



GENEROUS LEADERSHIP[®] **CHALLENGE**

Unit 2: Seeing Myself as Valuable

Week 4

How Do You Feel?

Purpose

Communicate to students that you prioritize them over their work by carving out a significant amount of time to learn how they are doing. Students practice self-awareness, courage and empathy by hearing others articulate emotions and by trying to communicate their own in front of others.

Learning Objective

I can share my personal goals with others. I can support my peers with their goals.

Standards

- Initiate and participate effectively in a range of collaborative discussions. (CCSS: SL.11-12.1)
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (CCSS: W.11-12.3e)

Needed Resources

- Teacher Resource: *Possible Check-In Activities*

Session Overview

Open class with Check-In (15-20 min)

“It’s important that we spend time this morning checking in and continuing to get to know each other. This is our chance to know and be known. You are invited to be honest and authentic, no matter what you are feeling or thinking. Just be sure to end on a positive note.”

- **Suggested:** Because this week is focused on physical health, it would set the stage well if you checked in on how students are feeling physically.
 - Option 1: Go around the room and ask students to share out loud (no more than 30 seconds) on a scale of 1-10 how they are feeling in the following categories:
 - How sleepy/fatigued are you?
 - How hungry are you?
 - How does your body feel overall?
 - Why?
 - Option 2: Survey students about some of their physical health practices. Track answers on the board to form a picture of where the class currently stands:
 - How much sleep did you get last night? What’s your normal?
 - Did you eat a good breakfast this morning? What’s your normal?
 - Have you worked out today or will you work out later? What’s your normal?
 - Option 3: Go outside for a walk or do some physical exercises together (jumping jacks, wall sits, push-ups)
 - How do you feel after? Why?
- Choose a check-in activity from the *Possible Check-In Activities* resource.

Reflecting on Bad Habits (15 min)

- Write the following categories on the board:
 - Nutrition
 - Sleep
 - Exercise
 - Procrastination
 - School
 - Family/Parents
- On a piece of paper have students brainstorm a list of answers to the following questions by using the categories as a guide:
 - What are some of your bad habits?
 - How did they form?

Teacher tip: Model this for students and show vulnerability by writing your bad habits on the board and share out with class.

- Possible examples:
 - I go to bed late when I know I need to get up early, usually because I'm playing video games, I'm on my phone, or I'm watching Netflix.
 - I am too busy during the day to eat healthy so I'm too hungry to refuse the sweets in the office.
 - Instead of grabbing a water I will drink a soda.
 - I know I have work to do grading, but I put it off too long and I get stressed by hard deadlines.
- Invite students to share their responses with a partner.
 - As they share, ask students to offer ideas to one another for how they could take steps to fix their habits.
 - Walk around and observe how students talk about their bad habits.
- Ask students who feel comfortable to share out to the class.

“All of us have bad habits; it’s human nature. But we shouldn’t be okay with keeping them. We should always want to grow for the better. This week is the first week you get to start on your Lens 1 Project. Are you excited to be able to start breaking a few bad habits to become your best self?”

Sharing Lens 1 Project Goals: (10 min)

- Ask students to grab both of their SMART goals for Lens 1.
 - Remind them that their goals should use SMART goal language.
 - They should have two goals: one for their body health and another for head, heart or will.
- Have them stand in a circle together.
- Ask students to go around the circle and share out their goals they are working on for the week.

Teacher tip: Remind students that it is okay to adjust a goal as they go if they discover something isn't working or could be improved. Learning and growth is all about personalizing our work to what WE need, not what someone else thinks we should be doing.

Close with Breathing: (5 min)

- Do a breathing activity so that students will leave the class calm and ready to take action!
 - See the *Possible Check-In Activities* resource for breathing exercises

I Owe It to My Body

Purpose

Enforce to students that their physical health is critically important. Physical health can often be the part that we overlook when we are busy. We need to break that bad habit and start to care for, and appreciate, our bodies.

Learning Objective

I can see how my sleep, nutrition, and physical health impact my overall health and success.

Needed Resources

- Week 4 Slides
- Handout: *Changing Habits*
- Handout: *How to Get Started at Home*

Recommended Resources to Prepare for this Lesson:

- [Teens and Sleep](#)
- [Teens and Nutrition](#)

Standards

- Analyze a complex set of ideas. (CCSS: RI.11-12.1)
- Predict the impact an informational text will have on an audience and justify the prediction. (CCSS: RI.11-12.2)
- Determine how ideas interact and build on one another to provide a complex analysis; provide an objective summary of the text. (CCSS: RI.11-12.2)
- Determine the meaning of words and phrases. (CCSS: RI.11-12.4)

Ideas for Customizing Your Content Delivery

- Create a simple video for students to watch based on the content below.
- Direct student to go through the GLC slides for **I Owe it to My Body**.
- Hold a live zoom class session to go through content.
- Create a blended option by incorporating slides, video and additional resources as you see fit.
- Create a short quiz to test if students watched or read the content.
- Make a point to tell students that there is an assignment at the end that will serve as their “entry ticket” for the next session together.

Content Summary

We Owe it to Our Bodies

Defining The Relationship

- Students are often over-busy and running fast between school and other life commitments. Taking care of themselves is always at the bottom of their daily to-do list. And in many cases, they aren't learning good self-care habits from their parents either.
- It is important to have them recognize that they do have a relationship with their body. The relationship is either healthy or it is neglected and toxic.
 - One's relationship with their body has to do with their attitude and behavior toward it.

- Many people have a critical attitude toward themselves, using harsh cutting words that tear themselves down. Others may appear to think too highly of themselves, but even in those cases over-confidence can be a cover for doubts or unhealthy beliefs that their body image defines their worth.
- Someone's relationship with their body could be defined by athletics, an injury, emotional challenges, self-perception or the belief that their body is merely just a vessel to get their brain from point A to point B.

Our Body is Important!

- Our bodies do everything for us! They are incredible and intricate machines. There is so much going on with our organs, brain, blood, cells, all the different tubes and organisms... Add in the timing of how everything works together perfectly and it becomes mind-boggling. Perhaps we just don't take the time to learn about it or appreciate it for what it does.
- Share some mind-boggling facts:
 - You take about 17,000 breaths every single day, and you never have to stop to think about one of them.
 - Some say that about 50,000 thoughts pass through our brains each day. That's about 35-45 thoughts every minute!
 - 90% of the information you process is visual and you can interpret visual information in just 0.01 seconds. Think about how much information our eyes are interpreting just in one day.
 - Each of your kidneys contains 1 million tiny filters that work together to filter an average of 2.2 pints of blood every minute.
 - The heart is responsible for keeping every single cell in the body alive, pumping blood and oxygen along a 60,000-mile-long network of vessels. The heart beats 100,000 times a day, 3 billion times over the average life span.

When We Neglect Our Relationship

- After enough time of not being treated correctly our body will let us know and that's when problems arise such as inflammation, disease, pain, insomnia, heightened stress responses and more.
- Any relationship needs these key things to remain healthy: communication, attention, reflection, and time together. How do students apply this to their own relationship with themselves?
- To learn more about our physical health, we will look closer at three common contributors to our health:
 - Sleep
 - Nutrition
 - Exercise

Sleep is Your Secret Weapon

- Students hear this from their parents or even their teachers, but do they actually know what the recommended amount of sleep is from the National Sleep Foundation?
 - Show chart on slides of needed sleep time by age (toddler-older adults).
 - 8-10 hours each night is the recommended amount.
 - The National Sleep Foundation also suggests that teens need to keep an even more regular sleep schedule than other age groups.
 - An irregular sleep schedule or regular sleep deprivations can cause:
 - Breaks in concentration and ability to process information
 - Acne breakouts

- Unintended aggressive behavior
- Slowing of metabolism, weight gain
- Depression
- Weakened immunity, more sicknesses
- Serious health problems like heart disease, high blood pressure, stroke and diabetes
- Students may think that they can't control their sleeping habits due to rigorous demands on their time, but this is a lie. Everyone can make time for what they prioritize and value. When students elevate the value of sleep in their life, they can create new habits like:
 - Keeping a sleep schedule that allows for 8-10 hours per night
 - Choosing to decrease the amount of screen time daily so they can increase the amount of time sleeping
 - Practicing good sleep hygiene that increases the quality of their sleep each night
 - Avoid caffeine after noon
 - Exercise
 - Avoid rich, fatty and fried foods before bedtime
 - Expose your body to natural light during the day
 - Ensure a good sleeping environment: cool room, screens turned off and stored away, blackout curtains or a mask to remove all light
 - Stay away from blue light (screens) 30 minutes before bedtime or wear blue light blocking glasses

What You Eat Really Matters

- As teachers you see it all too often, 8:00 am class and students are rolling in with a Monster or Red Bull and a sugary breakfast to start their day. You know it's bad, but they don't seem to know the consequences. It is important to let students know that there is a healthy and easy way to take charge and change their nutrition habits.
- Due to over-busyness, students don't think they have the time to think about eating well. They reach for what is convenient because they are running behind and double-up on caffeine because they are sleep deprived. Usually they reach for whatever sounds good or whatever is quick to eat to get them to their next commitment.
- Students need to recognize that these habits are detrimental to the relationship they need to build with their body:
 - Skipping a meal
 - Consuming sugar-filled foods and drinks throughout the day
 - Eating empty carbs and processed foods (anything that comes in a bag or a box)
 - Drinking too much caffeine in order to counteract being tired
- What are the consequences of neglecting nutrition?
 - Obesity
 - Nutritional deficiencies
 - This means you eat plenty of food but the food is stripped of nutrients that you need for the long-term. The most common is Iron deficiency (also called anemia) which causes fatigue, weakness, weak immune system and impaired brain function. Another is Iodine deficiency which can cause increased heart rate, shortness of breath, weight gain and enlarged thyroid gland. Generally teens won't immediately see many serious consequences of nutritional deficiencies, but they will in the future.
 - Type 2 diabetes

- Heart disease
- What is good nutrition?
 - Lots of fruits and vegetables are key. The more raw food you consume, the better because cooked food is stripped of necessary enzymes
 - Good protein from unprocessed meats, lots of fish for good oil, nuts, eggs, yogurt and cheese
 - Good carbohydrates such as brown rice, quinoa, potatoes (not fried!), seeds, beans, nuts
 - Whole foods that you have to cook, cut and keep refrigerated
 - Lots of water (more than 60 ounces per day)
- What is bad nutrition?
 - Sugary drinks
 - Fruit juices
 - Candy, baked sweets, ice cream, chocolate
 - High Process foods: anything in a box or bag has been processed. Crackers, chips, cookies, snack foods
 - Fried foods and chips
 - Fast food
 - Coffees with lots of sugar added
 - Too much caffeine
- Teens won't want to give up many of the foods they love, even if they learn that their food could be the source of their sluggishness, moodiness or inability to concentrate. It's always best to try to make small changes first, and to work on believing why you want to make the changes. Remember, what you believe drives what you do!
- Some simple ways to improve nutrition:
 - Make balanced meals and snacks beforehand for easy on-the-go availability
 - Bring a full water bottle to school and activities
 - Pack healthy snacks to eat throughout the day so you don't reach for the sweets or coffee instead
 - If you have to "eat out," decide in advance to eat a little healthier
 - Have a friend help hold you accountable and join you in getting healthier

Get Your Body Moving

- With students running from activity to activity it can feel like they are active enough and never have a moment to slow down, but being busy is not the same as being active. In fact, students are often sitting all day in class and on their computers doing homework at night. They may be busy, but they can be more inactive than they realize.
- Not all students are athletes, but everyone can stop the bad habits that prevent them from making time for exercise such as:
 - Taking naps after school
 - Spending weekends on the couch
 - Spending too much time on screens, indoors, or sitting
 - Working out too hard until your energy levels actually drop
 - Over-sleeping on the weekends
- Physical exercise has many good side effects:
 - Feel better about your body and health, better self-concept
 - Control weight

- Prevent health conditions
- Improve mood
- Boost energy
- Achieve better quality sleep
- Encourage social fun when done with others
- Stop doing the bad habits, but eventually, take on new good habits. All you have to do for optimum exercise is do a moderate activity that increases breathing and hearth rate for just 20-30 minutes each day. This can be one activity, or multiple short spurts throughout the day.
- Ways to increase your daily physical activity:
 - Go for a walk with your dog or a friend
 - Play Ultimate Frisbee with friends in the park
 - Join a school sport or find a more unusual sport outside of school that you are curious about
 - Create a workout schedule that is tailored to you
 - Bike to school or work if you can
 - Join a quick game of pick-up basketball
 - Take the stairs instead of the elevator

How it All Connects

- After students understand each of the aspects of physical health, it is crucial for them to understand that these are all interconnected.
 - Success and failure in one of the areas of physical health (sleep, nutrition or exercise) impacts the other areas. It's a chain reaction. Lack of nutrition undermines sleep. Lack of sleep causes fatigue that prevents physical activity..
 - Just as our body is integrated and one activity affects another, so too the 4 parts of our self are integrated. Our physical health impacts our mental and emotional health, as well as our ability to be intentional with our actions and decisions.
- Students do not need to drastically change every aspect of their lives, but starting small is great! It's still starting! That's why their first goal for their Lens 1 Project is about improving their body health.

Preparing for your Socratic

- Explain that students will receive a worksheet to fill out about the relationship they hold with their bodies called *Changing Habits*. This will be their preparation for their weekly Socratic discussion.
- Distribute the Handout: *How to Get Started at Home* for more ways students can begin improving their physical health.

I Owe it to My Body Socratic

Purpose

Help students think critically about their decision-making process as it relates to their own well-being.

Learning Objective

I can reflect on how my habits hinder my overall health.

Needed Resources

- Handout: *Socratic Rubric*
- Socratic Discussion Rules Posted

Standards

- Initiate and participate effectively in a range of collaborative discussions. (CCSS: SL.11-12.1)
- Come to discussions prepared to stimulate a thoughtful, well-reasoned exchange of ideas. (CCSS: SL.11-12.1a)
- Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1b)
- Evaluate a speaker's point of view. (CCSS: SL.11-12.1b)

Socratic Discussion Rules (posted for students to see)

1. Students speak and the teacher listens.
2. Follow the Socratic leader who will:
 - Set up the discussion by summarizing context and then pose the question to be discussed.
 - Ensure peers hold to the discussion rules.
 - Keep the discussion on track and flowing.
3. Come prepared.
4. Be concise and do not repeat a point someone already made.
5. Provide evidence and reasoning with your opinion.
6. Listen with an open mind and heart; consider new ideas.
7. Don't raise hands; take turns speaking.

Teacher Tips

1. Require the *Changing Habits* worksheet as an entry ticket.
2. As the teacher it is easy to interject, but allow students to work through silences, disagreements, etc. You may need to guide a little more in the beginning as Socratic Leaders learn to lead.
3. Students *can* be graded based on the Socratic Rubric for GLC. Share the competency goals before starting the discussion.
4. Review the Socratic rules every time.
5. If needed, allow for small group conversations before starting.

Socratic Theme for Week 3

Ending Bad Habits

Provide Context

- Summarize the content from the last session about sleep, nutrition and physical health. What is your relationship with your body? Why is body health important?

Possible Questions

- If you know you are doing something unhealthy, why do you still do it?
- Why do we let our schedule and perception of time dictate our health?

How I Am Making Change

Purpose

Give students the space to reflect on their choices when it comes to the physical health habits they create and how they can create change within themselves.

Learning Objective

I can reflect on my progress toward my goals.

Standards

- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS: W.11-12.3)
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (CCSS: W.11-12.3e)
- Use a style guide to follow the conventions of Modern Language Association (MLA)

Needed Resources

- Handout: *Written Reflection Rubric*
- Assignment: *How I Am Making Change Reflection*

Reflection Overview

- Students each week will debrief and apply the week's content through a written reflection.
- Communicate to students the guidelines for formatting
 - 12pt; Times New Roman
 - Double Spaced
 - Correct Heading
 - 2 Paragraphs
- Share the competency goals from the *Written Reflection Rubric*.

Reflection Directions and Questions:

This assignment has two sections submitted on the same paper.

1. Reflect on the actions you took this week toward your two goals

- What did you do?
- How is it going?
 - Is it hard to get started?
 - What is going well?
 - How do you feel?
- Do you need to adjust anything?

2. Why do you struggle with changing certain habits? How could you go about changing them?

Submit

Week 4

Weekly Deliverables

Deliverables Due This Week:

- Assignment: *Changing Habits* worksheet (if you haven't already turned it in)
- Assignment: *How I Am Making Change* Reflection

Possible Check-In Activities

Gratitude circle (starting with positivity!)

- On a notecard have students write what they are thankful for that day. "Today I am thankful for _____ because _____."
- In a circle, each student will share what they wrote on their card.

Tell Me Something Good

- Have students write down one good thing that has happened to them this week.
- Allow students to share (those who want to).
- Optional: Play "Tell Me Something Good" as students are writing.

Create a mental health check in on a Google Form

- Example Questions:
 - How are you feeling today?
 - Is there anything going on either in or outside of school that you would like me to know that is effecting you personally or effecting school and getting work done for you?
 - Is there anyone that you are concerned about currently and why?
 - Any other questions or comments for me?

How are you on a Scale of 1-10

- Go around the room and have students share how they are doing that day by selecting a number (1 is horrible and 10 is awesome) and also sharing a few words on why. This can be the best way to check-in but it can also take the longest amount of time, so watch the time closely.

Choose one word to describe how you feel

- Post a list of adjectives on the board and ask students to choose a word that describes how they feel right now. Examples: anxious, exhausted, excited, frustrated, angry...
- Go around the room to share.

Personal Notes to Classmates

- This activity will work later in the semester as students get to know each other better.
- At the start of class have students draw classmates' names out of a hat as they come in the room.
- Once everyone has their classmate they will write a positive note to the classmate
 - Encouraging and affirming them
 - Sharing how they are doing
 - Telling them a story
 - More...
- Students will give this note to their classmate.

Write Thank you Notes

- Practice gratitude by having students write someone a note of thanks.
- This could be a teacher, parent, coach, friend, classmate, sibling, etc.

Teacher Resource - Week 4

Breathing exercises

- Students walk into class sometimes with a lot of stress, help them relieve this through breathing.
- Different breathing exercises can be found online or through certain apps on your phone.

Stretching

- Have students stand by their desk, take a deep breath, raise their arms above their heads, hold for a moment, and then deeply exhale through their mouth, releasing their arms back down and releasing tension in their shoulders and back.

Affirmation Circle

- Explain to students what it means to give affirmation. Affirmation is an acknowledgement of a permanent aspect of someone's character.
- Grab a ball or some object to toss around the circle. Tell students to state a classmate's name, affirm their classmate, and then pass the ball to him or her.

Physical Exercises

- Choose some exercises to get the students' up and moving.
 - Jumping Jacks
 - Lunges
 - Push ups
 - Squats
 - Running in place
 - If time: take a walk outside around the building

Mirror in a Box

- Get a deeper box and place a mirror at the bottom.
- Have students sit in a circle.
- Talk up the box
 - "I have something really cool in this box"
 - "What's in this box is extremely special"
 - "When you see what is in the box you will see just how special it is"
- One at a time, students will "look" inside then and pass the box to the next student.
 - Students are not allowed to say what it is, just pass it along
- Students will think it is funny, but the anticipation is key to this activity.
- You are telling them they are special and worthy by seeing themselves in the mirror at the bottom of the box.

Sharing acts of kindness

- Have students share out to the class acts of kindness they did or saw someone do.

Positive/funny videos

- Students are immersed in videos these days and sometimes it is a great way to get kids relaxed and ready for the day
- Suggested Videos
 - [Make Your Bed Change Your Life](#)

Teacher Resource - Week 4

- [A Simple Act of Kindness](#)
- [Inspirational Piano Player](#)
- Find your own

Journaling

- Allow students to write whatever is on their mind for 5-7 min.
- Play quiet music in the background to set the tone.

Changing Habits

How do bad habits form?

Why do we continue to act on bad habits when we know they aren't good for us?

How does school teach us bad habits?

What support systems can we put in place to start to change our habits and stick to them?

How to Get Started at Home

Exercise

Complete these workouts at home for your body wellbeing goal. As you become more motivated, you can add more intensity like weights or sets, but this is a good place to start!

- Start with a nice warm-up like stretching or if you are a runner, go for a light run before starting these.
- It is important to keep workouts fun too! For your workouts, play your favorite songs that will help motivate you and see how long you can go through these exercises until the end of the song. Pick one or two exercises to do throughout a song and keep going if you feel up to it! These are great ways to get your heart going and energy up!
 - Squats
 - Jumping jacks
 - Hill-climbers
 - Butt-kicks
 - Lunges
 - Side lunges
 - Plank
 - Push up's
 - Sit up's

Diet

The key to a healthier diet that will make us feel better is to cut out or limit our intake of empty carbs. Empty carbs are our favorite and easy go-to's like chips, goldfish, fruit snacks, cookies, etc. Our drink choices matter to, so try to avoid drinking soda, coffee and energy drinks too often. Even though they are quick and easy to grab on the go, they don't do anything beneficial for our bodies, if anything they make us feel worse... Try to keep it simple, but healthy at the same time.

- Breakfast Choices:
 - Banana and oatmeal
 - Yogurt with fruit and granola
 - Eggs and toast
 - Avocado toast with egg
- Lunch Choices:
 - Salad with a protein (Chicken, steak, ground beef, fish...)
 - Soup and Sandwich
- Dinner Choices:
 - Salad with a protein
 - Protein and 2 sides
 - Chicken
 - Fish
 - Beef
 - Pork
 - Tofu

How to Get Started at Home

- Rice
- Broccoli
- Asparagus
- Carrots
- Sweet Potatoe
- Bell Peppers
- Eating out: These restaurants tend to have healthier options without empty carbs
 - Chipotle
 - MAD Greens
 - Mod Market
 - Panera

Remember these are all just some suggested ways to maintain a better diet to help us feel the best we can each day!

Sleep Schedule

Sleep is how our bodies recharge for the next day. In order to do that, we need to give our bodies the time to do so, and we need to keep it consistent. It is really unhealthy for us to have irregular sleep schedules, especially at a younger age. In order to help our bodies be the best they can here is a suggested sleep schedule to try to maintain.

- Monday – Friday: Go to bed no later than 10:00 PM and wake up no later than 7:00 AM
- Weekends: Go to bed no later than 11:00 PM and wake up no later than 8:00 AM.
- It may seem early, but once your body gets into the habit you will feel more refreshed each morning and actually be tired by the time you want to go to sleep!

Written Reflection Rubric

	Exceeding	Advanced	Proficient	Approaching	Needs Practice
<p>Critical Thinking and Depth of Reflection</p> <ul style="list-style-type: none"> Clearly reflects on given prompt Proof of deep thinking and consideration Strongly demonstrates understanding of topic and opinion 					
<p>Communication</p> <ul style="list-style-type: none"> Writing is clear and uses proper grammar with no errors Follows assignment formatting 					
<p>Prepared and Professional</p> <ul style="list-style-type: none"> Turned in on time 					

Reflection: How I Am Making Change

Formatting

- Times New Roman
- 12 Pt. Font
- Double Spaced
- Correct Heading (upper left hand corner)
 - Name
 - Teacher
 - Class
 - Date
- 2 paragraphs (1 per section)

Directions and Questions

This assignment has two sections submitted on the same paper.

1. Reflect on the actions you took this week toward your two goals. (1 paragraph)

- What did you do?
- How is it going?
 - Is it hard to get started?
 - What is going well?
 - How do you feel?
- Do you need to adjust anything?

2. Why do you struggle with changing certain habits? How could you go about changing them? (1 paragraph)