

Lesson Plan– Lesson Goal

Lesson Goal: Lesson Goal: To Understand physical health and mental health are closely related.

➔ **Key Understanding:** It is important to understand that your mind and body are closely connected. “Being positive, valuing yourself, respecting yourself, and having good self-esteem is part of being fit too,” says David Ermer, MD. Ermer (Child Psychiatrist, Sanford Health) (<https://fit.webmd.com/kids/mood/article/kids-fit-connection-mood.>)

- ◆ Identify how feelings relate to Mood.
- ◆ Define Mood as ‘I Will’ or ‘I Won’t make a positive choice.
- ◆ Practice strategies that can be used to move from ‘I Won’t to I Will.

Introduction

- ☞ Introduce yourself to the group
- ☞ Stand where everyone can see you and hear what you say

- ◆ Welcome students to ‘Healthy YOUth’
- ◆ Provide an overview of the program – review lessons completed.

Reflection from prior lesson

☞ **In your own words share:**

- We have discussed how ‘moving’ or exercise and eating nutritious foods helps promote a healthy lifestyle and wellness.
- How does a healthy body, lifestyle and wellness affect our feelings and moods?

Opening Activity – 5 to 10 Minutes

- ☞ Play Feelings and Faces – provide instructions on how you will play.
 - The Teen Teacher serves as the game leader.
 - ◆ Give each student a card and have them write their name on it.
 - ◆ Tape the posters of six faces to a wall.
 - ◆ Read each of the situations to the students.
 - ◆ After reading each, let the student tape their name card under the face that describes their feelings related to each situation.
 - ◆ Ask students to explain why they feel that way.

Relating Activity/ Experience to Mood and how it may affect choices. (Anchor) 5 minute

☞ **Ask students questions about the game experience, for example:**

- ◆ What types of situations made you feel good?
- ◆ What types of situations made you feel grouchy, sad or mad?
- ◆ Have you ever heard anyone say: ‘You are in a good mood!’ OR ‘Why are you in such a bad mood?’

Explain: Feelings put us in a Mood and a Mood can affect the choices we make. For example: tired – you don't want to play or do anything; bored – you eat junk food; grumpy – you pout and may not be nice to people.

Processing – *Can we make some choices that will help how we feel, our mood?* (Add)

☞ **In your own words:**

→**Explain** that your mood or how you feel can affect how you go about your day. It can affect how much you want to move your body, what you want to eat or if you want to eat.

- When you are happy or in a good mood, you probably want to play, dance, or run. But often when you are sad or feel in a bad mood, you want to hide and not do anything. Or if you are tired, you don't want to play outside; bored you won't want to eat a healthy snack or grumpy; you just want to pout.
- Sometimes when we are in a bad mood or feel sad or upset, it affects our sleep.
- Your mood can also make you want food. Sometimes a bad mood makes us want foods that are not healthy like cookies, candies or chips.
- Science indicates that these 'comfort' foods are made up of carbohydrates. They release a chemical in our brain that relaxes us. These foods often have a lot of calories and not many nutrients. They make you feel good for a while but are not good for us if we eat a lot of them
- Your mood can also affect what you eat and how much you eat.

Explain to students how your mood/feelings affect you.

► Ask students to name a time when their mood or feelings affected what they ate or what they did.

Creating a Vision of choosing to be positive. (Content Delivery)

Share the goal of today's lesson: After today's lesson you will be able to

- Identify how feelings relate to Mood.
- Define Mood as 'I Will' or 'I Won't make a positive choice.
- Practice strategies that can be used to move from 'I Won't to I Will.

Content Delivery:

☞ Read: Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst.

○ Explain that when Alexander says: 'I could tell it was going to be a terrible, horrible, no good, very bad day,' that he let his feelings put him in an '**I Won't**' mood.

☞ Discuss how Alexander's MOOD influences his choices.

○ Examples:

- ◆ you are happy or in a good mood, you probably want to play, dance, or run. But often
- ◆ when you are sad or feel in a bad mood, you want to hide and not do anything.
- ◆ Or if you are tired, you don't want to play outside; bored you won't want to eat a healthy snack or grumpy; you just want to pout.
- Sometimes when we are in a bad mood or feel sad or upset, it affects our sleep.
- Your mood can also make you want food. Sometimes a bad mood makes us want foods that are not healthy like cookies, candies or chips.

Key Point

▶ **Science indicates that these 'comfort' foods are made up of carbohydrates. They release a chemical in our brain that relaxes us. These foods often have a lot of calories and not many nutrients. They make you feel good for a while but are not good for us if we eat a lot of them**

▶ Your mood can also affect what you eat and how much you eat.

☞ **Point out** that to know your Mood and how you feel helps you recognize how feelings influence you and then you can make healthy choices.

☞ **Review 'Your Mood and Your Mindset'** <https://fit.sanfordhealth.org/units/u11-35-having-a-fit-mindset-leads-to-healthy-choices/u1111-35-your-mood-and-your-mindset>

Discuss: Your mindset influences the choices you make.

- Develop a practice to 'check your mood'.
- Review the slides: William and Jamie's Bad News
- Discuss the different choices that were made and what influenced those choices,
- Discuss "I Will!" vs. I Won't' mindset/mood. How does this influence your choices and what happens because of those choices.
- Which will lead to more positive results and more success in life?

Application and Reflection (Apply)

☞ **Making Healthy Choices**

(You may wish to write the 'terms' on a white board as you discuss them.)

1. First ask students to:

- think about the word "health" and what it means to them,

-then about the word "choice." What do they think it means to make a healthy choice?

What do they think a healthy choice would be?

Activity: Under the Cone Scavenger Hunt

Directions: using cones or some other item, 'hide' choices under the cones. Instruct students to find five 'healthy choices' and record them. They also could find 3 unhealthy choices – what can they do to make them 'healthy?' 'Accept all answers and take note of student responses. (You may wish to write responses on a board or poster.)

☞ **Using the choices from the previous activity, categorize them into strategies that can help**

change a mood: Discuss with students, strategies that can help change a mood: make a positive choice, recharge, refresh.

○Move:

Physical activity – go for a short walk, play a quick game with someone, dance; stand up and stretch

○Recharge:

Doodle or journal, listen to music, take a reading break, take a short nap, talk to someone – a friend or trusted adult.

- Energize
eat some fruit or vegetables or other healthy snack
Others ideas from you or students

OR

☞ Play Mood Charades:

- Students should each have a partner.
- They will take a turn selecting a word from the word bank and act it out for their partner.
- The partner guesses the feeling and decides if the feeling influences an 'I will' mood or 'I Won't' mood.

Encourage students to come up with positive choices of physical activity or healthy snacks to change 'I Won't to I Will'.

☞ Share the idea of Self-talk:

- Another way to turn your mood from 'I Won't to I Will' is self-talk.
- Tell yourself positive messages.

(Share examples and ask students to share examples of positive self-talk messages.)

Practice

☞ Handout the 'Healthy Choice' handout. Ask students to record positive choices they would make to R

OR

☞ Make a MOOD Jar: Ask each student to write down five positive things they could do to turn their mood around. Then if you ever need help in turning a mood positive, draw a suggestion from the jar.

Summarize Key Concepts

- Feelings and mood can affect our choices.
- They can make us want to do positive or negative things.
- Do we have a choice on how we manage our moods and feelings?

Assessment and Goal Setting (10 Minutes) (Away and Goal-Setting)

☞ Challenge Handout:

Ask students to complete the 'My fit challenge' and identify when and how they 'bust a mood'.

☞ Take a Positive Step

