stations & materials from the [FUTP 60 Super Sleep Educator Guide](#) for the Winding Down Stations (pp. 5–6 in the [Guide](#)). Modify the activity and set-up to make sense for your space. These can be done in stations in separate spaces

or one or two activities can be selected for students to try for a shorter time.

- a. Divide students into four groups and assign to one of the four winding-down groups.
- b. Each breakout room will do one of the four winding-down activities.
- c. Students will rotate between four winding-down groups.
- d. Set a quiet environment with soft music and dimmed lights where appropriate.
- e. Stations include:
  - i. Journaling: students will free flow write in a notebook. This is to be done in silence.
  - ii. Reading/Puzzles: students will have the option to do crossword puzzles, word searches, or read something of their choosing.
  - iii. Low-Impact Exercise: students will be led through a low impact workout (recommendation: use the [Yoga Cards \(p. 51\)](#) or [Social Spell Cards \(p. 46\)](#) from the Unlock Your Confidence module found in the Appendix).
  - iv. Meditation: students will be led through a guided meditation. (An app can be used if a teacher or other personnel is unavailable.)
- f. Students will spend an allotted time in each group, before rotating to another. Encourage students to keep talking to a minimum.

#### STEP 3

##### Activity 2: Map It Out/Set an Alarm

*"Most people set an alarm for waking and having a morning ritual. How many of you set an alarm for when it's time to go to sleep?"*

- a. Use the "How Do You Wind Down for Bed?" poster (p. 7 in [FUTP 60 Super Sleep Educator Guide](#)) and your unwind station experiences to complete the [Map It Out worksheet \(p. 75\)](#).

## LESSON 3 Sleep Wise

### b. Calculate a Sleep Alarm:

- Guesstimate the time you would take to complete your sleep ritual.
- Use the goal you set in Lesson 1 for how many hours of sleep you would like to get.
- Indicate the time you need to be up in the morning.
- Use the following [Sleep Calculator](#) to identify what time you would need to set your sleep alarm in order to complete your sleep ritual and get the amount of sleep you would like to function at your best.
- Write the time on your [Map it Out](#) worksheet.

### STEP 4

#### Conclude/Reflect/Set a Goal

How many days would you like to try your sleep ritual and sleep alarm? Use the [Sleep Journal \(p. 76\)](#) to track and reflect on this sleep habit.

#### Resources

Fuel Up to Play 60. <https://www.fueluptoplay60.com/>

Komada, Y., Okajima, I., & Kuwata, T. (2020). The Effects of Milk and Dairy Products on Sleep: A Systematic Review. *International journal of environmental research and public health*, 17(24), 9440. <https://doi.org/10.3390/ijerph17249440>

Kwan, J. (2021, December 20). *Can drinking warm milk really help you fall asleep?* Live Science. Retrieved July 4, 2022, from <https://www.livescience.com/does-warm-milk-help-sleep>

Sleep Advisor. (2022, February 22). *9 simple nighttime rituals to help you relax and unwind.* Retrieved July 26, 2022, from <https://www.sleepadvisor.org/bedtime-rituals/#:~:text=A%20bedtime%20ritual%20is%20a,time%20to%20get%20some%20rest>

**ROOT**  
*4 Her!*

**Appendix**

## Instead of This, Try ...

Name \_\_\_\_\_

### Directions:

1. In the left column (Instead of) list 10 food items your family eats that you believe to be Slow or Whoa.
2. In the right column (Try) use your knowledge of the food groups and the MyPlate messages to choose a 'healthier' alternative. It's okay and realistic to change your mind and move a Whoa food to Slow.

INSTEAD OF THIS...	TRY THIS
<i>Example: Soda</i>	<i>Milk</i>

3. Reflect: How can you use what you know & have practiced about foods to help with grocery decisions in your home?

# Talk Topic Alternatives

Name \_\_\_\_\_

**Directions:**

Complete the following sentences to set boundaries and/or redirect a conversation from Body Talk to a topic you are comfortable talking or sharing information about.

*Example: "My body is not a topic of conversation but I would be happy to discuss the latest book I'm reading."*

1. "My body is not a topic of conversation but \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2. "My body is not a topic of conversation but \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

3. "My body is not a topic of conversation but \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

4. "My body is not a topic of conversation but \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

5. "My body is not a topic of conversation but \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_





# Body + Social Media Checklist

Name \_\_\_\_\_

**Directions:**





Using the chart below, list 3-5 criteria you think are important to identify if a social media influencer is a body positive influencer.

1. What does it mean to you to be Body Positive?


DESCRIBE CHARACTERISTICS YOU WOULD LIKE TO SEE IN A SOCIAL MEDIA INFLUENCER.	
	<ul style="list-style-type: none"> <li>■ What would they do &amp; say? What images would they post?</li> <li>■ How could they positively impact body image &amp; acceptance in their followers?</li> <li>■ How could they positively impact body purpose in their followers?</li> <li>■ How could they positively impact overall wellness in their followers?</li> </ul>

Social Spell Cards

Cut out the Social Spell Cards for students to use to spell their names. Students should hold each pose for 30 seconds.

<p><b>A</b></p>  <p>Cat Yoga Pose</p>	<p><b>B</b></p> <p>5 Frog Jumps</p>
<p><b>C</b></p> <p>20 High Knees</p>	<p><b>D</b></p> <p>Bear Crawl Forward 10 Times</p>
<p><b>E</b></p> <p>Side Seated Angle Yoga Pose</p> 	<p><b>F</b></p> <p>Plank for 30 Seconds</p>
 <p><b>G</b></p> <p>Downward Facing Dog Yoga Pose</p>	<p><b>H</b></p> <p>Superman for 30 Seconds</p>
 <p><b>I</b></p> <p>Cow Yoga Pose</p>	<p><b>J</b></p> <p>3 Leaps Across the Floor</p>

Social Spell Cards *(continued)*

<p><b>K</b></p> <p>5 Push Ups</p>	 <p><b>L</b></p> <p>Low Lunge Yoga Pose</p>
<p><b>M</b></p> <p>Skip 1 Lap</p>	<p><b>N</b></p> <p>Gallop 1 Lap</p>
 <p><b>O</b></p> <p>Hands and Knees Balance Yoga Pose</p>	<p><b>P</b></p> <p>5 Burpees</p>
<p><b>Q</b></p> <p>Slide Shuffle 1 Lap</p>	<p><b>R</b></p> <p>Leg Raises for 30 Seconds</p>
<p><b>S</b></p> <p>10 Mountain Climbers</p>	<p><b>T</b></p> <p>Tree Yoga Pose</p> 

Yoga poses and images. (n.d.) Retrieved from <http://www.forteyoga.com>

**U**

5 Hip Bridges

**V**

10 Bicycle Crunches

**W**

Side Plank 10 Seconds Each Side

**X**

5 Backward Lunges Each Leg

**Y**

Arm Circles for 30 Seconds

**Z**

5 Tuck Jumps

**Connection**

Wall Sit for 30 Seconds

**Connection**

5 Curtsy Lunges Each Leg

**Connection**

Chair Yoga Pose



**Connection**

Dolphin Yoga Pose




# Mix It Up

Name \_\_\_\_\_

## Directions:

Find someone in the class to complete a task on your list or to complete it with you. Find a new partner for each activity and have them sign the box below the activity.

Get a classmate to perform a stability ball exercise with you.	Perform Tree Pose. Have someone time you for 30 seconds. 	Leap frog over a partner the width of the room.	Ask someone what is something nice they have done for someone else.	Play ring around the rosy with 2 other people.
Initials:	Initials:	Initials:	Initials:	Initials:
Ask someone to share their favorite inspirational quote.	Find someone and together makeup a handshake.	Have a partner demonstrate their best Yoga pose. Then try it yourself.	While performing jumping jacks, describe your favorite flavor of yogurt & the reasons it is better than all other flavors.	Share your definition of health and wellness with someone else. What is theirs?
Initials:	Initials:	Initials:	Initials:	Initials:

Yoga poses and images. (n.d.) Retrieved from <http://www.forteyoga.com>




Discuss with your last partner: How can doing physical activities with other people increase enjoyment and build relationships?

<p><b>Activity:</b></p> <p>_____</p> <p>1 2 3 4 5</p>	<p><b>Activity:</b></p> <p>_____</p> <p>1 2 3 4 5</p>
<p><b>Activity:</b></p> <p>_____</p> <p>1 2 3 4 5</p>	<p><b>Activity:</b></p> <p>_____</p> <p>1 2 3 4 5</p>
<p><b>Activity:</b></p> <p>_____</p> <p>1 2 3 4 5</p>	<p><b>Activity:</b></p> <p>_____</p> <p>1 2 3 4 5</p>

Name \_\_\_\_\_

List the Activity & Circle your rating.

PA Passport mostly impacted my:

Activities I might like to try again are:





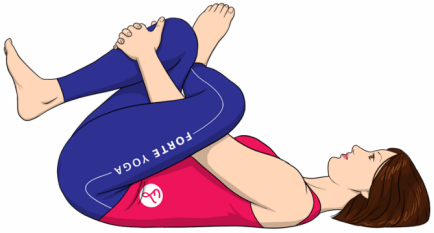
## Unlock Your Confidence – Yoga Cards

Cut out the yoga cards for students to use to practice different yoga poses alone or with a partner.

Use the yoga blocks in your equipment kit to provide additional support to bring the floor closer to an individual. Allow students to utilize yoga blocks to assist with balance or when flexibility is limited and hands cannot reach the floor in standing poses to complete a pose safely.

<p>Reclining Bound Angle Yoga Pose</p> 	<p>Upward Crescent Moon</p> 	<p>Revolved Camel Yoga Pose</p> 
<p>Warrior I Pose</p> 	<p>Warrior II Pose</p> 	<p>Warrior III Pose</p> 

Unlock Your Confidence – Yoga Cards (continued)

<p>High Lunge</p> 	<p>Chair</p> 	<p>Low Lunge</p> 
<p>Half Lotus Pose</p> 	<p>Hands and Knees Balance Pose</p> 	<p>Eye of the Needle</p> 



Unlock Your Confidence – Yoga Cards (continued)

One Leg Revolved Belly



Side Seated Angle



Reclining Big Toe



Happy Baby



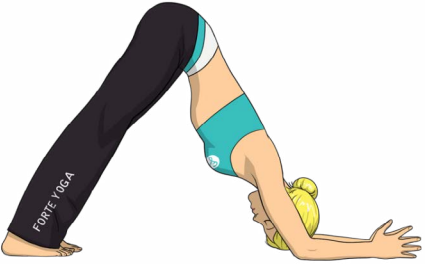
Garland



Reverse Prayer



Unlock Your Confidence – Yoga Cards (continued)

<p>Downward Facing Dog</p> 	<p>Dolphin</p> 
<p>Cat</p> 	<p>Cow</p> 

Reference: Yoga poses and images. (n.d.) Retrieved from <http://www.forteyoga.com>

Unlock Your Confidence – Yoga Cards (continued)

Revolved Triangle



One Legged  
Downward Facing Dog



Tree



## STABILITY BALL ACTIVITY 1

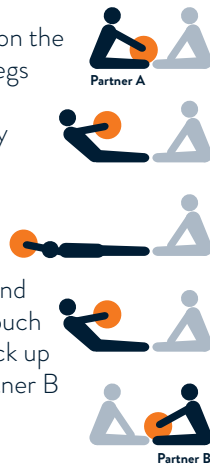
### Partner Roll-Ups

**EQUIPMENT:** 3 Stability balls

**GRADES:** 3–8

**ORGANIZATION:** 6 students in pairs, 1 stability ball per pair

**DESCRIPTION:** Partners sit on the floor facing each other, legs extended straight, feet touching with the stability ball between Partner A's feet. Partner A takes the stability ball with arms extended forward and lays back flat on the ground having the stability ball touch the ground, then rolls back up to the start position. Partner B will then take the ball and repeat the exercise.



**CUES:**

- “Keep your arms straight when you are rolling up.”
- “Don’t arch your back.”

**MODIFICATIONS:**

- **Less challenging**
  - Allow students who are having difficulty to slightly bend their knees.
  - If using the ball is difficult for students, allow them to not use the stability ball.
- **More challenging**
  - Have students roll up and down at the same time handing the ball to their partner when they roll up.



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STABILITY BALL ACTIVITY 1 PARTNER ROLL-UPS

## STABILITY BALL ACTIVITY 2

### Roll-Ups/ Leg Lifts

**EQUIPMENT:** 3 Stability balls

**GRADES:** 3–8

**ORGANIZATION:** 6 students in pairs, 1 stability ball per pair

**DESCRIPTION:** Partners sit on the floor facing each other, legs extended straight, feet touching. Partner A will start the exercise laying down, arms extended straight with the stability ball in their hands touching the ground. Partner A will complete a roll-up and place the stability ball between Partner B's feet. Partner B will then lift the stability ball using only his or her feet as high as they can and lower it back down. Partner A will then grab the stability ball and complete the sequence again. Have students switch half way through the time at the station, or after both Partner A and Partner B complete 5 repetitions of the exercise.

**CUES:**

- “Keep arms straight when you are rolling up.”
- “Keep your legs straight when lifting them.”
- “Don’t arch your back.”

**MODIFICATIONS:**

- **Less challenging**
  - Allow students who are having difficulty to slightly bend their knees.
  - If using the ball is difficult for students, allow them to not use the stability ball.
- **More challenging**
  - Have students roll up and leg lift at the same time passing the ball to their partner when the ball is in the middle.



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STABILITY BALL ACTIVITY 2 ROLL-UPS/LEG LIFTS

## STABILITY BALL 3 ACTIVITY

### Pass and Go!

**EQUIPMENT:** 3 Stability balls

**GRADES:** 3–8

**ORGANIZATION:** 9 students, in 3 groups of 3, 1 stability ball per group

**DESCRIPTION:** Designate a starting and ending point. Each group will lay down, feet to head in a straight line at the starting point. The last person will have the stability ball between their feet, and will lift it to their own hands so the next person can grab the ball from them with their feet. Once the ball has been passed successfully, the student must run to the back of the line to wait to receive the ball again. Groups will try to move as quickly as possible to get to the end point.

**CUES:**

- Provide tips for students to be successful as necessary, depending on challenges students are having.

**MODIFICATIONS:**

- **Less challenging**
  - Allow students to be seated and pass the stability ball by spinning on their bottom.
- **More challenging**
  - If the ball is dropped students must start over.
  - Have students only pass the ball using their feet.



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STABILITY BALL ACTIVITY 3 PASS AND GO!

## STABILITY BALL 4 ACTIVITY

### Crab Walk Team Challenge

**EQUIPMENT:** 3 Stability balls

**GRADES:** 3–8

**ORGANIZATION:** 9 students, in 3 groups of 3, 1 stability ball per group

**DESCRIPTION:** Designate a starting and ending point. Each group will work together to move the stability ball from one end to the other. Students must move the ball while crab walking and without losing control of the ball.

**CUES:**

- “Keep your hips lifted.”

**MODIFICATIONS:**

- **Less challenging**
  - Decrease the distance between the start and finish.
- **More challenging**
  - If the control of the ball is lost students must start over.
  - Increase the distance between the start and finish.



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STABILITY BALL ACTIVITY 4 CRAB WALK TEAM CHALLENGE

## STABILITY BALL 5 ACTIVITY

### Ball Walk Team Challenge

**EQUIPMENT:** 3 Stability balls

**GRADES:** 3–8

**ORGANIZATION:** 9 students, in 3 groups of 3, 1 stability ball per group

**DESCRIPTION:** Designate a starting and ending point. Have students sit back-to-back in their groups with the ball in the middle at the starting point. Groups will work together to stand up without letting the ball touch the ground, then continue to move the ball to the end point without letting it drop.

**CUES:**

- “Make sure you are talking with your group.”
- “Keep a pace that everyone can keep up with.”

**MODIFICATIONS:**

- **Less challenging**
  - Allow students to drop the ball as many times as possible.
  - Decrease the distance between the start and finish.
  - Allow students to link arms/hold hands.
- **More challenging**
  - If the ball is dropped students must start over.
  - Increase the distance between the start and finish.
  - Don’t let students talk to one another.
  - Have groups balance the ball on cone or another object.

**OTHER WAYS YOU CAN USE STABILITY BALLS:**

- Have students use a stability ball against the wall to assist in performing a correct squat.
- Use stability balls to help with stretching.
- Use a stability ball as a chair to help with posture and core strength.



STABILITY BALL ACTIVITY 5 BALL WALK TEAM CHALLENGE

## RESISTANCE BAND 1 ACTIVITY

### Hungry, Hungry Ducks

**EQUIPMENT:** 5 packs of Resistance Bands

**GRADES:** 3–8

**ORGANIZATION:** 1 resistance band per student

**ADDITIONAL EQUIPMENT:** 2 hula hoops, small objects (e.g., yarn balls, paper balls, or bean bags)

**DESCRIPTION:** Space two hula hoops about 10 feet apart and place the small objects in one of the hoops. Students will have a resistance band around their ankles, will squat to a medium level, and walk (similar to a duck) to retrieve “food” (small objects) and bring back to the hula hoop. Students try to retrieve as much food as they can to the empty hoop.

**MODIFICATIONS:**

- **Less challenging**
  - Decrease the distance between hoops.
- **More challenging**
  - Increase distance between hoops.
  - Have students get into pairs and try to gather as much food as they can together.



RESISTANCE BAND ACTIVITY 1 HUNGRY, HUNGRY DUCKS

## RESISTANCE BAND ACTIVITY 2

### Jumping Jacks with Bands

**EQUIPMENT:** 5 packs of Resistance Bands

**GRADES:** 3–8

**ORGANIZATION:** 1 resistance band per student

**DESCRIPTION:** Students will perform jumping jacks with a resistance band around their ankles.

**MODIFICATIONS:**

- **Less challenging**
  - Allow students to take a pause between jumping jacks.
- **More challenging**
  - Have students squat when their feet are in the straddle position during a jumping jack.



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RESISTANCE BAND ACTIVITY 2 JUMPING JACKS WITH BANDS

## RESISTANCE BAND ACTIVITY 3

### Forward Walk

**EQUIPMENT:** 5 packs of Resistance Bands

**GRADES:** 3–8

**ORGANIZATION:** 1 resistance band per student

**DESCRIPTION:** Students will place resistance bands around their ankles and attempt to walk forward. Students should have knees bent at a medium level as they walk from the designated starting point.

**MODIFICATIONS:**

- **Less challenging**
  - Allow students to walk in a squatted position without a resistance band.
  - Decrease the distance walked.
- **More challenging**
  - Have students place the resistance band just above their knees.
  - Increase the distance walked.



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RESISTANCE BAND ACTIVITY 3 FORWARD WALK

## RESISTANCE BAND ACTIVITY 4

### Butterflies

**EQUIPMENT:** 5 packs of Resistance Bands

**GRADES:** 3–8

**ORGANIZATION:** 1 resistance band per student

**DESCRIPTION:** Students will place the resistance band just above their knees. Students will get into a squatted position, then open and close their knees like a butterfly. Students will perform butterflies for 15 seconds, then rest and repeat.

**MODIFICATIONS:**

- **Less challenging**
  - Allow students to place the resistance band around their ankles.
  - Allow students to only squat.
- **More challenging**
  - Have students perform butterflies slowly holding the open knee position for 3 seconds.



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RESISTANCE BAND ACTIVITY 4 BUTTERFLIES

## RESISTANCE BAND ACTIVITY 5

### Partner Crabwalk Challenge

**EQUIPMENT:** 5 packs of Resistance Bands

**GRADES:** 3–8

**ORGANIZATION:** Students in pairs, 1 resistance band per student

**DESCRIPTION:** Students will be in pairs with resistance bands around their ankles. Partners will stand back-to-back at a designated starting point. Students will link arms and lower to a squatted position attempting to walk to the end point and back.

**MODIFICATIONS:**

- **Less challenging**
  - For younger grades, allow students to not link arms.
  - Allow students to not wear resistance bands.
- **More challenging**
  - Have students place the resistance bands just above their knees.
  - Have students see how many trips they can make during a specified amount of time.



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RESISTANCE BAND ACTIVITY 5 PARTNER CRABWALK CHALLENGE



Music Mapping

**Introduction**

Activity \_\_\_\_\_

Music Mapping

**Verse**

Activity \_\_\_\_\_

Music Mapping

**Chorus**

Activity \_\_\_\_\_

Music Mapping

**Bridge**

Activity \_\_\_\_\_

**Mind Heart Body Connection Exit Ticket**

Today's Activity:

Best Expressed My:



Because:

**Mind Heart Body Connection Exit Ticket**

Today's Activity:

Best Expressed My:



Because:

**Mind Heart Body Connection Exit Ticket**

Today's Activity:

Best Expressed My:



Because:

**Mind Heart Body Connection Exit Ticket**

Today's Activity:

Best Expressed My:



Because:

**Mind Heart Body Connection Exit Ticket**

Working with a team mostly impacted my:



Because:

**Mind Heart Body Connection Exit Ticket**

Working with a team mostly impacted my:



Because:

**Mind Heart Body Connection Exit Ticket**

Working with a team mostly impacted my:



Because:

**Mind Heart Body Connection Exit Ticket**

Working with a team mostly impacted my:



Because:

## Progressive Relaxation Script

### Directions:

Use the following script to begin your progressive relaxation. Continue the process throughout the body or for as long as you have time. Use soft music to drown out extra noise.

***"Find a comfortable position where you can move your body freely. You are welcome to lay on the ground or sit comfortably in your spot."***

***"Find a place to rest your gaze or close your eyes if you wish."***

***"In your mind go to a place that soothes you. What are the colors? Is it warm and cozy or cool and refreshing? What are the sounds? Is there a crackling fire or gentle ocean waves? What are the smells? Fresh laundry, sun and sand?"***

***"Take a deep breath in, on your exhale feel your body release tension, feel the bones and muscles melt closer to the floor."***

***"On your next inhale curl your toes tight to your feet. Direct all your energy down to your toes and hold it. Release your shoulders, soften your tummy, keep the energy in your toes."*** (Have participants hold for a few moments.)

***"On your next exhale release your toes. Release, relax, just breathe."*** (Hold for a few moments.)

***"As you inhale, move the energy up your body to your calves. Hold them tight, all your energy is here. Check your fingers, relax your toes, it's all in your calves."*** (Hold.)

***"As you exhale...release, relax, just breathe."*** (Hold)

Continue the process up the body, directing participants to tighten & release while being sure to consciously direct the energy. At the end they can do a full body tighten and release. On the last release, allow them to rest for a few moments.

Slowly bring participants out of the process by turning to their sides or opening their gaze, bringing their awareness back to the present.

# Nutrient Tables

## NUTRIENT TABLES

MACRONUTRIENT TABLE	HOW IT HELPS YOUR BODY	FOODS
<b>Protein</b>	Helps build maintain healthy muscles and gives your body energy	milk, yogurt, chicken, beef, nuts, egg, peanut butter, fish, cheese
<b>Carbohydrate</b>	Gives your body energy	pasta, cereal, bread, beans, popcorn, rice
<b>Fats</b>	Gives your body energy and helps your body absorb nutrients	whole milk, oil, avocado, full-fat cheese, salmon, beef, butter
<b>Fiber**</b>	Helps support digestion	apples, corn, whole grains, berries, avocado





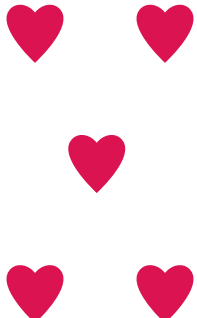
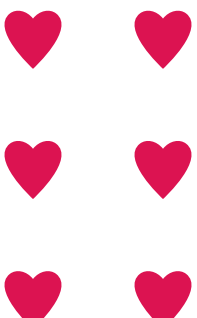
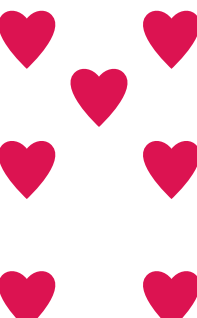
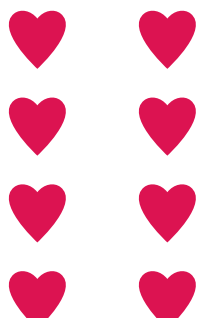
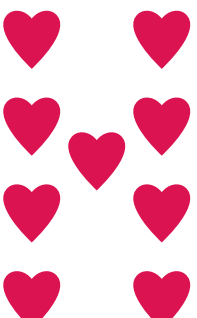
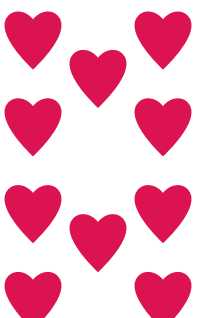
\*\*Although Fiber is technically not considered a macronutrient, it's important to make sure that it's included in what you eat. \*These nutrients are not found on nutrition labels.

MICRONUTRIENT TABLE	HOW IT HELPS YOUR BODY	FOODS
<b>Vitamin A*</b>	Helps keep eyes and skin healthy	eggs, milk, carrots, spinach, peppers, cereal, black-eyed peas
<b>Vitamin C*</b>	Helps heal cuts and bruises	oranges, bell peppers, tomatoes, kale, snow peas, kiwi
<b>Vitamin D</b>	Helps build strong bones and teeth	milk, salmon, cremini mushrooms, cereal, eggs
<b>Vitamin E*</b>	Helps protect cells	almonds, avocados, spinach, broccoli, shrimp, olive oil
<b>B vitamins*</b>	Helps cells function properly	tuna, milk, yogurt, cheese, beef, crab, cereal, beans, eggs
<b>Iron</b>	Helps keep your blood healthy	beef, shellfish, spinach, beans, quinoa, cereal, dried fruit
<b>Calcium</b>	Helps build strong bones and teeth	milk, yogurt, cheese, trout, squash, spinach, clams
<b>Potassium</b>	Helps nerves and muscles to function	salmon, beans, avocado, bananas, milk, mushrooms, tomato
<b>Magnesium*</b>	Helps the heart stay healthy	spinach, almonds, lima beans, tuna, brown rice




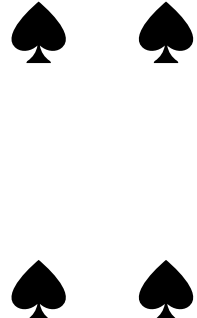
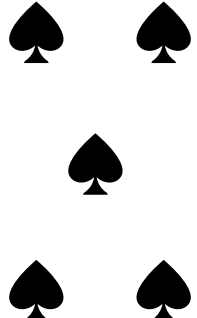
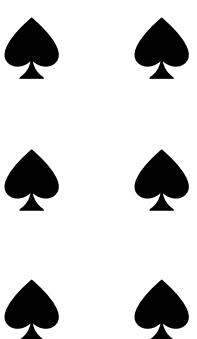
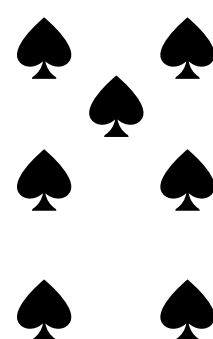
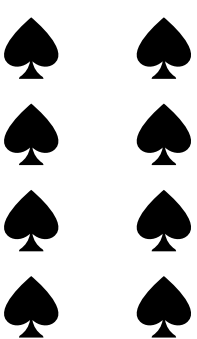
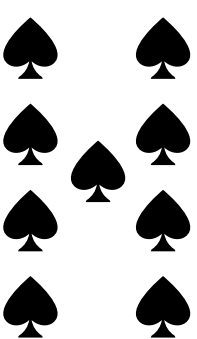
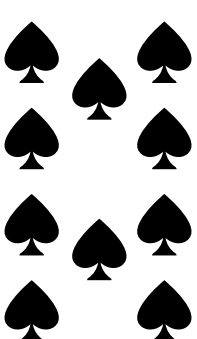
## NUTRIENT CHALLENGE ACTIVITY SHEET

ORDER THE FOODS ...	ROUND 1 NUTRIENT	ROUND 2 NUTRIENT	ROUND 3 NUTRIENT	ROUND 4 NUTRIENT	ROUND 5 NUTRIENT	ROUND 6 NUTRIENT
<b>MOST</b>						
<b>LEAST</b>						





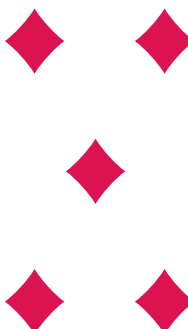
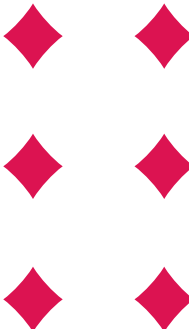
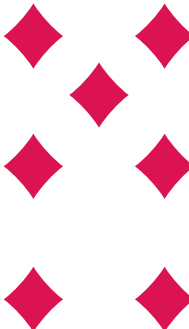
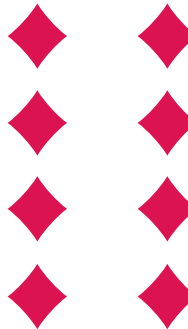
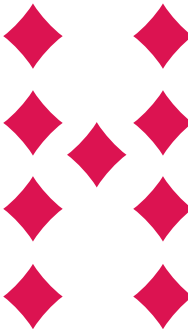

ROUND 7 NUTRIENT	ROUND 8 NUTRIENT	ROUND 9 NUTRIENT	ROUND 10 NUTRIENT	ROUND 11 NUTRIENT	ROUND 12 NUTRIENT	ROUND 13 NUTRIENT

<p><b>A</b> ♥</p>  <p>♥ <b>A</b></p>	<p><b>K</b> ♥</p> <p><b>K</b></p> <p>♥ <b>K</b></p>	<p><b>Q</b> ♥</p> <p><b>Q</b></p> <p>♥ <b>Q</b></p>	<p><b>J</b> ♥</p> <p><b>J</b></p> <p>♥ <b>J</b></p>
<p><b>2</b> ♥</p>  <p>♥ <b>2</b></p>	<p><b>3</b> ♥</p>  <p>♥ <b>3</b></p>	<p><b>4</b> ♥</p>  <p>♥ <b>4</b></p>	<p><b>5</b> ♥</p>  <p>♥ <b>5</b></p>
<p><b>6</b> ♥</p>  <p>♥ <b>6</b></p>	<p><b>7</b> ♥</p>  <p>♥ <b>7</b></p>	<p><b>8</b> ♥</p>  <p>♥ <b>8</b></p>	<p><b>9</b> ♥</p>  <p>♥ <b>9</b></p>
<p><b>10</b> ♥</p>  <p>♥ <b>10</b></p>	<p><b>JOKER</b></p> <p><b>ROOT</b> 4Her!</p> <p><b>JOKER</b></p>	<p><b>JOKER</b></p> <p><b>ROOT</b> 4Her!</p> <p><b>JOKER</b></p>	

Root4Her Playing Cards (continued)





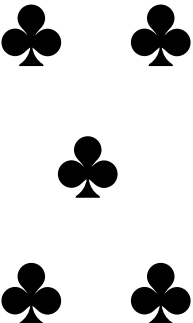
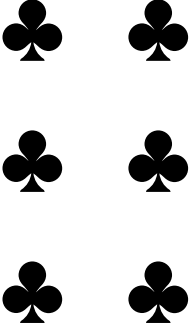
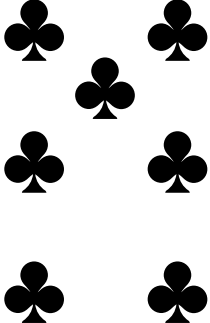
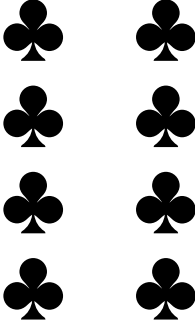
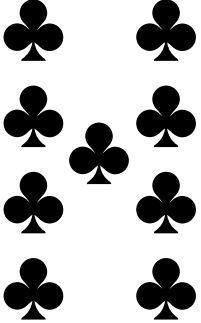
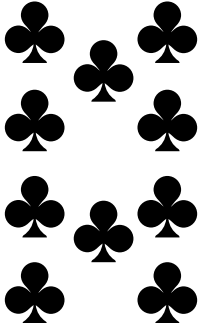
<p><b>A</b> ♠</p>  <p>♥ <b>A</b></p>	<p><b>K</b> ♠</p> <p><b>K</b></p> <p>♥ <b>K</b></p>	<p><b>Q</b> ♠</p> <p><b>Q</b></p> <p>♥ <b>Q</b></p>	<p><b>J</b> ♠</p> <p><b>J</b></p> <p>♥ <b>J</b></p>
<p><b>2</b> ♠</p>  <p>♥ <b>2</b></p>	<p><b>3</b> ♠</p>  <p>♥ <b>3</b></p>	<p><b>4</b> ♠</p>  <p>♥ <b>4</b></p>	<p><b>5</b> ♠</p>  <p>♥ <b>5</b></p>
<p><b>6</b> ♠</p>  <p>♥ <b>6</b></p>	<p><b>7</b> ♠</p>  <p>♥ <b>7</b></p>	<p><b>8</b> ♠</p>  <p>♥ <b>8</b></p>	<p><b>9</b> ♠</p>  <p>♥ <b>9</b></p>
<p><b>10</b> ♠</p>  <p>♥ <b>10</b></p>			

Root4Her Playing Cards (continued)

<p><b>A</b> ♦</p>  <p>♦ <b>A</b></p>	<p><b>K</b> ♦</p> <p><b>K</b></p> <p>♦ <b>K</b></p>	<p><b>Q</b> ♦</p> <p><b>Q</b></p> <p>♦ <b>Q</b></p>	<p><b>J</b> ♦</p> <p><b>J</b></p> <p>♦ <b>J</b></p>
<p><b>2</b> ♦</p>  <p>♦ <b>2</b></p>	<p><b>3</b> ♦</p>  <p>♦ <b>3</b></p>	<p><b>4</b> ♦</p>  <p>♦ <b>4</b></p>	<p><b>5</b> ♦</p>  <p>♦ <b>5</b></p>
<p><b>6</b> ♦</p>  <p>♦ <b>6</b></p>	<p><b>7</b> ♦</p>  <p>♦ <b>7</b></p>	<p><b>8</b> ♦</p>  <p>♦ <b>8</b></p>	<p><b>9</b> ♦</p>  <p>♦ <b>9</b></p>
<p><b>10</b> ♦</p>  <p>♦ <b>10</b></p>			



Root4Her Playing Cards (continued)

<p><b>A</b> ♣</p>  <p>♣ <b>A</b></p>	<p><b>K</b> ♣</p> <p><b>K</b></p> <p>♣ <b>K</b></p>	<p><b>Q</b> ♣</p> <p><b>Q</b></p> <p>♣ <b>Q</b></p>	<p><b>J</b> ♣</p> <p><b>J</b></p> <p>♣ <b>J</b></p>
<p><b>2</b> ♣</p>  <p>♣ <b>2</b></p>	<p><b>3</b> ♣</p>  <p>♣ <b>3</b></p>	<p><b>4</b> ♣</p>  <p>♣ <b>4</b></p>	<p><b>5</b> ♣</p>  <p>♣ <b>5</b></p>
<p><b>6</b> ♣</p>  <p>♣ <b>6</b></p>	<p><b>7</b> ♣</p>  <p>♣ <b>7</b></p>	<p><b>8</b> ♣</p>  <p>♣ <b>8</b></p>	<p><b>9</b> ♣</p>  <p>♣ <b>9</b></p>
<p><b>10</b> ♣</p>  <p>♣ <b>10</b></p>			

## BUILD A PERFORMANCE-ENHANCING PLATE

Properly fueling can provide an edge over other athletes who don't focus on their nutrition.

- ▶ Calorie and nutrient needs vary depending upon intensity and phase of training.
- ▶ This plate represents a hard training day. On light training days, substitute 1/4 plate of whole grains with 1/4 plate of fruits and vegetables.



### HEALTHY FATS

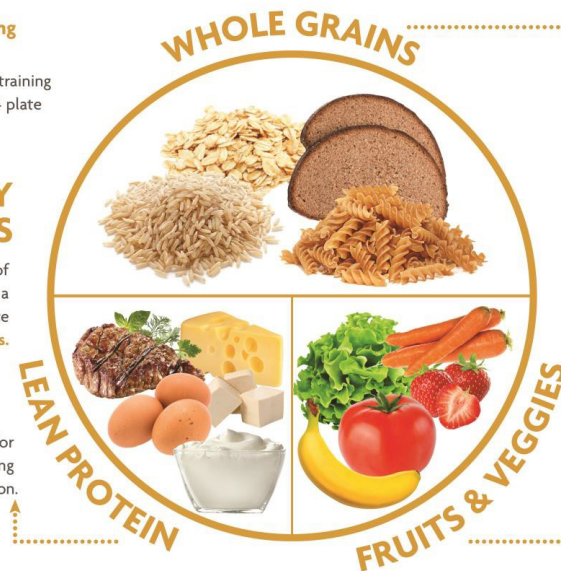
Moderate amounts of healthy fats provide a concentrated energy source and essential fatty acids.

[nuts, seeds, oil and fatty fish]

Protein foods are essential for building/repairing muscle and helping to support immune function.



For advice on customizing a nutrition plan, consult a sports dietitian.



Carbohydrates fuel muscles and are the quickest source of energy for athletes.

### FLUIDS

Stay hydrated by drinking fluids at mealtime and throughout the day.



[milk, water, 100% fruit juice]

Many fruits and vegetables provide nutrients that have been linked to reduced oxidative damage from hard training.

## POWER PERFORMANCE WITH PROTEIN

Athletes require more protein than the average person. High-quality protein not only provides energy, it is an essential part of a training diet supporting:

- Strong muscles, bones, ligaments, and tendons
- Muscle recovery
- Moving oxygen to muscles
- Metabolism of other nutrients
- Healthy immune function

**Suggested Range: 0.5-0.8 grams of protein/pound body weight/day.**



For advice on customizing a nutrition plan, consult a sports dietitian.

- Aim for 20-30 grams of high-quality protein at each meal and after workouts.
- Include foods like milk, yogurt, eggs, cheese and lean meats.
- Remember that not all proteins are created equal.
- Choose sources higher in leucine-which helps to build and repair muscle. Some experts recommend aiming for ~2.5 grams/meal.



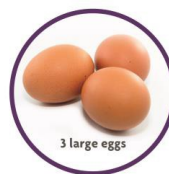
= **41g** protein  
**3.3g** leucine



= **25g** protein  
**1.8g** leucine



= **24g** protein  
**2.5g** leucine



= **19g** protein  
**1.5g** leucine



= **15g** protein  
**1.5g** leucine



= **8g** protein  
**0.8g** leucine

# DID YOU KNOW?

Poor sleeping habits can lead to a number of problems in your life – just take a look at some of these facts!

**71%**



**OF STUDENTS ARE SLEEP-DEPRIVED,** and more than half of them believe they would handle stress better or do better in school if they got more sleep

**TEENS NEED**

**8-10 HRS**

**OF SLEEP FOR GOOD HEALTH**

## LACK OF SLEEP AFFECTS OUR:



**Judgment**



**Mood**



**Memory**



**Health**



**Relationships**



**Productivity**

## SLEEP DEPRIVED TEENS ARE MORE LIKELY TO:



Not be physically active



Suffer from depression and anxiety



Perform poorly in school



Be irritable and forgetful



Make poor decisions

## THE NUMBERS

**ABOUT 60%**

of middle schoolers do not get enough sleep on school nights

**ABOUT 70%**

of high schoolers do not get enough sleep on school nights

# SLEEP TIGHT WORD SEARCH

Use this word search to learn some snooze clues to help get a healthy night’s sleep.

H Y T D O Q D C C O M F O R T A B L E Q  
 O P K S D N T G Q P H L W P V J E S C V  
 S D R Y I J D H K P X C M O D S L E E P  
 E B Z H D A R K O M U S I C B O O K V Q  
 L W B K H F S B R J B R D O R C P P Q T  
 X J Q C J F K D Y Q O P N E X H O R B S  
 Q P C S J B H I U A K D Q H O E G R S O  
 M S X T E C M E K L J Y E L V N V B A D  
 L B Z Q D N C B P D B O M A I I C A L M  
 P I L L O W S C R E E N S O J A K G D G  
 E S A B V E X E R C I S E B L A N K E T  
 E J D V C O Z U H E A L T H Y T C F V M  
 S W R F H S G N G X N L C X H U P Q R J  
 J E J C K U B R E A T H E G Z W O L K A  
 G E F F T C P Z K C N M N L C O O L P B  
 B A A S T Z V D O Q U I E T A V V G L G  
 S K M V Q R A A J J A Z V C X X J M S Y  
 C N V M F B X F T C U I L W W V P V G X  
 D B Y W H U G Y O E S N A C K E E S G Y  
 H Y Q C E F K S V H Y F G M Z S X X G D

COOL  
 SCREENS  
 COMFORTABLE  
 BOOK  
 BREATHE

DARK  
 CALM  
 HEALTHY  
 MUSIC  
 SNACK

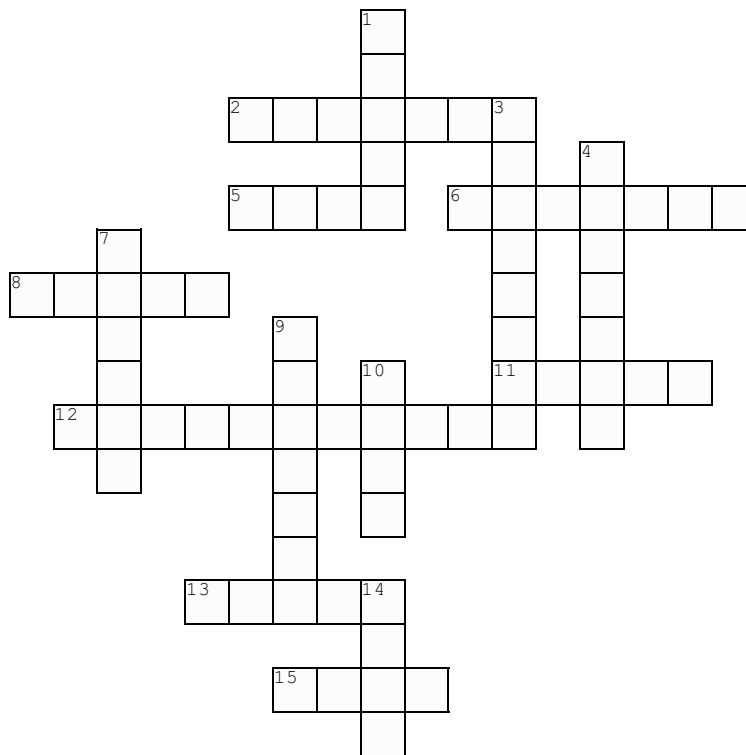
QUIET  
 PILLOW  
 SLEEP  
 BLANKET  
 EXERCISE

Want to play this game virtually? Visit the link below!

<https://thewordsearch.com/puzzle/1541325/sleep-tight-word-search/>

# SLEEP TIGHT CROSSWORD PUZZLE

Complete the crossword below to learn some snooze clues to help get a healthy night's sleep.



### **Horizontal**

- 2. \_\_\_\_\_ in and out. This is a technique to calm my body before bed.
- 5. My sleeping environment should be the opposite of light.
- 6. Sleep is essential to keep me \_\_\_\_\_ and makes me perform better in the classroom, on the field and in life.
- 8. I don't like loud noise when I sleep. I like for it to be \_\_\_\_\_.
- 11. At least 9-12 hours of \_\_\_\_\_ is important for my health.
- 12. My sleeping environment should be the opposite of uncomfortable.
- 13. Listening to this helps me relax before bed.
- 15. Reading a \_\_\_\_\_ could be part of my wind-down routine.

### **Vertical**

- 1. Fill up with a nutritious \_\_\_\_\_ before bedtime.
- 3. Getting 30 minutes of moderate \_\_\_\_\_ during the day can help me relax at night.
- 4. This fuzzy item might be my go-to for snuggling up when it's time to snooze.
- 7. Some people like soft, some people like firm.
- 9. At least one hour before bedtime I turn off all \_\_\_\_\_.
- 10. I practice activities like deep breathing or yoga to \_\_\_\_\_ me before I go to sleep.
- 14. I sleep best when the temperature of my sleeping environment is \_\_\_\_\_.

**Want to play this game virtually? Visit the link below!**

<https://crosswordlabs.com/view/sleep-tight-crossword-puzzle>

# SLEEP TIGHT CROSSWORD PUZZLE

## ANSWER KEY

- I sleep best when the temperature of my sleeping environment is **COOL**.
- My sleeping environment should be the opposite of light. **DARK**<sup>1</sup>
- I don't like loud noise when I sleep. I like for it to be **QUIET**.<sup>1</sup>
- At least one hour before bedtime I turn off all **SCREENS**.
- I practice activities like deep breathing or yoga to **CALM** me before I go to sleep.
- Some people like soft, some people like firm. **PILLOWS**
- My sleeping environment should be the opposite of uncomfortable. **COMFORTABLE**.<sup>1</sup>
- Sleep is essential to keep me **HEALTHY** and makes me perform better in the classroom, on the field and in life.
- At least 9-12 hours of **SLEEP** is important for my health.<sup>3,9</sup>
- Getting 30 minutes of moderate **EXERCISE** during the day can help me relax at night.<sup>8</sup>
- Reading a **BOOK** could be part of my wind-down routine.<sup>4</sup>
- Listening to this helps me relax before bed. **MUSIC** <sup>4</sup>
- This fuzzy item might be my go-to item for snuggling up when it's time to snooze. **BLANKET**
- **BREATHE** in and out. This is a technique to calm my body before bed.<sup>3</sup>
- Fill up with a nutritious **SNACK** before bedtime.

**Want to play this game virtually? Visit the link below!**

<https://crosswordlabs.com/view/sleep-tight-crossword-puzzle>

**LET'S MAP IT OUT!**

**Time to wind down!** The time leading up to your bedtime is just as important as the time you spend sleeping. Use the space below to map out your bedtime routine, and get ready for a night of healthy, quality sleep!

**1-2 HOURS BEFORE BED**

Getting ready for healthy sleep

*(Some suggestions include: Dim the lights, put away devices, lower the temperature)*

TIME	ACTIVITY

**BEDTIME**

Ready for healthy sleep

*(suggestions include: a start time, a wind-down routine, a physical change in atmosphere)*

TIME	ACTIVITY

## MY SLEEP JOURNAL

**Let's get to journaling!** Keep track of your sleep habits using the space below. Take notes on how many hours you slept, and rate your sleep on a scale of 1-5 (with 5 being great sleep). It's also important to write down what you did leading up to your bedtime!

### MONDAY

How many hours of sleep did you get?  hours

How well did you sleep last night? (5 being great sleep)

1 ○ 2 ○ 3 ○ 4 ○ 5 ○

Comment on what you did leading up to bedtime and how you felt after you woke up.

### TUESDAY

How many hours of sleep did you get?  hours

How well did you sleep last night? (5 being great sleep)

1 ○ 2 ○ 3 ○ 4 ○ 5 ○

Comment on what you did leading up to bedtime and how you felt after you woke up.

### WEDNESDAY

How many hours of sleep did you get?  hours

How well did you sleep last night? (5 being great sleep)

1 ○ 2 ○ 3 ○ 4 ○ 5 ○

Comment on what you did leading up to bedtime and how you felt after you woke up.

### THURSDAY

How many hours of sleep did you get?  hours

How well did you sleep last night? (5 being great sleep)

1 ○ 2 ○ 3 ○ 4 ○ 5 ○

Comment on what you did leading up to bedtime and how you felt after you woke up.

### FRIDAY

How many hours of sleep did you get?  hours

How well did you sleep last night? (5 being great sleep)

1 ○ 2 ○ 3 ○ 4 ○ 5 ○

Comment on what you did leading up to bedtime and how you felt after you woke up.



## STABILITY BALL

### Crunch

Perform a crunch while lying on the stability ball

## STABILITY BALL

### Ball pass

Lying on your back, start by holding the ball between your feet; pass the ball to your hands and touch the ball to the ground behind your head; pass the ball back your feet and touch the ball to the ground

## STABILITY BALL

### Superheroes

Lie on the stability ball with the ball under your hips and feet on the ground; extend arms and lift your upper body; relax and repeat

## STABILITY BALL

### Wall sits

Stand against the wall with the ball at your back and feet slightly forward; roll the ball down like you're sitting in a chair; return to starting position

## STABILITY BALL

### Knee tuck

Start in a plank position with the ball underneath your shins; tuck knees in and out

## STABILITY BALL

### Around the clock

From a plank position, place the ball under your forearms, roll the ball clockwise, then counterclockwise

## STABILITY BALL

### Glute bridge

Lie on the floor with the ball under your ankles; lift your hips and roll the ball in and out

<p style="text-align: center;"><b>RESISTANCE BAND</b> <b>Low row</b></p> <p>From a lunge position, place the band around the foot; on the bent leg side pull the band back keeping your elbow close to your body</p>	<p style="text-align: center;"><b>RESISTANCE BAND</b> <b>Monster walk</b></p> <p>With band around ankles, knees slightly bent, walk stepping forward at a 45-degree angle</p>
<p style="text-align: center;"><b>RESISTANCE BAND</b> <b>Standing hamstring curl</b></p> <p>With feet shoulder width apart, place band around ankles, flex your leg bringing your foot towards your glute</p>	<p style="text-align: center;"><b>RESISTANCE BAND</b> <b>Squat jack</b></p> <p>With band above the knees or ankles, perform a jack squat</p>
<p style="text-align: center;"><b>RESISTANCE BAND</b> <b>High knees</b></p> <p>With band above the knees, run in place</p>	<p style="text-align: center;"><b>RESISTANCE BAND</b> <b>Squat</b></p> <p>With band above the knees, perform a squat</p>
<p style="text-align: center;"><b>RESISTANCE BAND</b> <b>Clam shells</b></p> <p>Place band above the knees; lying on your side, open and close your knees</p>	<p style="text-align: center;"><b>RESISTANCE BAND</b> <b>Bicep curl</b></p> <p>Kneel with one leg, place band around the bent leg above the knee, use the band to perform a bicep with the arm on the bent leg side</p>
<p style="text-align: center;"><b>RESISTANCE BAND</b> <b>Pull apart</b></p> <p>With band around wrists, pull the band apart as far as you can; control the band when bringing hands back to center</p>	<p style="text-align: center;"><b>RESISTANCE BAND</b> <b>Side steps</b></p> <p>With band above knees, step to the side ten times; step in the opposite direction ten times</p>

# 13 WAYS **milk** CAN HELP YOUR BODY

One serving of dairy milk contains many of the essential nutrients your body needs, including:

## PROTEIN

Helps build lean muscle & keep bones strong, plus maintain a healthy immune system

## VITAMIN B12

Helps build red blood cells, support heart health, & maintain the central nervous system

## VITAMIN A

Helps keep skin & eyes healthy, promote growth, & maintain a healthy immune system

## PANTOTHENIC ACID

Also known as Vitamin B5, this nutrient helps your body use carbohydrates, fats, & protein for fuel

## NIACIN

One of four B vitamins in milk, niacin helps to convert food into energy & helps to regulate metabolism

## SELENIUM

Helps maintain a healthy immune system, regulate metabolism, & protect healthy cells from damage

## IODINE

Plays a key role in metabolism, protein synthesis & cognitive development in children

## CALCIUM

Instrumental in helping to build & maintain strong bones and teeth

## ZINC

Helps maintain healthy skin & a healthy immune system, plus helps support normal growth & development

## VITAMIN D

Works hand in hand with calcium to build & maintain strong bones & reduce the risk for stress fractures; Important for muscle & nerve function & to maintain a healthy immune system

## PHOSPHORUS

works with calcium and vitamin D to help maintain bone health, plus our bodies need phosphorus to produce energy.

## RIBOFLAVIN

Has a significant role in energy production (converting food into energy) & helps regulate metabolism

## POTASSIUM\*

Plays a critical role in maintaining healthy blood pressure, muscle contraction, and nerve transmission

\*\*Based on the 2019 DRI for potassium developed by NASEM

