



PennState Extension



# Healthy Me

Character Building lessons for Youth Ages 5-8



## About Healthy Me!

The Healthy Me program is a literacy program based on the topics covered in Health Rocks and adapted for youth ages 5 to 8. Each lesson includes a literary book and several activities to reinforce the concepts discussed in the book. The topics include:

- Self-Confidence
- Building Healthy Relationships
- Dealing with Difficult Situations
- Making Informed Decisions
- Understanding Differences
- Keeping Healthy
- The Gift of Presence
- What Influences Me

Each lesson aligns with the PA Education Standards. Please refer to the chart at the back of the book for details.

Each lesson includes objectives, supply lists, preparation, directions, activities, and reflection questions. The recommended time for each lesson is 30-45 minutes. Each lesson recommends reading the book a few times to get the feel of the pace and concepts. Some books are not meant to be read through from beginning to end but rather pause frequently to engage with the students and ask questions or reactions. Each book begins by sharing the cover and title with the students and asking what the story might be about.

The Healthy Me program is ideal to use with the Teens as Teachers model. Be sure to prepare the teens on how to interact with 5 to 8-year-old youth and manage a classroom.

As with any 4-H program, evaluation is very important. Please review the evaluation prior to beginning the program to help you keep in mind the skills being developed in the youth through this program. At the end of the program, please complete the evaluation using the link below:

[https://pennstate.qualtrics.com/jfe/form/SV\\_0CGqY61qtMDTXUi](https://pennstate.qualtrics.com/jfe/form/SV_0CGqY61qtMDTXUi)



## 4-H CONNECTION:

Begin each lesson by introducing the 4-H Program. Tell students who you are and how you are affiliated with the 4-H Program, and which land-grant university it is an extension of! Explain that 4-H is a program for kids to learn about all sorts of topics. Some kids may have seen 4-H at their county fair, but 4-H is so much more: art, science, plants, robots, etc.

**ASK** them if they know what the 4-Hs stands for?

Follow this question by reciting the pledge:

*I pledge my Head to clearer thinking, my Heart to greater loyalty, my Hands to larger service, and my Health to better living, for my club, my community, my country, and my world.*

Depending on the lesson for the day, focus on that “H” can be emphasized.

Starting with this introduction at the beginning of each lesson will reinforce the connection with 4-H and instill in the youth what we are all about.

The focus of today’s activity is:

Have You Filled Your Bucket Today? - **Heart**

Friend Like You - **Health**

Stick and Stone - **Health**

The Way I Feel - **Heart**

What Should Danny Do? - **Head**

Wiggles, Stomps, and Squeezes - **Hands**

Couch Potato - **Health**

Be Where Your Feet Are - **Head**

I Am Peace - **Heart**

Only One You - **Hands**

...your Head. Head stands for being able to think about ideas or manage your time and your skills. You use your head to make informed decisions and avoid distractions. You use your head when you learn new skills and concentrate on the task at hand.

...your Heart. The heart stands for relating to and caring for others. Whether it is through communication or sharing, using your heart helps to build relationships. You use your heart when you are concerned about the well-being of others, sharing your feelings, taking care of yourself, and working well with others.

...your Hands. We use our hands to be able to serve others and work to complete a goal. You use your hands when you learn new skills and develop mastery. Being a friend, helping others, and being the best version of yourself all require you to use your hands.

...your Health. Health stands for practicing healthy living, protecting the well-being of yourself and others, and making constructive use of your leisure time. Through 4-H, we work together to ensure we have healthy friendships, manage our stress and feelings, and live a healthy lifestyle.

## **CLASSROOM MANAGEMENT:**

- Use a positive approach to discipline children of this age. Tell them what is appropriate, not what they are doing wrong.
- Young children think concretely and are less capable of abstract thought. They have shorter attention spans and may not be able to follow complex or multistep directions.
- Remember, youth may have limited reading and fine motor skills.
- Provide clear, simple instructions and be ready to offer help.
- Demonstrating how to do an activity can be very useful.
- Structure the room and environment to eliminate distractions.
- Make sure your transitions between activities are smooth.
- Use praise and positive comments to make the children feel that you are supportive.

## **EIGHT ESSENTIAL ELEMENTS:**

### **BELONGING**

1. A Positive Relationship with a Caring Adult
2. An Inclusive Environment
3. A Safe Emotional and Physical Environment

### **MASTERY**

4. Opportunity for Mastery
5. Engagement in Learning

### **INDEPENDENCE**

6. Opportunity to See Oneself as an Active Participant in the Future
7. Opportunity for Self-Determination

### **GENEROSITY**

8. Opportunity to Value and Practice Service to Others

## **EXPERIENTIAL LEARNING MODEL:**

4-H youth programs promote life skill development through the use of a five-step experiential learning model.

1. Experience the activity.
2. Share the results, reactions, and observations publicly.
3. Process by discussing the experience and reflecting.
4. Generalize to relate the project and life skills practiced to their own everyday experiences.
5. Apply how they will use the project & life skills practiced in other areas of their lives.

## **Frequently Asked Questions**

### ***Do I need to use the books in the order indicated in the Healthy Me program?***

We recommend that you start the program with the *Have You Filled Your Bucket Today?* lesson. This book provides a great introduction to the overall program and, therefore, sets the stage for Healthy Me. We recommend that you end the program with the *Only One You* lesson. This book does a great job wrapping up the entire Health Me program. The order of the remaining books is very flexible, as each book is an independent topic and does not build upon the previous book.

### ***How much time does each lesson take?***

Each lesson has a book, and 2-3 activities related to the book. On average, each lesson takes approximately 30-45 minutes

### ***Can this program be used for youth under five years of age or over eight years old?***

Based on the characteristics of youth under five years of age, the books selected would most likely not be appropriate for youth under age five. We have used these books and activities with nine-year-olds. Some books easily relate to an older audience; however, the activities may need to be adapted to their needs.

### ***Why are there two books for Lesson 2 and Lesson 7?***

*The original books used for lessons 2 and 7 were piloted with K-Grade 2. We felt the books were a little mature for the kindergarten classes and decided to add a more appropriate book.*

### **For Additional Information, please contact:**

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## **Healthy Me**

### **Acknowledgments**

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Amy Spickler, Penn State University

Jill Tingey, University of Nevada, Reno

Jenna Tinkey, Penn State University

#### **Resources:**

Health Rocks! National 4-H Council. [www.4-H.org](http://www.4-H.org)

The Core Coaches, Amy, Tatum, and Emily. <https://thecorecoaches.com> Stick and Stone activities.

# **HEALTHY ME**

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Evaluation of Program

Pennsylvania Educational Standards and Life Skills

## HEALTHY ME – LESSON 1

### AFFIRMATIONS

Learn how to be kind to others and how affirmations make people feel good about themselves.

#### Objectives:

- Describe positive ways to show care, consideration, and concern for others.
- Describe what an affirmation is.
- List healthy ways to express affection, love, friendship, and concern.

#### Supplies:

- ✓ McCloud, C (2006) ***Have You Filled a Bucket Today? A guide to daily happiness for kids.*** Northville, MI: Nelson Publishing & Marketing
- ✓ Index Cards (4x6)
- ✓ A variety of colored pencils or crayons
- ✓ Affirmation Cards (provided)
- ✓ Bucket
- ✓ Coloring page
- ✓ Poster Paper, flip chart, or board
- ✓ Optional: Stamps, ink, magnets, and/or envelopes

#### 4-H Connection:

Begin each lesson by introducing the 4-H Program. Tell students who you are and how you are affiliated with the 4-H Program, and which land-grant university it is an extension of!

Explain that 4-H is a program for kids to learn about all sorts of topics. Some kids may have seen 4-H at their county fair, but 4-H is so much more: art, science, plants, robots, etc.

**ASK** them if they know what the 4-Hs stand for?

Follow this question by reciting the pledge:

*I pledge my Head to clearer thinking, my Heart to greater loyalty, my Hands to larger service, and my Health to better living, for my club, my community, my country, and my world.*

*Today's lesson focuses on your Heart.* Heart stands for relating and caring for others. Whether it is through communication or sharing, using your heart helps to build relationships. You use your heart when you are concerned about the well-being of others, sharing your feelings, taking care of yourself, and working well with others.

### **Preparation:**

Read *Have You Filled a Bucket Today?* a few times. Pre-cut business cards or card stock to 2 1/2" x 3" cards. Additional copies of the Affirmation Cards might be needed. Gather supplies and put them in a **bucket** to arouse their curiosity.

### **Directions:**

1. Have a bucket sitting next to you. Before reading the story, ask if the title gives any clues about what the story is about.
2. Does the picture give us any clues about what the story is about?
3. Read *Have You Filled a Bucket Today?* Pause after reading page 9 and ask the youth to think of a time when their bucket was full. How did you feel? Think of a time when your bucket was empty. How did you feel? Give youth time to think of an answer. If the room is quiet, please share an example of yourself. Continue reading.
4. Pause after reading page 13 and ask the youth how you can be a bucket filler. What can you do inside to fill someone's bucket? Allow time for them to think about a response. Write their responses on a large index card and put them into the bucket.
5. Continue reading the book to the end. What are the different ways you can fill each other's buckets in class? (paying attention, helping, working together, congratulating someone) How do you dip into each other's buckets? (interrupting, not completing homework, cheating, excluding others).

### **Reflection Questions:**

- ✓ How do you feel when someone is nice to you?
- ✓ How do you feel when someone thanks you for doing something?
- ✓ Whose bucket can you fill today?
- ✓ Whose bucket will you fill tomorrow?

### **Activity:**

1. Invite the youth to practice being a bucket filler by creating an affirmation card for someone they know who is not currently present. Please encourage them to send or give cards to their friends. Provide printed pre-made affirmation cards to help youth get ideas. You may also put magnets on the back of the cards.
2. Place a bucket in the middle of a large group or classroom and have the youth practice "filling the bucket" with affirmations.
3. If you are working with younger youth, you may want to provide some phrases for them to use, such as:  
"I am..." "I am glad that you..." "thank you for..." "I admire you for..."
4. With any group, you may choose to have a jar for each person so everyone can put an affirmation in each jar. This is usually easier with older youth.
5. Invite youth to be creative and color their own bucket on the coloring sheet.

**Wrap up:**

Since this is the introduction lesson, remind youth that throughout Healthy Me we will learn many ways to fill each other's buckets. Being kind every day is a great way to start!

You are  
Confident

You are a  
Winner

You are  
Beautiful

You are fun  
to be with

You are  
Awesome

You are  
Kind

You are  
Smart

You are  
Strong

You are  
Special

You are  
Talented



I AM A  
BUCKET FILLER

# Color by Number

Using the guide below, color the bucket, Hearts and stars with the corresponding color.



1 - Silver/Gray

2 - Pink

3 - Yellow

4 - Red

5 - Purple

6 - Orange

7 - Blue

8 - Green

## HEALTHY ME – LESSON 2

**WHO MAKES A GOOD FRIEND?** (Adapted for the Healthy Me curriculum from **HEALTH ROCKS!**, beginner level, activity 1B).

### **About the Lesson:**

Qualities of a good friend

### **Objectives:**

- Discover the qualities of a good friend.
- Learn to treat others with respect.
- Learn to be considerate of others' feelings.

### **Supplies:**

- ✓ Murphy, Frank and Gordon, Charnaie (2021) ***A Friend like You***. Sleeping Bear Press.
- ✓ Coloring pages
- ✓ Paper cut into approximately 6"x2" strips
- ✓ Dry erase board or flipchart
- ✓ Tape or glue
- ✓ Pencils/pens
- ✓ Crayons or markers

### **4-H Connection:**

**ASK** them if they remember what the 4-Hs stand for?

Follow this question by reciting the pledge:

*I pledge my Head to clearer thinking, my Heart to greater loyalty, my Hands to larger service, and my Health to better living, for my club, my community, my country, and my world.*

Today's focus is on Health. Health stands for practicing healthy living, protecting the well-being of yourself and others, and making constructive use of your leisure time. Through 4-H, we work together to ensure we have healthy friendships, manage our stress and feelings, and live a healthy lifestyle.

### **Preparation:**

To prepare for this activity, read *A Friend Like You* a few times. Gather supplies listed above.

**Directions:**

1. Today, we are going to explore friendships! There's nothing in the world like a wonderful friend. Friends are there to laugh with and hug you when you need one. There are forever friends and brand-new friends. Friends for adventures and friends for cozy days indoors. Friends who are just like you and friends who are nothing like you at all. In this book, we celebrate ALL the marvelous ways to be friends.
2. Read the book *A Friend Like You*.
3. Have youth introduce themselves to each other by taking turns shaking each other's hands, saying their names, and identifying one good quality they possess. For example, "My name is Kara, and I'm a good listener."
4. Write the word "FRIEND" on the board or poster board. Ask the youth to brainstorm the definition of "FRIEND" using one-word adjectives. Possible responses: Kind, Caring, Helpful, Nice, Funny, Fun, Trusting, Honest, Dependable, Loyal, or Good Listener.
5. Discuss their responses. Ask them if they have examples of when they were a good friend with the quality they listed. For example, how were you a good listener? Youth should provide examples only if they volunteer.
6. Have youth select the top two qualities they feel are necessary to be a good friend. Discuss why they selected the two that they did.
7. Why am I a Good Friend? Pass out one strip of paper to each youth. On the strip, put their first name on one side. On the other side of the paper, list one quality they think is important. They may pick from the list of qualities listed in the brainstorming session.
8. Have the youth link the strips with tape or glue, forming a long friendship chain. Link the two ends of the chain together, creating a circle. The friendship chain can be displayed in the classroom.

**Reflection Questions:**

- ✓ What does it mean to be a good friend?
- ✓ How do you feel when you are around someone who is a good friend?
- ✓ What should you do when you think someone is not a good friend?
- ✓ How do you feel being around someone who is not a good friend?
- ✓ How does a good friend help you make the right choices in life?

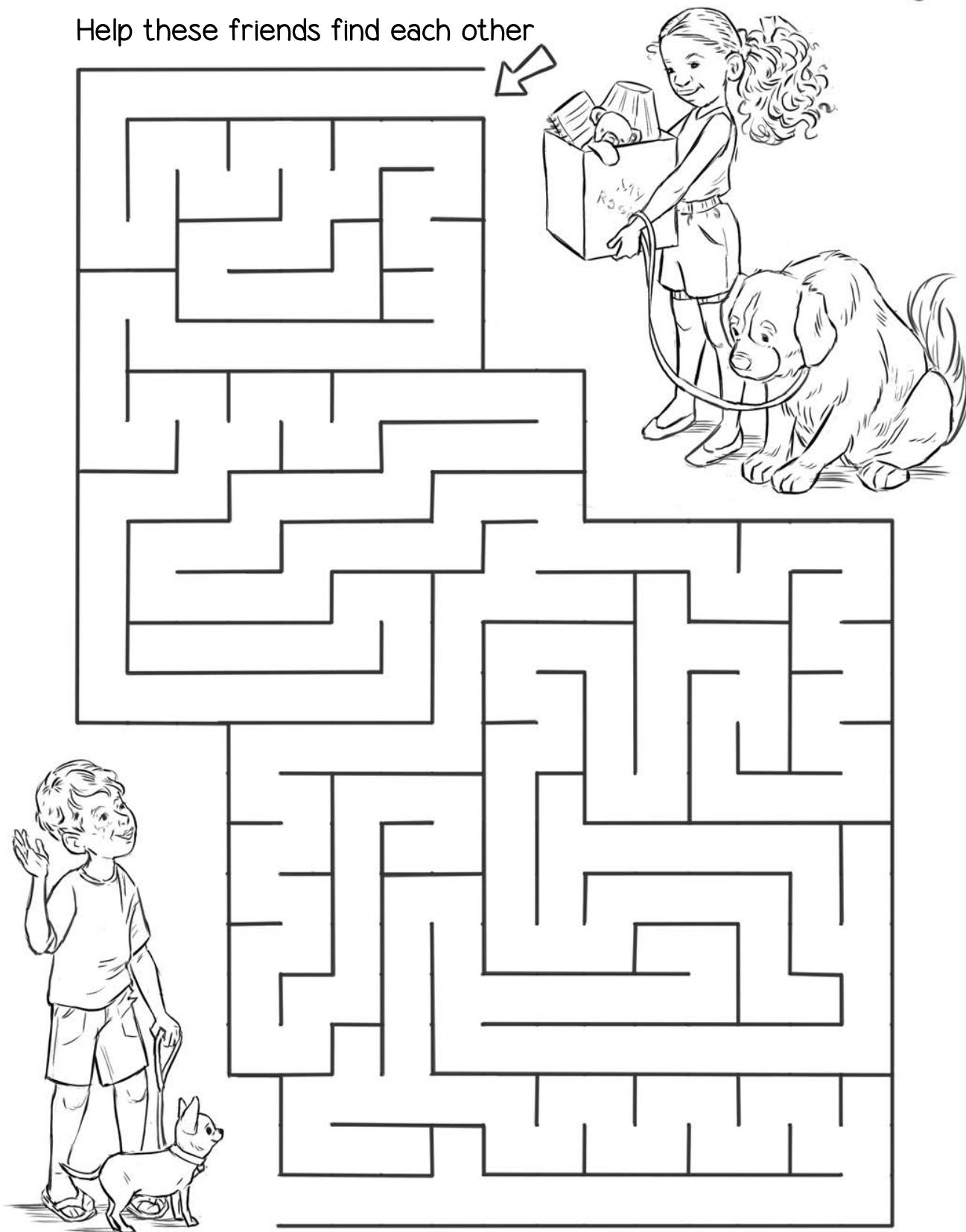
### **Wrap Up:**

Showing gratitude for the friends you have is important. It's especially important to show appreciation for the people you have in your life.

1. Ask the youth to think of a friend who is special to them. Maybe it is someone they saw today at school. It is someone you haven't seen, a grandparent or relative in a long time. It might be an old friend or a brand-new friend.
2. Have youth color the picture that is provided or one that you have selected. Encourage youth to hand deliver or mail their picture(s).

# A FRIEND *like* YOU

Help these friends find each other

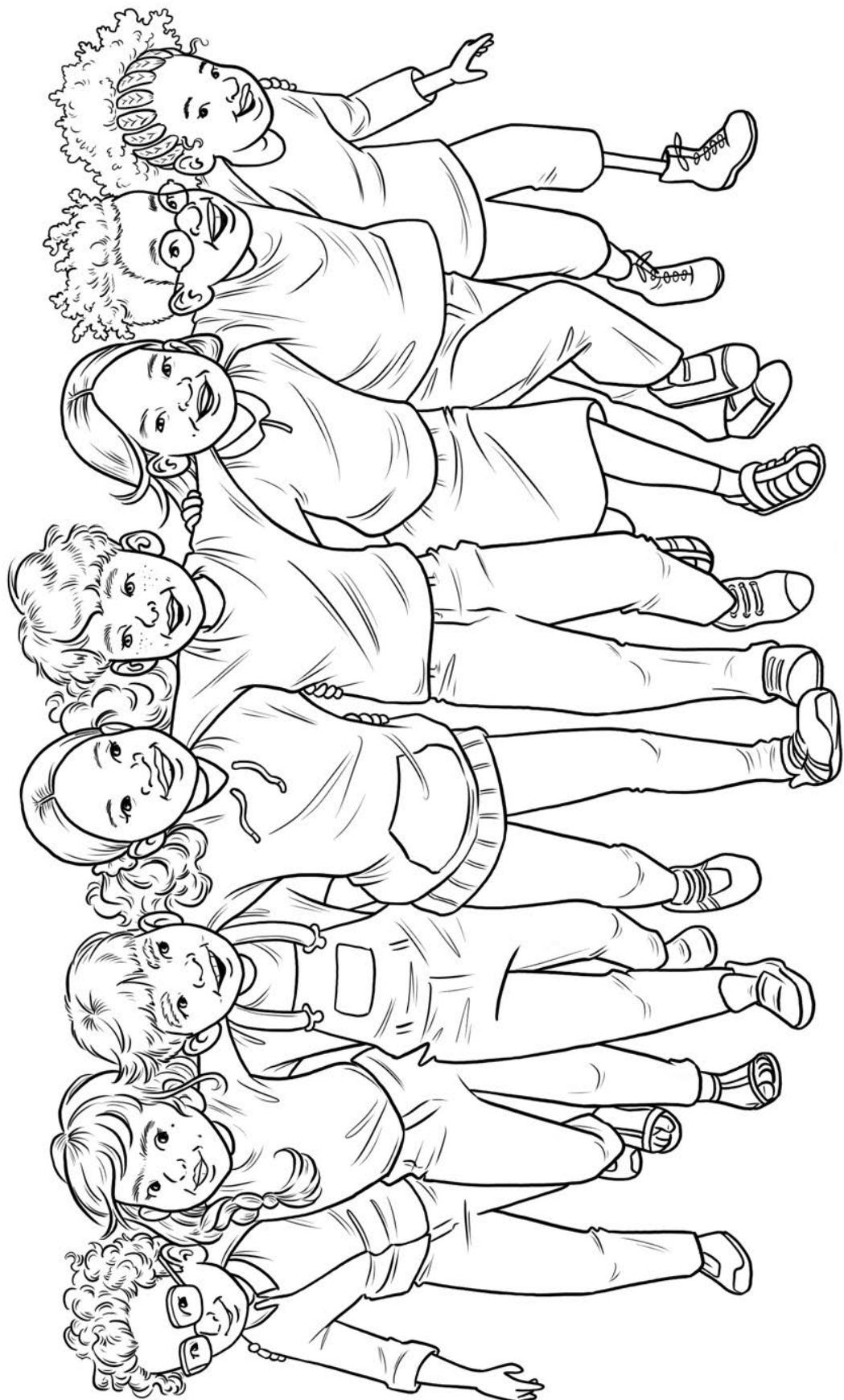




# A FRIEND *like* YOU

SLEEPING BEAR PRESS™

*A Friend Like You* WRITTEN BY FRANK MURPHY & CHARNAIE GORDON + ILLUSTRATED BY KAYLA HARREN  
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A Friend Like You  
A Friend Like You

## **HEALTHY ME – LESSON 2 (Kindergarten)**

### **WHO MAKES A GOOD FRIEND?**

Qualities of a good friend.

#### **Objectives:**

- Learn about the value of friendship
- Learn the characteristics of a good and a bad friend

#### **Supplies:**

- ✓ Ferry, Beth, and Lichtenfeld, Tom (2015). **Stick and Stone**. HarperCollins Publishers.
- ✓ Handouts
- ✓ Scissors (unless you cut each child's out ahead of time)
- ✓ Tongue depressors for puppets

#### **Introduction of 4-H Connection:**

Ask youth what the 4-Hs stand for.

Follow this question by reciting the pledge:

*I pledge my Head to clearer thinking, my Heart to greater loyalty, my Hands to larger service, and my Health to better living, for my club, my community, my country, and my world.*

This lesson focuses on health. Health stands for practicing healthy living, protecting the well-being of yourself and others, and making constructive use of your leisure time. Through 4-H, we work together to ensure we have healthy friendships, manage our stress and feelings, and live a healthy lifestyle.

#### **Preparation:**

To prepare for this activity, read *Stick and Stone* a few times. Make copies of the handouts. Cut cards if the youth cannot for sequencing and puppets before class.

#### **Directions:**

1. Before reading the story, ask if the title gives any clues about what the story is about. (The main characters are named Stick and Stone.)
2. Does the picture give us any clues about what the story is about? (Stick and Stone are happily playing together).

3. Read the story slowly, giving the children time to see what each picture is about and the words.

#### **Reflection Questions:**

- ✓ What happened at the beginning of the story?
- ✓ How did Stick and Stone become friends?

#### **Activity:**

1. Youth can work in groups or individually to complete the sequencing activity. If using the small group activity, give each group a set of sequencing cards cut apart. Have them put the squares in order for the story. If using the individual sheet, have each child put their name on the top and place each square in the correct order. They can color the squares later if desired. After they are finished, review the parts of the story.
2. Ask what happened at the beginning of the story. You may want to **re-open** the book to answer the questions.
  - a. Stick and Stone are lonely.
3. How did Stick and Stone become friends?
  - a. They become friends when Stick sticks up for Stone and tells Pinecone to “vanish!”
4. What happens in the middle?
  - a. Pinecone pokes fun at Stone, and Stick stands up for him. Stick and Stone became friends.
5. What will happen after that?
  - a. A terrible storm blows Stick and Pinecone away. Stone searches day and night and can’t find Stick. He is heartbroken.
6. What happens in the end?
  - a. Stone finds Stick stuck in the puddle. Stone rescues Stick. They are together again.
7. For additional reinforcement of feelings, you can match the feelings cards with the correct emojis.

#### **Reflection Questions:**

- ✓ Have you ever felt lonely like Stick and Stone at the beginning of the book?
- ✓ How does it feel when someone sticks up for you?

- ✓ How does Stick and Stone feel at the end of the book?

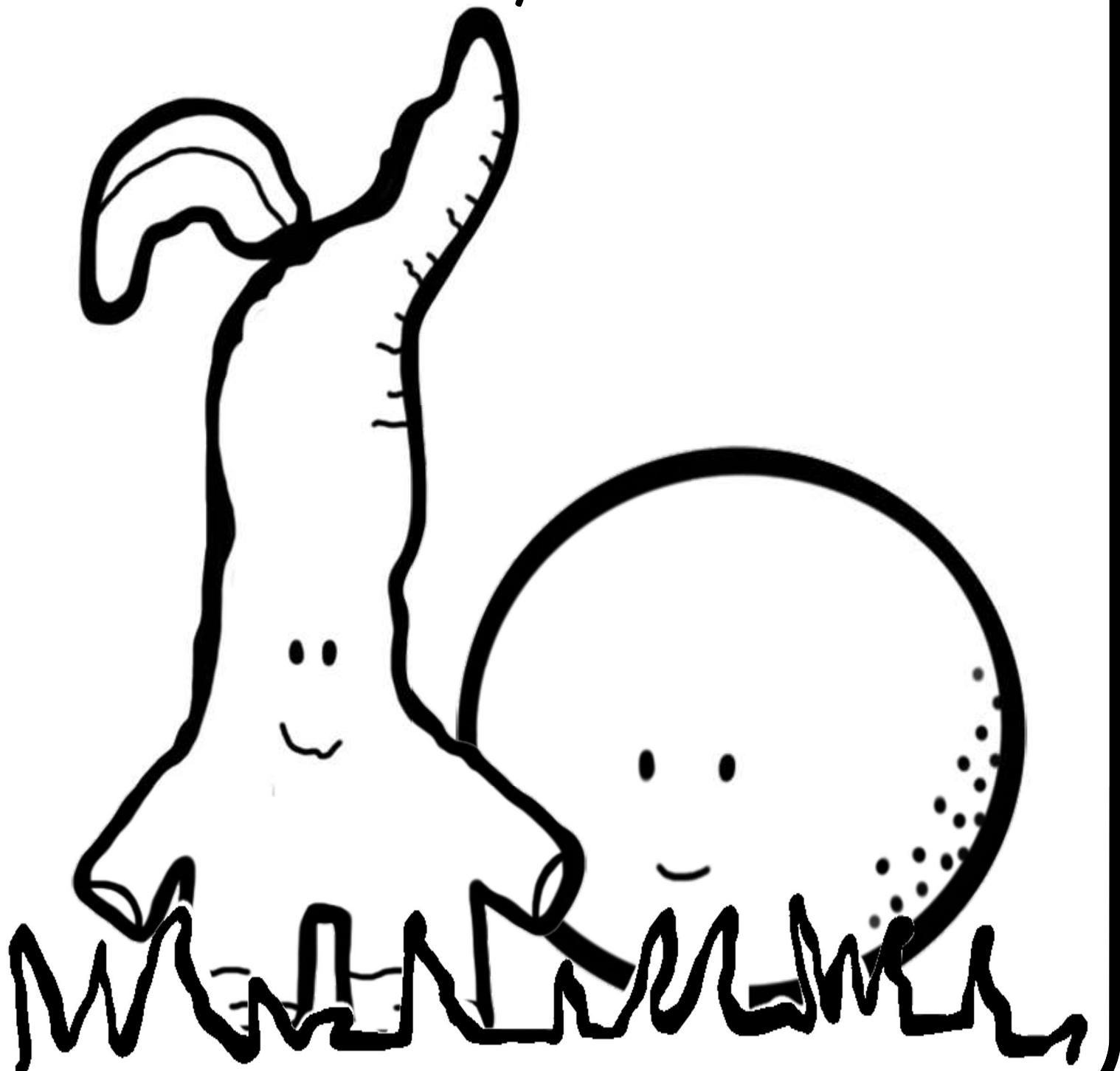
**Additional Activity:**

8. Discuss how important it is to model a good friend and a bad friend. You have two choices. You can either have the youth cut and paste pictures that define ways to stick with your friends or ways not to stick with your friends. Or you can have them circle pictures on how to be a good friend.
9. Youth can retell the story by creating puppets and practicing with each other or in small groups.

**Wrap up:**

The more often youth tell the story of how to help someone in need, the more often they will want to help each other and be a good friend. As they model the characters in the story, they will learn the value of friendship and the difference between a good and a bad friend.

I can **STICK**  
with my friends.



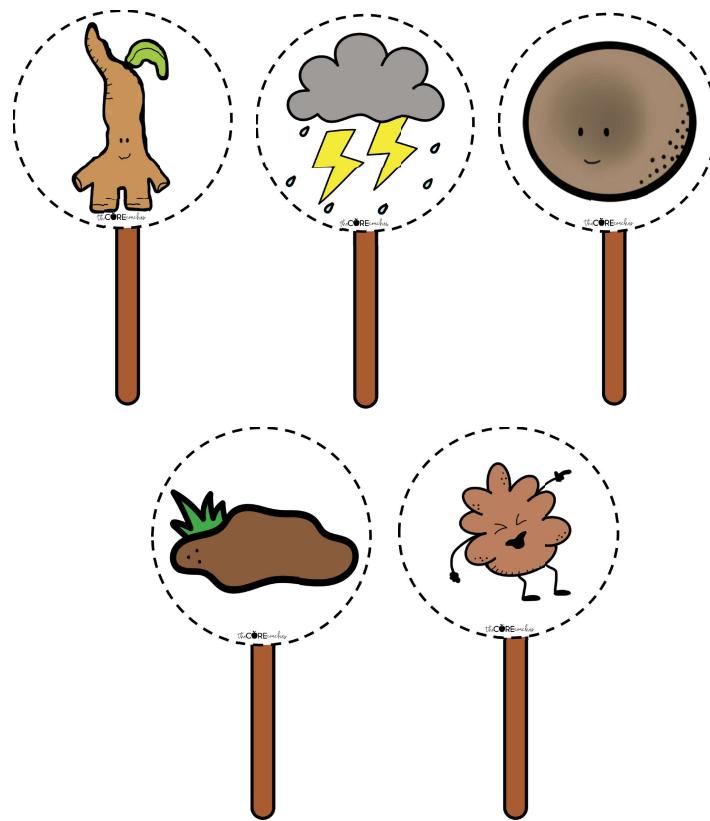
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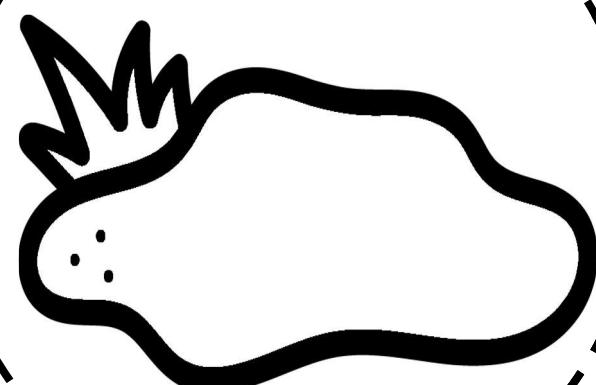
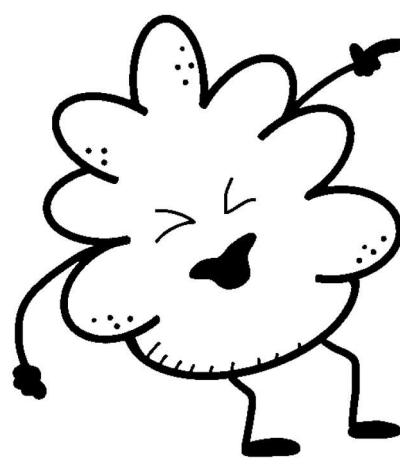
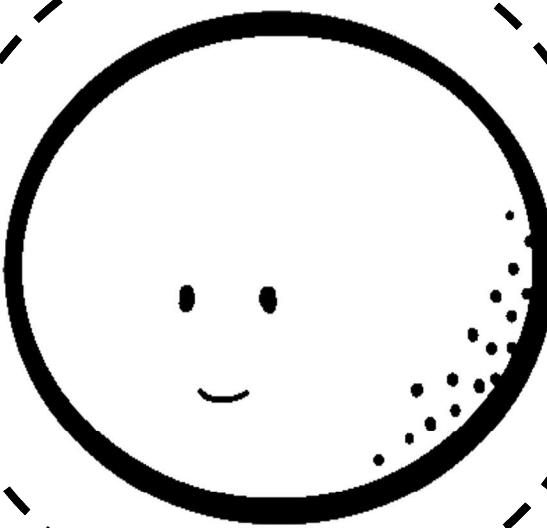
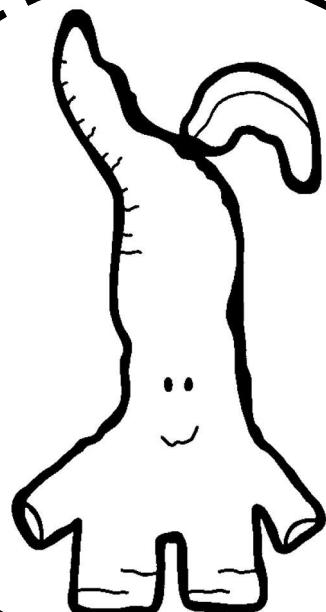
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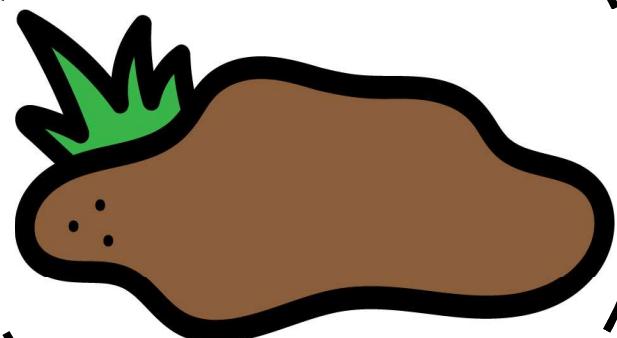
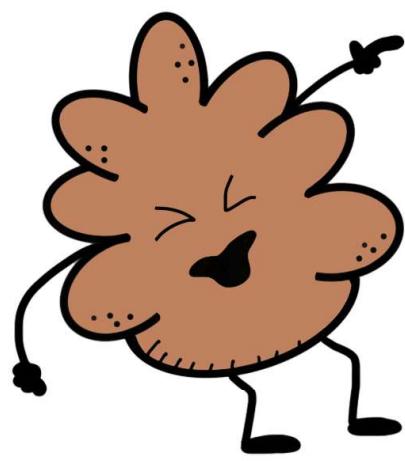
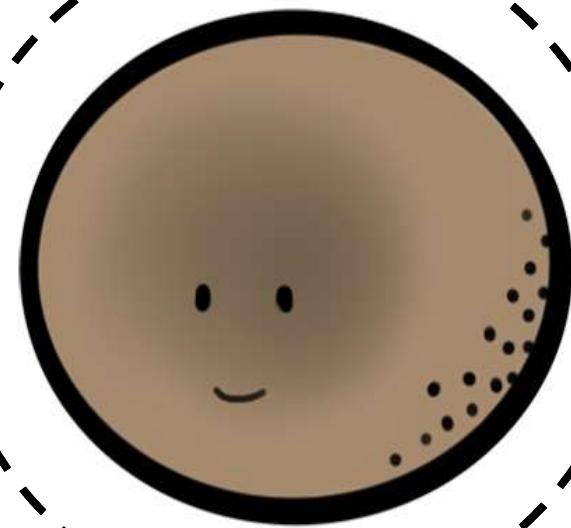
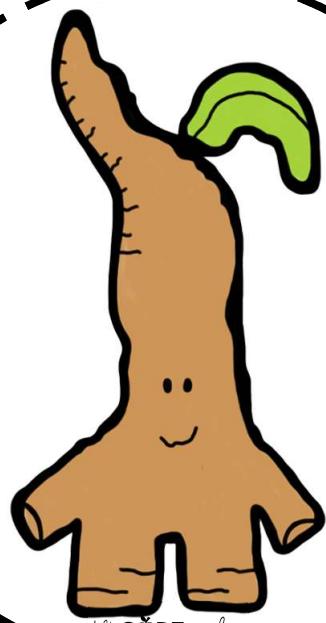
# Read-Aloud **LESSON PLANS** Additional Activities

## Retelling Puppets

- Retell the story using the the puppets. Practice as a whole class,
- Give students time to use puppets to practice retelling the story with partners or in small groups.







Name \_\_\_\_\_

# STICK and STONE

and  the events in order.

1

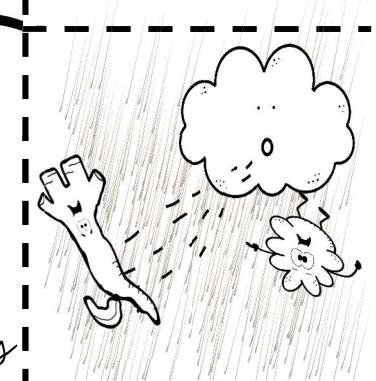
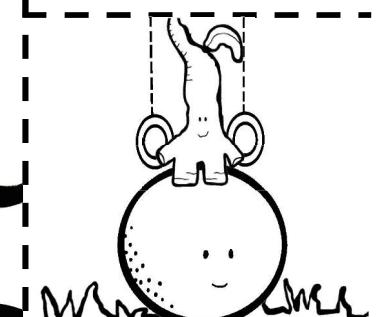
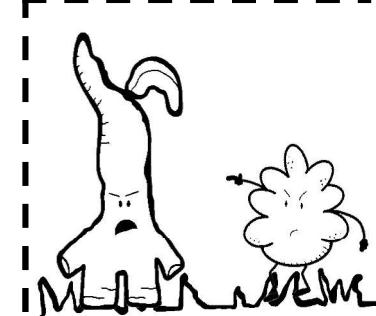
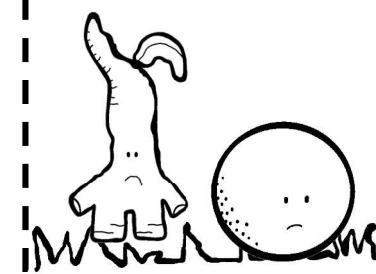
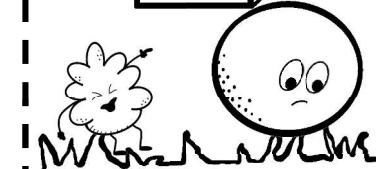
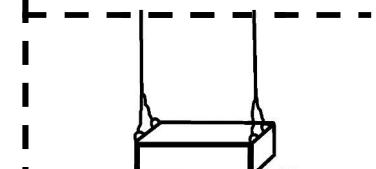
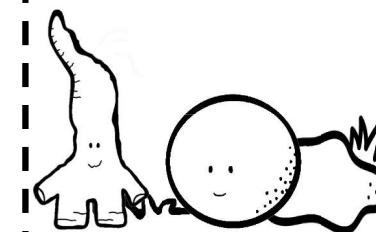
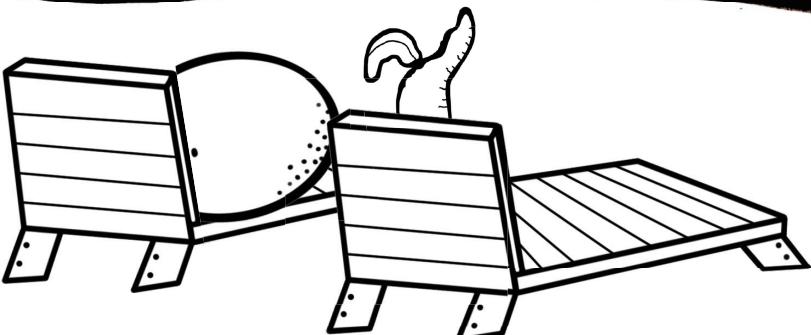
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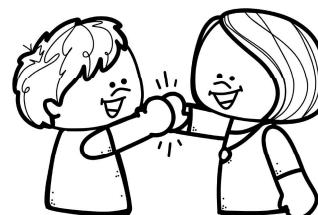
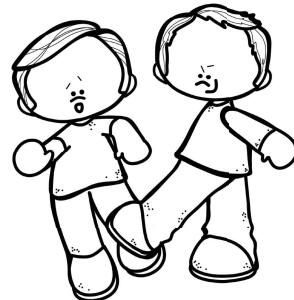
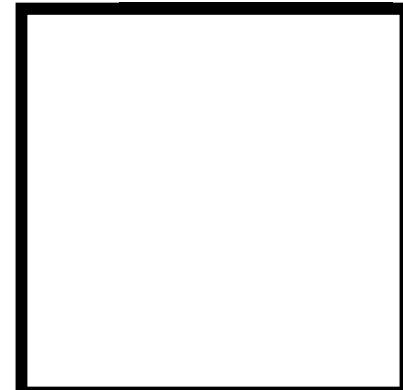
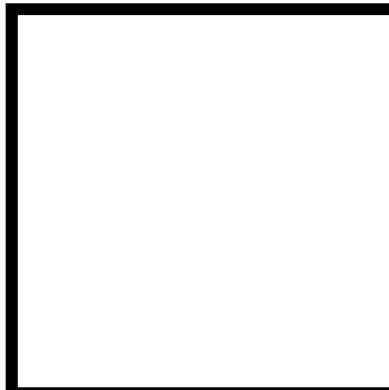
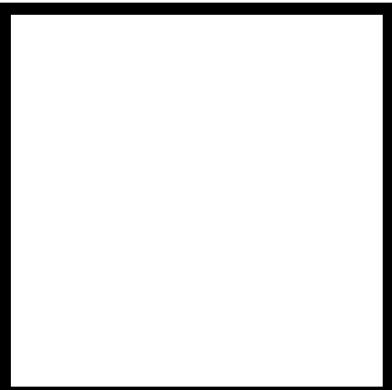
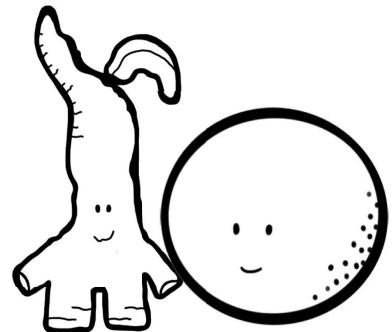


Name \_\_\_\_\_

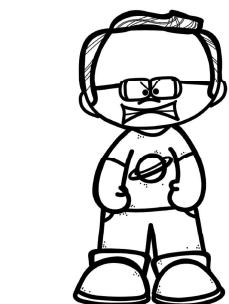
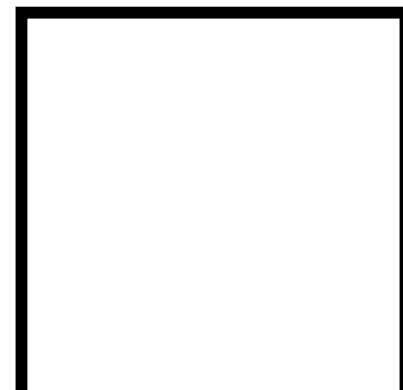
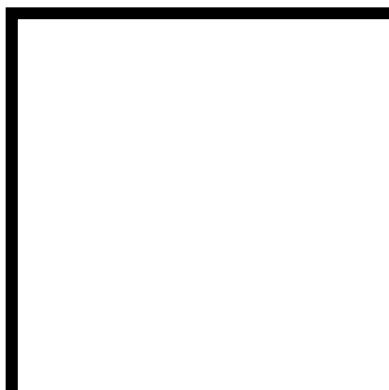
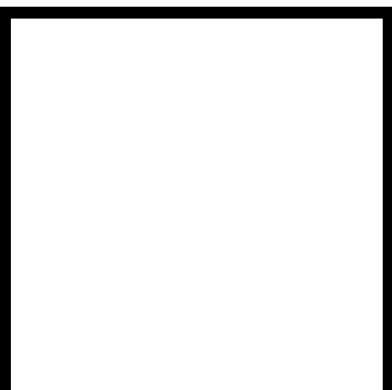
Use  and  the pictures  
in the correct place.



## Ways to **STICK** with your friends



## Ways to **NOT STICK** with your friends



## **HEALTHY ME – LESSON 3**

### **DESCRIBING FEELINGS**

Examining and understanding different feelings and emotions.

#### **Objectives:**

- To identify and describe a variety of emotions.
- Learn positive ways to express and manage feelings

#### **Supplies:**

- ✓ Cain, Janan (2000), *The Way I Feel*. Parenting Press, Inc.
- ✓ Describe Feelings picture page and Emoji images
- ✓ Paper Plates and Paint Sticks

#### **Preparation:**

To prepare for this activity, read *The Way I Feel* a few times. Gather supplies.

Make a few copies of the “Describing Feelings” picture page and the emoji page to display.

#### **Introduction of 4-H Connection:**

This lesson focuses on the ‘H’ for Heart. Heart stands for relating and caring for others. Whether it is through communication or sharing, using your heart helps to build relationships. You use your heart when you are concerned about the well-being of others, sharing your feelings, taking care of yourself, and working well with others.

#### **Directions:**

1. Before reading the story, ask what they notice about the cover of the book. What do you think the story might be about?
2. Introduce the main idea: This book is about feelings and how people can experience many different feelings throughout the day.
3. Read the story. This is not a book to be hurried through but more to be talked about. Have youth show you their expression associated with each feeling as you read. Talk about examples of what can cause each of the feelings.

#### **Reflection Questions:**

- ✓ What is a feeling you experienced today?
- ✓ Some feelings are really big feelings, how do those feelings make our bodies feel?
- ✓ What are some positive ways to handle those big feelings?

## **Activity:**

Ask the question of how do we show our feelings? (body language, facial expressions, words, and actions)

1. Display the “Describing Feelings” picture page for all to see (several copies could be used). This activity can be done in small groups. Discuss each of the pictures and the feelings that they represent. Once the youth have spent several minutes exploring and describing these pictures, say: “Feelings can be hard to describe. Do you ever have feelings that are like the ones described? Does your face often look like any of these?

When we can describe our feelings, it is easier to prepare for them and welcome them to visit for a time. Let’s practice describing a feeling.

How would you feel if you...

- ✓ Forgot your snack or lunch?
- ✓ Had a nightmare?
- ✓ Had a birthday?
- ✓ Lost your favorite toy?
- ✓ A friend told you a funny joke.

## **2. Paper Plate Mask Activity:**

Youth will draw a picture of a feeling they are feeling on a paper plate. The youth can draw a different feeling on the opposite side of the plate. The emoji page can be displayed to help provide ideas for the masks.

A paint stick can be attached to the bottom, so they can hold it in front of their face like a mask. Have the students explain what they are feeling, what made them feel that way, and what they can do with that feeling.

*\*Advice – Some masks may depict negative feelings. Please stress that feelings come and go, and do not last forever. Someone may be feeling grumpy right now, but by this afternoon may feel excited or happy.*

## **Additional Activities:**

Youth could keep a journal or notebook of their feelings throughout the week to see how many emotions and feelings are actually felt throughout each day.

## **Wrap up:**

Remind youth that the next time they feel sad, lonely, or scared; they can remember that the feeling is just visiting for a bit of time. Encourage them to talk about their feelings and be prepared to react. Remind youth that sharing their feelings with a caring adult can be helpful.



# DESCRIBING FEELINGS

**Angry**  
**Sad**  
**Shocked**  
**Proud**  
**Happy**  
**Worried**

**Surprised**  
**Afraid**  
**Excited**  
**Upset**  
**Disappointed**  
**Jealous**

**Frustrated**  
**Safe**  
**Shy**  
**Confused**  
**Hurt**  
**Embarrassed**



## HEALTHY ME – LESSON 4

### MAKING INFORMED DECISIONS (Adapted for the Healthy Me curriculum from 4-H HEALTH ROCKS! Intermediate level, activity 4B)

Learn steps to make informed decisions.

#### Objectives:

- Learn decision-making steps.
- Identify options when a decision needs to be made.
- Use decision-making skills.

#### Supplies:

- ✓ Levy, Ganit, and Adir (2017). **What Should Danny Do?** Miami, FL: Elon Books LLC.
- ✓ Decision-Making Steps poster
- ✓ Choose Your Favorite Handout
- ✓ 3 different bags you cannot see through
- ✓ Items of various weights and values to put in each bag
- ✓ Pencils

#### 4-H Connection:

Begin by asking if they know what the 4Hs stand for?

Follow this question by reciting the pledge:

*I pledge my Head to clearer thinking, my Heart to greater loyalty, my Hands to larger service, and my Health to better living, for my club, my community, my country, and my world.*

Today's focus is on your Head. Head stands for being able to think about ideas or manage your time and your skills. You use your head to make informed decisions and avoid distractions. You use your head when you learn new skills and concentrate on the task at hand.

#### Preparation:

To prepare for this activity, read *What Should Danny Do?* A few times. Become familiar with the unique format of this book and the meaning of the symbols used throughout the book. Prepare 3 different bags for the Choose Your Favorite activity. Label bag 'A', 'B' and 'C'. Bags can be decorative, a large grocery bag, a plastic shipping bag, a brown paper lunch bag, or a canvas bag. Place different items in each bag, such as a juice box, a dollar bill, a small pad of sticky notes, a heavy book, etc. Do not let participants see what is in the bags.

**Directions:**

1. Display the Decision-Making Steps poster. Explain that there are formal steps you can take to help decision-making occur automatically. Review each step. Explain vocabulary, as necessary.
2. Give each participant a pencil and the Choose Your Favorite handout. Put three different bags on the table. Tell participants they are not talking during this step. On the handout, ask them to choose the bag that is their favorite based on APPEARANCE and by placing an 'X' in the first column by the letter of the bag which is their favorite. For younger youth, it might be easier to ask them to stand in a line behind the bag they choose. This may be less complicated.
3. Now, have the participants lift the bags without looking into them. For larger groups, one participant may do the lifting and describe the weights to the rest of the group. The participants are to choose the bag that is their favorite, but this time based on APPEARANCE and WEIGHT. Have them place an 'X' in the second column by the letter of the bag which is their favorite. Again, younger youth may line up in a different line based on the bag they select.
4. Allow participants to look inside each bag to see the contents. For large groups, you can pull the items out of each bag and display them on the table for the participants to see. Now, they will choose their favorite bag based on APPEARANCE, WEIGHT, and WHAT'S IN THE BAG by placing an 'X' in the third column by the letter of the bag which is their favorite. Participants can talk with each other to see how others ranked the bags. Again, younger youth may line up in a different line based on their selection.

**Reflection Questions:**

- ✓ How many participants changed their favorite each time they compared the bags? Why? (Explain that as they gathered more facts and information with each ranking, it made it easier to make the best decision for them.)
- ✓ Did your choice differ from your friend's? Why? (Explain that as each person differs, so do their decisions. What may be best for one person isn't necessarily the best for another.)
- ✓ What consequences might have occurred if your decision was based only on APPEARANCE?
- ✓ How do consequences change based on gathering more information?

**Directions:**

1. Now read the book *What Should Danny Do?* Explain to the participants that in this book Danny is a real-life superhero in training, learning about his most important superpower of all: THE POWER TO CHOOSE. In this book, **YOU** decide how the story will end by making choices for Danny. As you come to the ‘choice’ pages, allow the participants to make the decisions. While reading the book, ask the students to predict what the consequences of their decision will be.
2. Children enjoy the book best and learn the most when reading through multiple versions of the story. Because this is their first exposure to a story in this format, you may need to encourage them to make different choices “just to see what happens.” Through repetition and discussion, participants will be empowered with the understanding that their choices will shape their days, and ultimately their lives, into what they will be.

**Wrap up:**

No matter what external factors present themselves, it is our choice how we react. The consequences of the choices we make will shape our days and lives into what we become.

# CHOOSE YOUR FAVORITE

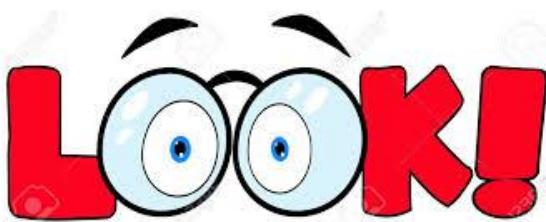
Put an X in the box that is your favorite.

BAG	BASED ON LOOKS OF BAG 	BASED ON LOOKS AND WEIGHT OF BAG 	BASED ON EVERYTHING you know about it!
A			
B			
C			

# Making Informed Decisions



and think about what decision you need to make



at the options



Think about the choices



Make an informed decision



## **HEALTHY ME – LESSON 5**

### **SENSORY DIFFERENCE**

Jittery Feelings! The idea is that there is no “correct” way for the brain to work. Instead, there is a wide range of ways that people perceive and respond to the world, and these differences are to be embraced and encouraged.

#### **Objectives:**

- Help youth identify the language they need to express how they are feeling and better understand themselves.
- Empower youth to feel seen, known, and loved as they are.
- Better understand their senses.

#### **Supplies:**

- ✓ Rowe Parker, Lindsey (2021) *Wiggles, Stomps, and Squeezes, Calm My Jitters Down.* BQB Publishing.
- ✓ Coloring Page (provided)

#### **Introduction of 4-H Connection:**

Begin each lesson by introducing the 4-H Program. Tell students who you are and how you are affiliated with the 4-H Program, and which land-grant university it is an extension of! Explain that 4-H is a program for kids to learn about all sorts of topics. Some kids may have seen 4-H at their county fair, but 4-H is so much more: art, science, plants, robots, etc.

**ASK** them if they know what the 4-Hs stand for?

Follow this question by reciting the pledge:

*I pledge my Head to clearer thinking, my Heart to greater loyalty, my Hands to larger service, and my Health to better living, for my club, my community, my country, and my world.*

Today’s lesson focuses on your Hands. We use our hands to be able to serve others and work to complete a goal. You use your hands when you learn new skills and develop mastery. Being a friend, helping others, and being the best version of yourself all require you to use your hands.

#### **Preparation:**

To prepare for this activity, read *Wiggles, Stomps, and Squeezes* a few times. Copy the coloring page, one for each child.

**Directions:**

1. Before reading the story, ask them what they think Jitters means. Then, read *Wiggles, Stomps, and Squeezes*.

**Reflection Questions:**

- ✓ What sounds were repeated in the book?
- ✓ Do jitters mean something different to you now that you have listened to the story?
- ✓ Can you name your five main senses? (Smell, sight, sound, taste, and touch.) Let's talk about how you feel...
  - What kinds of things are stinky?
  - Squishy?
  - Crunchy
  - How do you feel when you are on a swing?
  - How does the wind feel on your face?
  - What do you call that feeling when you are running so fast, and you feel your feet vibrating on the ground?

**Activity:**

1. Let's try some sensory movement activities. Ask the youth to stand in a circle. We are going to walk like different animals. Try bear walks, crab walks, snake crawls, and frog jumps.
2. Let's play Simon Says. Explain the rules: one player takes the role of "Simon" and issues instructions to the youth, which should **only** be followed when succeeding in the phrase "Simon says." Players are eliminated from the game by either following instructions not immediately preceded by the phrase (Simon says) or failing to follow an instruction that does include the phrase. You might want to give an example before you officially start. Simon says jump up and down. Pause, then say STOP! They would be eliminated if they stopped because you didn't say Simon Says STOP. Ask if everyone understands and is ready.
  - a. Simon Says... Stomp in Place
  - b. Simon Says... Stop
  - c. Simon Says ...Give yourself a squeeze hug
  - d. Walk like a crab (if they do this, they are out)
  - e. Simon Says... Stop squeezing yourself
  - f. Simon Says... Clap your hands
  - g. Wiggle (if they do this, they are out)
  - h. Simon Says... Stop clapping your hands
  - i. Simon Says... Stretch to the sky
  - j. Dance (if they do this, they are out)
  - k. Simon Says... Pretend to play an instrument
  - l. Feel free to add your sensory directions

Even though some of you were eliminated, this is just a game to provide examples of movements that may help you calm down your jitters.

**Reflection Questions:**

- ✓ What does it feel like to be stuck?
- ✓ What does it feel like to feel loved?
- ✓ What does it feel like to be accepted for who you are?

**Additional Activities:**

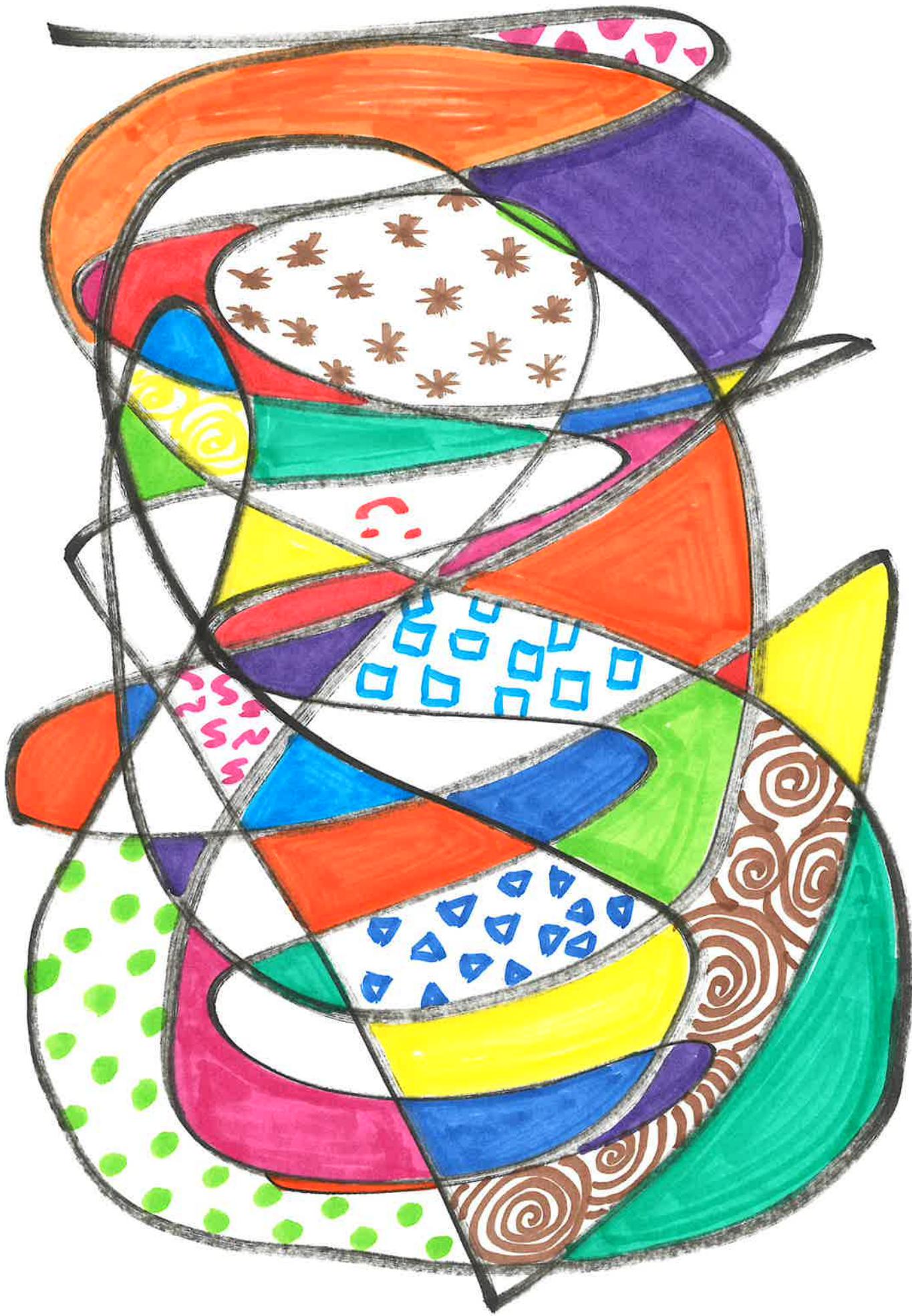
1. Hand out a coloring sheet, "The World is Better Because YOU are in it!"
2. Give youth a sheet of paper to scribble on. After they fill in most of the sheet, they can color in openings on the sheet and make designs, faces, etc. Example included.
3. A sensory bottle can also be made by using an empty water bottle and filling it with water, oil, glycerin, beads, glitter or any other materials available.

**Wrap up:**

Remind each child that they are special just the way they are! Encourage youth to think about their answers and remember we are all different, and that's what makes each one of us SPECIAL!

THE WORLD  
IS BETTER?  
BECAUSE YOU  
ARE IN IT.

A simple line drawing of the Earth, showing the outlines of the continents and oceans. It is positioned in the center of the text, with the words "BECAUSE YOU ARE IN IT." written around it.



## HEALTHY ME – LESSON 6

**KEEPING HEALTHY** (Adapted for the Healthy Me curriculum from **HEALTH ROCKS!**, intermediate level, activity 2B).

Discovering healthy activities.

### Objectives:

- Understand the importance of balancing screen time and physical activities
- Mindfulness

### Supplies:

- ✓ John, Jory (2020), ***The Couch Potato***. HarperCollins Publishers
- ✓ Potato chips (enough for each student to have one)
- ✓ Napkin or plate for chip
- ✓ Copies of worksheet
- ✓ Crayons or colored pencils

### Preparation:

To prepare for this activity, read *The Couch Potato* a few times. Gather supplies. Make copies of worksheets.

### Introduction of 4-H Connection:

Begin each lesson by introducing the 4-H Program. Tell students who you are and how you are affiliated with the 4-H Program, and which land-grant university it is an extension of! Explain that 4-H is a program for kids to learn about all sorts of topics. Some kids may have seen 4-H at their county fair, but 4-H is so much more: art, science, plants, robots, etc.

**ASK** them if they know what the 4-Hs stand for?

Follow this question by reciting the pledge:

*I pledge my Head to clearer thinking, my Heart to greater loyalty, my Hands to larger service, and my Health to better living, for my club, my community, my country, and my world.*

Today's lesson focuses on your Health. Health stands for practicing healthy living, protecting the well-being of yourself and others, and making constructive use of your leisure time. Through 4-H, we work together to ensure we have healthy friendships, manage our stress and feelings, and live a healthy lifestyle.

### Directions:

1. Before reading the story, ask what they notice about the cover of the book. What do you think the story might be about?
2. Introduce the main idea: This book is about a couch potato. Ask if anyone has ever heard of couch potatoes. Ask if anyone knows what it means to be a couch potato.

3. Read the book. Pause throughout the story to ask questions like “Would you like to only see your friends though a screen?” and “What do you think the Couch Potato is going to do now that the power went out?”

#### **Reflection Questions:**

- ✓ What did the Couch Potato learn?
- ✓ How can we balance screen time and active time in our own lives?
- ✓ What is one new activity that you would like to try this week?

#### **Activity:**

##### **1. Potato Chip Cravings:**

Give each participant one potato chip on a plate or napkin. Have them eat the chip. Explain that they are only going to get one potato chip, but if they could have another, ask how many would like to have another chip. Explain that the one potato chip teased all of their taste buds and kept them craving or wanting another chip. Ask “What did the couch potato crave?” and “How did the couch potato learn to deal with its cravings?”

##### **2. Worksheet:** Have youth list some ways to not be a couch potato and draw a picture

#### **Reflection Questions:**

- ✓ What do you crave?
- ✓ How are you affected by your cravings?

#### **Additional Activities:**

##### **1. Healthy vs Unhealthy:**

Explain to the youth that you are going to list a few healthy and unhealthy choices. If they think it is a healthy choice, they need to give you a thumbs up. If it is an unhealthy choice, show a thumbs down.

*Some choices are: Eating an apple instead of a candy bar. Watching videos on YouTube all day. Playing kickball outside. Riding bikes with a friend. Watching ten tv shows without getting up. Reading a book before bedtime.*

##### **2. Couch Potato Freeze:**

Clear space in the room. Play music and have students be “active potatoes” by dancing around. When you stop the music and say “Couch Potato” the students must freeze and lounge like a couch potato. After a few minutes, ask: Which felt more fun, being frozen or moving? How can we balance rest time and activity time?

##### **3. Mr. Potato Head Mindfulness Activity (Younger audience)**

Have a Mr. Potato Head for the youth to see. Once the Couch Potato went outside, he became mindful of things around him. When I add eyes to our Mr. Potato Head, tell me something that you see that makes you happy. Wait for answers. Add the ears and tell the youth to listen carefully. What are some things you hear around us when you are quiet? Do the same with your hands and nose.

4. Schedule Creator (Older audience)

Have youth create a balanced schedule for themselves that includes screen time and active time.

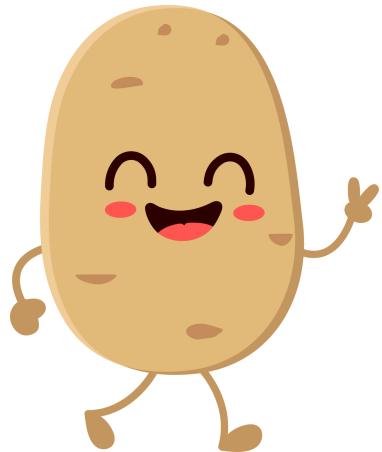
**Wrap up:**

Is it ok to be a couch potato sometimes? Yes, as long as we find a good balance!

Youth will learn, like the Couch Potato, that it feels better to get moving, stay active, and make healthy choices for our bodies. Through hands-on activities, youth will understand the importance of a balance between rest and movement.

# *Don't be a Couch Potato!*

What can you do to be the  
opposite of a couch potato?

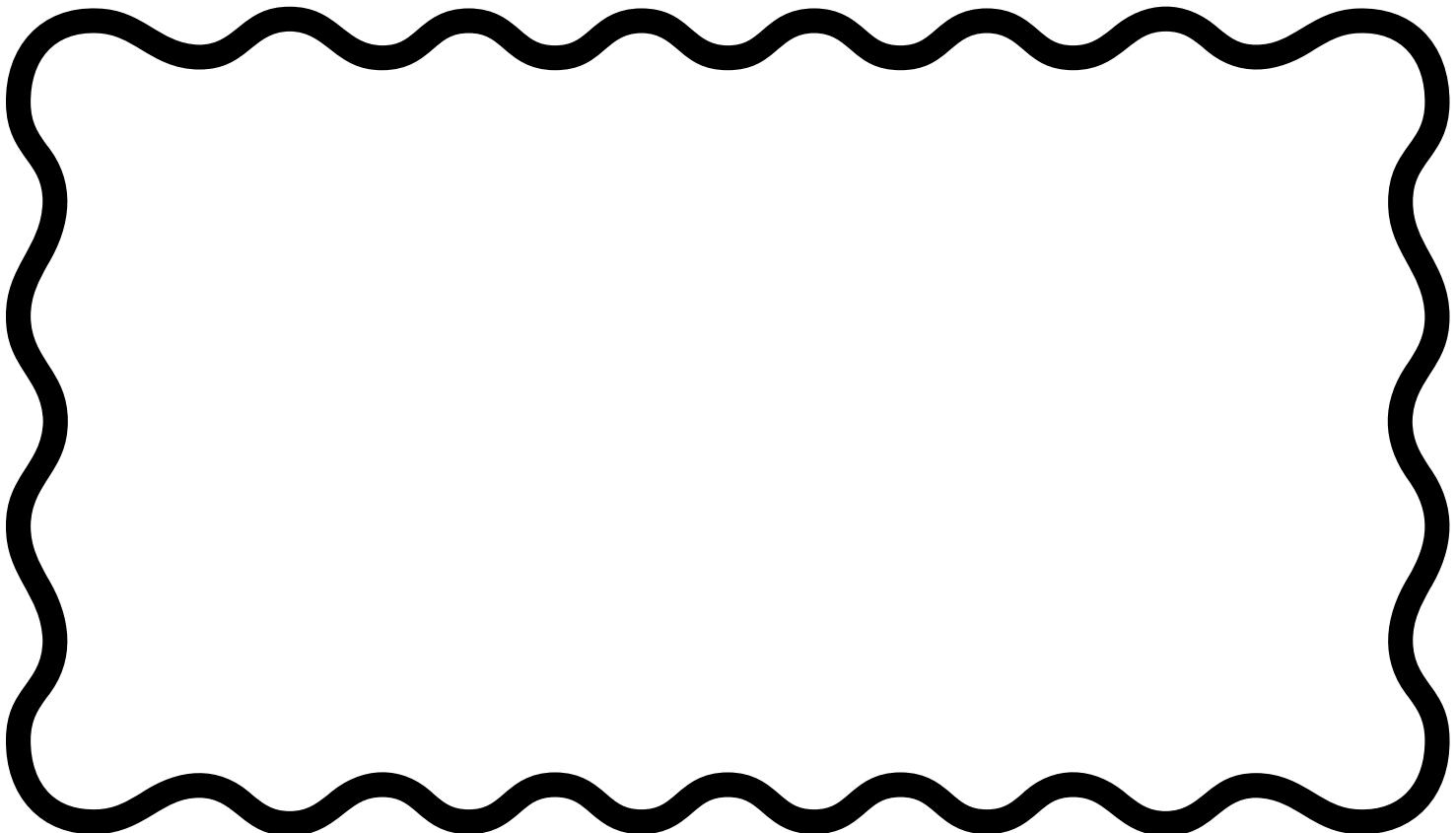


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## **HEALTHY ME – LESSON 7**

### **THE GIFT OF PRESENCE**

Youth will understand how to be in the present, not thinking about the past or the future but focusing on what is happening now.

#### **Objectives:**

- Describe what it means to be present.
- Be accountable for your actions – be responsible.

#### **Supplies:**

- ✓ Cook, J. (2018) **Be Where Your Feet Are!** Chattanooga, TN: National Center for Youth Issues.

#### **4-H Connection:**

**ASK** them if they know what the 4-Hs stand for?

Follow this question by reciting the pledge:

*I pledge my Head to clearer thinking, my Heart to greater loyalty, my Hands to larger service, and my Health to better living, for my club, my community, my country, and my world.*

*Head* is the focus of this lesson. Head stands for being able to think about ideas or manage your time and your skills. You use your head to make informed decisions and avoid distractions. You use your head when you learn new skills and concentrate on the task at hand.

#### **Preparation:**

Read *Be Where Your Feet Are!* A few times. Mark the pages where you want to pause and ask questions.

#### **Directions:**

1. Before reading the story, ask if the title gives any clues about what the story is about.
2. Does the picture give us any clues about what the story is about?
3. Read *Be Where Your Feet Are!* Pause as you read and ask the students questions and observe their reactions.

**Activity:**

Complete one or more of the following mindfulness activities (recommended by the Alliance for a Healthier Generation):

**1. Flex and Release**

Pick one body part at a time. Squeeze it for a count of three then relax it for a count of three.

- Right foot
- Left foot
- Right hand
- Left hand
- Right arm
- Left arm
- Jaw
- Stomach

**2. Rainbow Walk**

Slowly walk or look around the room. Find something that is:

- Red
- Orange
- Yellow
- Green
- Blue
- Purple

**3. Flower Breath**

- Breathe in through your nose, like you are smelling a flower
- Breathe out through your mouth, like you are blowing on the petals
- Repeat five times

**4. Shake It**

- Either sitting or standing, raise your hands in the air
- Shake your right hand 10 times, counting down from 10
- Shake your left hand 10 times
- Shake your right foot 10 times
- Shake your left foot 10 times
- Start over, this time counting down from nine, then eight, all the way to one
- \*You can choose different body parts to shake out

## 5. My Best Self

Take a moment to pause. If you'd like, you can close your eyes, soften your focus, or lower your gaze. Imagine your best self.

- What does that look like?
- What does that feel like?
- What does that sound like?

Ask yourself:

- Am I my best self at the moment?
- What do I need to do differently to be my best self?

### Reflections Questions:

Give some examples if the youth don't respond right away

- ✓ Why is it important to be present? (*Some examples if the youth don't respond immediately: people know you are listening, they know you are paying attention, they feel special and care about you*).
- ✓ What makes it challenging to be present? (*Some examples might be that you are busy, have other things on your mind, or don't feel well*).

### Wrap up:

When we learn to appreciate the world and people around us in the present, we realize how good life can be.

## **HEALTHY ME – LESSON 7 (Kindergarten)**

### **THE GIFT OF PRESENCE**

Help youth understand how to be in the present, not thinking about the past or the future but focusing on what is happening now.

#### **Objectives**

- Describe what it means to be present.
- Be accountable for your actions – be responsible.

#### **Supplies**

- ✓ Verde, S. (2017) **I Am Peace: A Book of Mindfulness** New York, NY: Abrams Books for Young Readers.
- ✓ Device to play music

#### **4-H Connection:**

**ASK** them if they know what the 4-Hs stands for?

Follow this question by reciting the pledge:

*I pledge my Head to clearer thinking, my Heart to greater loyalty, my Hands to larger service, and my Health to better living, for my club, my community, my country, and my world.*

*Today's lesson focuses on your Heart.* Heart stands for relating and caring for others. Whether it is through communication or sharing, using your heart helps to build relationships. You use your heart when you are concerned about the well-being of others, sharing your feelings, taking care of yourself, and working well with others.

#### **Preparation:**

Read *I Am Peace: A Book of Mindfulness* A few times. Mark the pages where you want to pause and ask questions.

#### **Directions:**

1. Before reading the story, ask if the title gives any clues about what the story is about.
2. Does the picture give us any clues about what the story is about?
3. Read *I Am Peace: A Book of Mindfulness*. Pause as you read and ask the students questions and observe their reactions.
4. The Guided Meditation at the end of the book can be used with the youth or you can try one or more of the following activities.

### **Reflections Questions:**

- ✓ What does “Peace” mean to you?

### **Activity:**

Complete one or more of the following mindfulness activities (recommended by the Alliance for a Healthier Generation. Feel free to play soft background music as you complete these activities.

#### **1. Flex and Release**

Pick one body part at a time. Squeeze it for a count of three then relax it for a count of three.

<ul style="list-style-type: none"><li>○ Right foot</li><li>○ Left foot</li><li>○ Right hand</li><li>○ Left hand</li></ul>	<ul style="list-style-type: none"><li>○ Right arm</li><li>○ Left arm</li><li>○ Jaw</li><li>○ Stomach</li></ul>
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#### **2. Rainbow Walk**

Slowly walk or look around the room. Find something that is:

<ul style="list-style-type: none"><li>○ Red</li><li>○ Orange</li><li>○ Yellow</li></ul>	<ul style="list-style-type: none"><li>○ Green</li><li>○ Blue</li><li>○ Purple</li></ul>
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#### **2. Flower Breath**

- Breathe in through your nose, like you are smelling a flower
- Breathe out through your mouth, like you are blowing on the petals
- Repeat five times

#### **3. Shake It**

- Either sitting or standing, raise your hands in the air
- Shake your right hand 10 times, counting down from 10
- Shake your left hand 10 times
- Shake your right foot 10 times
- Shake your left foot 10 times
- Start over, this time counting down from nine, then eight, all the way to one
- \*You can choose different body parts to shake out

#### 4. My Best Self

Take a moment to pause. If you'd like, you can close your eyes, soften your focus, or lower your gaze. Imagine your best self.

- What does that look like?
- What does that feel like?
- What does that sound like?

#### Reflections Questions:

- ✓ Why is it important to be present? (*Some examples if the youth don't respond immediately: people know you are listening, they know you are paying attention, they feel special and care about you*).
- ✓ What makes it challenging to be present? (*Some examples might be that you are busy, have other things on your mind, or don't feel well*).

#### Wrap up:

When we learn to appreciate the world and people around us in the present, we realize how good life can be.

## HEALTHY ME – LESSON 8

### WHAT INFLUENCES ME

Self-Discovery to be true to yourself and transition to new situations.

#### Objectives:

- Learn to appreciate and celebrate what it means to be unique.
- Learn the value of independence, open-mindedness, and self-discovery.

#### Supplies:

- ✓ Kranz, Linda (2006). **Only One You**. Rising Moon.
- ✓ Whiteboard, poster, or large Post-it note to record responses.
- ✓ Copies of two different handouts
- ✓ Crayons
- ✓ If possible, rocks to paint on, paint, and brushes.

#### Preparation:

To prepare for this activity, read *Only One You* a few times. Make copies of handouts to be used for activities. Cut out fish pictures for younger children or provide them with the entire sheet.

#### Introduction of 4-H connection:

ASK them if they know what the 4-Hs stand for?

Follow this question by reciting the pledge:

*I pledge my Head to clearer thinking, my Heart to greater loyalty, my Hands to larger service, and my Health to better living, for my club, my community, my country, and my world.*

Hands is the focus of this lesson. We use our hands to be able to serve others and work to complete a goal. You use your hands when you learn new skills and develop mastery. Being a friend, helping others, and being the best version of yourself all require you to use your hands.

#### Directions:

1. Before reading the story, ask what they notice about the cover of the book. What do you think the story might be about?
2. Introduce the main idea: This book is about how each of us is special and how we can make the world a better place in our own way!

3. Read the book slowly, pausing to ask, "What do you think this advice means? How can we do this in our own lives?"

#### **Reflection Questions:**

- ✓ What does it mean to be yourself?
- ✓ What are some ways you can make the world a better place?
- ✓ How are you special?

#### **Activity:**

1. Using the classroom board, large Post-it paper, or poster, create a heading: Stand Out Behavior! We Sparkle and Shine!
2. Brainstorm ways people can stand out in a good way and list them on the chart. Use the chart for modeling and encouraging standout behavior in the classroom, at camp, or in a club setting. Ideas include:
  - i. Taking turns
  - ii. Holding the door for others
  - iii. Listening politely when someone is speaking
  - iv. Following directions
  - v. Helping others
  - vi. Sharing smiles with one another.
3. In the book, Adri's parents also share that you don't have to follow the crowd. Discuss: What does it mean to follow the crowd? When might it not be a good idea to follow the crowd?

#### **Reflection Questions:**

- ✓ Have each person share one way they can make the world better. Use sentence starters like:
  - I am special because....
  - I can be kind....
  - I will make the world a better place by...
- ✓ Assess their ability to connect the book's message to their own lives. Making a connection to filling the bucket should also be made at this time.

#### **Additional Activity:**

Make copies of the fish. **PLEASE NOTE**, one of the copies of the fish has a front and a back. The other copy is a worksheet for the youth to design their own fish. These can be two activities, or if time does not allow, you can choose to do just one of them.

The sheet with fish and sayings can be used as a coloring sheet, then cut out and shared with others. You could also create a mobile with the fish by cutting them out and tying string to them at different lengths and attaching them to a hanger.

The worksheet with plain fish can be used for youth to create their own designs. They can then compare their fish to others and see what geometric shapes and colors each person used to create their own unique fish. You can also have them paint rocks to create their own fish and use the worksheet as practice ideas.

Either copy can be used in various ways depending on your time, supplies, and the amount of creativity available in the group.

**Bonus Activity:**

If you have a lot of extra time, you can broaden the topic by sharing how much difference one person can make but often working as a team is even better. At this time, you can do any type of team-building activity. Building a tall structure together with toothpicks and gummies, using newspaper, and creating a building connecting pipes together with connectors to make the tallest or widest structure. You can use your supplies and imagination.

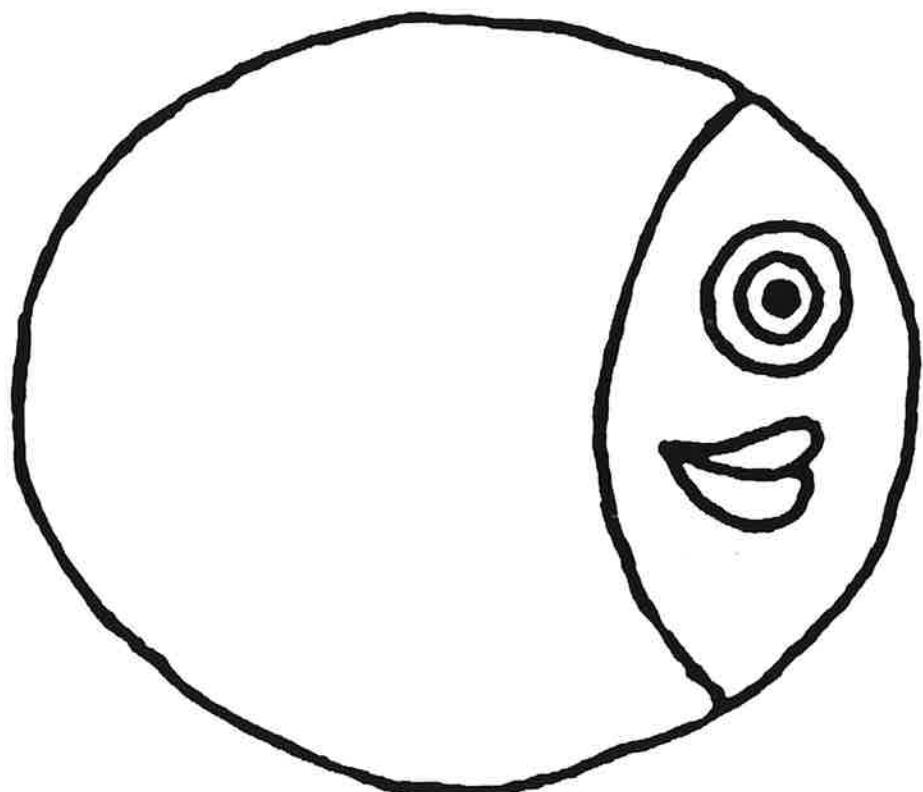
**Wrap up:**

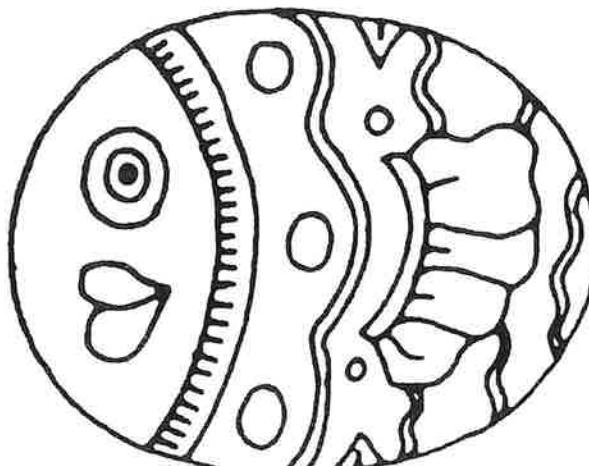
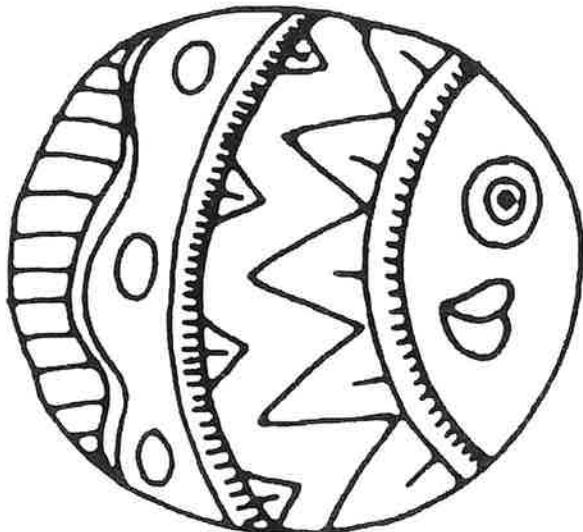
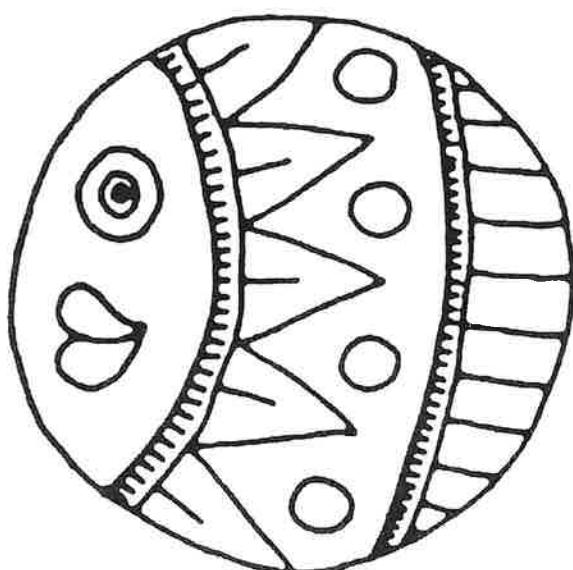
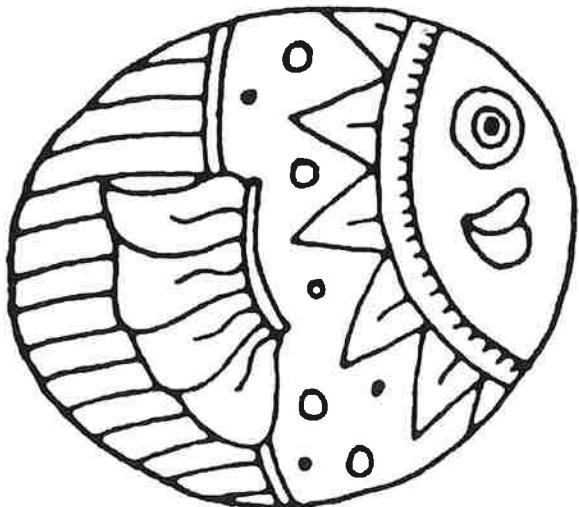
Youth will realize each of them is unique, and they can each make a difference in their own way. By being a good friend, understanding feelings, making good decisions, living a healthy life and being kind, youth will fill each other's buckets and their own.

Sometimes, one person can change the world in a big way; other times, collectively, we can work together to make an even greater change. Just remember to always fill each other's buckets until they are overflowing.

# The Fish In Our School

Fish with Circles																
Fish with Stripes																
Fish with Triangles																
Fish with Primary Colors																
Fish with Other Shapes																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16





*Treasure your  
family and  
friends!*

**Go after  
your dreams!**

**Enjoy the  
*simple* things  
in life.**

**You can do  
anything that  
you set your  
mind to.**

**Always look  
on the  
bright side!**

**Think  
positive  
thoughts!**

# Evaluation for Healthy Me 2025



Thank you for implementing the PA 4-H Healthy Me program. Completion of this evaluation helps us determine the impact and success of this program. We are asking you to quantify the percentage of youth positively impacted by their participation. Please reflect on any observations you made during the program as you respond to the following questions.

**Primary Learning Objectives:** As a result of participating in the Healthy Me 4-H program, youth will:

1. Demonstrate social competence and connection, resulting in healthy friendships. (Lessons 1,2)
2. Demonstrate positive interpersonal skills such as kindness and respect. (Lessons 1,2)
3. Develop skills to positively express and manage emotions. (Lesson 3)
4. Develop good decision-making skills. (Lesson 4)
5. Appreciate that each person is unique in how they respond to various stimuli. (Lesson 5)
6. Improve their physical activity choices, making healthier choices. (Lesson 6)

The percentage of your students who increased their understanding of social competence and connection with others and developed healthy friendships:

- Less than 10%
- 10-25%
- 26-50%
- 51-75%
- Greater than 75%

The percentage of your students who increased their demonstration of positive interpersonal skills, such as kindness, respect, thoughtfulness, and self-awareness of their actions:

- Less than 10%
- 10-25%
- 26-50%
- 51-75%
- Greater than 75%

The percentage of your students who increased their positive expression and management of emotions:

- Less than 10%
- 10-25%
- 26-50%
- 51-75%
- Greater than 75%

The percentage of your students who improved their decision-making skills/made better decisions in the classroom:

- Less than 10%
- 10-25%
- 26-50%
- 51-75%
- Greater than 75%

The percentage of your students who were inspired to try something new and value their uniqueness:

- Less than 10%
- 10-25%
- 26-50%
- 51-75%
- Greater than 75%

The percentage of your students who improved their physical activity choices, making healthier choices:

- Less than 10%
- 10-25%
- 26-50%
- 51-75%
- Greater than 75%

The percentage of your students who enjoyed the books and activities:

- Less than 10%
- 10-25%
- 26-50%
- 51-75%
- Greater than 75%

Please share one or more positive experiences with the Healthy Me program.

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Please make any suggestions for improvement of this program.

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Please provide us with information about your Healthy Me program.

How many of the eight lessons did you complete?

Who taught the lessons?

- 4-H Staff
- 4-H Volunteer
- Teens as Teachers
- Teacher
- Other:

What was your delivery mode?

- Club
- In-school
- After-school
- Library
- Other:

What state are you in?



Thank you for completing this evaluation. Your responses will be used to demonstrate impact and improve the program. If you have any questions, please contact a member of the Healthy Me Team.

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## HEALTHY ME LESSONS

Lesson (tentative)	Grades	Story	Pennsylvania Educational Standard	Standard Category	Activity	Life Skill
<b>Topic: Self Confidence</b>						
1	K-2	"Have you Filled a Bucket Today"	16.1.K.A.1, 16.1.1.A1 & 16.1.2.A1, 16.2.1.A1, 16.2.2.A1, 16.3.1.C1, 16.3.2.C1, 16.3.K.C1	Self-Awareness and Self-Management, Establishing and Maintaining Relationships, and Decision Making and Responsible Behavior	buckets, sticker for each child "Fill my bucket", affirmation cards, compliment chain	Practicing kindness and empathy through awareness of your impact on others
<b>Topic: Building Healthy Relationships</b>						
2	1st-2nd	"A Friend Like You"	16.1.1B1 & 16.1.2.B1, 16.2.1.A1, 16.2.2.A1, 16.2.1.B1, 16.2.2.B1, 16.2.1.D1, 16.2.2.D1, 16.3.1.C1, 16.3.2.C1	Self-Awareness and Self-Management, Establishing and Maintaining Relationships, and Decision Making and Responsible Behavior	Introduce self, Friendship Chain, Coloring Pages	Establishing thoughtful and inclusive friendships
	K	"Stick and Stone"	16.1.K.B1, 16.2.K.B1, 16.2.K.E1, 16.3.K.C1		Sequencing activity, cut/paste pictures, puppets	Understanding the importance of friendship
<b>Topic: Dealing with Difficult Situations</b>						
3	K-2	"The Way I Feel"	16.1.K.A.1, 16.1.1.A1 & 16.1.2.A1, 16.2.1.B1, 16.2.2.B1	Self-Awareness and Self-Management, Establishing and Maintaining Relationships	emotion printouts, paper plate faces, scenarios	Expressing emotions appropriately and responding constructively
<b>Topic: You Choose</b>						
4	K-2	"What Would Danny Do"	16.1.K.B1, 16.1.1B1 & 16.1.2.B1, 16.1.K.C1, 16.1.1.C1, 16.1.2.C1, 16.2.K.D1, 16.2.1.D1, 16.2.2.D1 16.3.K.A1, 16.3.1.A1, 16.3.2.A1	Self-Awareness and Self-Management, Establishing and Maintaining Relationships, and Decision Making and Responsible Behavior	Decisions with Bags Activity and coloring page	Understanding the power and consequences of choices
<b>Topic: Who Says It's Normal</b>						
5	K-2	Wiggles Stomps and Squeezes	16.1.K.A.1, 16.1.1.A1 & 16.1.2.A1, 16.3.K.B1, 16.3.1.B1, 16.3.2.B1	Self-Awareness and Self-Management and Decision Making and Responsible Behavior	Simon Says and Scribble	Understanding and accepting differences
<b>Topic: Keeping Healthy</b>						
6	K-2	Couch Potato	16.1.K.C1, 16.1.1.C1, 16.1.2.C1, 16.3.K.A1, 16.3.1.A1, 16.3.2.A1,	Self-Awareness and Self-Management and Decision Making and Responsible Behavior	Potato chip activity (HR cycle of addiction). Healthy vs Unhealthy Couch potato freeze	Making healthy lifestyle choices
<b>Topic: The Gift of Presence</b>						
7	1st - 2nd	"Be where your Feet are"	16.1.1B1 & 16.1.2.B1, , 16.1.1.C1, 16.1.2.C1, 16.3.1.A1, 16.3.2.A1	Self-Awareness and Self-Management and Decision Making and Responsible Behavior	Show pictures, distract and remember (HR int. 2c)	Mindfulness and Presence
	K	"I am Peace"	16.1.K.B1, 16.1.K.C1	Self-Awareness and Self Management	5,4,3,2,1 Grounding Exercise	
<b>Topic: What Influences Me</b>						
8	K-2	"Only One You"	16.1.K.B, 16.2.K.B, 16.2.1.B, 16.2.2.B	Self-Awareness and Self Management and Establishing and Maintaining Relationships	Ask unique traits, color fish on paper/rock, team activity	Self acceptance and embracing individuality