

# Educator's Guide

## Topic 2: Know Your MOOD



**Captive**



**Educate**



**Activate**

### Session 1 How are you feeling?

#### Name That Feeling

- Ask students to mimic each face, then identify a “feeling” word to describe the face.
- Feeling words do not need to match the examples. The objective is to get kids talking about the many words that can be used to express feelings.

#### Describe Feelings

- Use the *Feelings Chart* to chart words that describe feelings. Aim for at least three words for each facial expression. Your chart will be unique to the age and personality of your students!
- Highlight that feelings can change throughout the day.

#### Check Your Feelings

- Students finish the statement: I feel \_\_\_\_ right now.
- Option: Download the *Session 1: How Do You Feel?* handout to record how they feel at different times during the day.

### Session 2 Feelings Put You In a MOOD

#### Your Feelings

- Watch the video of the mime's presentation of different feelings.
- Ask students to stand up and make their favorite face from the video.
- Next, ask them to make a face to show how they feel right now.

#### Feelings and MOOD

- Explain that feelings put you in a MOOD, and your MOOD is your willingness to make a *fit* choice. For example, sometimes when you feel...
  - tired, you don't want to play outside.
  - bored, you don't want to eat a healthy snack.
  - grumpy, you won't do anything but pout.

#### The “I Won't” MOOD

- Students partner with a friend.
- Ask them to tell one another about a time when they said, “I don't want to...” or “I won't...”
- Have students describe the feelings that put them in that MOOD.

### Session 3 Recognize Your MOOD

#### Alexander's Day

- Read aloud the excerpt from Judith Viorst's book, *Alexander and the Terrible, Horrible, No Good, Very Bad Day*.
- Ask students to supply words from your classroom word bank that describe Alexander's feelings.

#### Take Charge of Your MOOD

- Explain that when Alexander says, “I could tell it was going to be a terrible, horrible, no good, very bad day,” he lets his feelings put him in an “I Won't” MOOD.
- Discuss how Alexander's MOOD influences his choices. He needs to take charge of his MOOD!
- Read aloud the examples of how to take charge of an “I Won't” MOOD and turn it around.

#### Know Your MOOD

- Point out that to “know your MOOD” is to recognize that feelings influence your willingness to make healthy choices.
- MOOD is either “I won't make a *fit* choice,” or “I will make a *fit* choice.” (“I Won't” or “I Will”)
- Download *Session 3: Feelings Check-in* for students to identify choices they can make to turn “I Won't” around to “I Will.”

### Session 4 MOOD's Influence

#### Remember Sam?

- As you reread *Sam's Day*, pause after each slide and ask students to identify the different feelings that influenced Sam's MOOD and choices.

#### Sam's MOOD and Choices

- Explain that to “influence” is to affect choices. Sam's MOOD influenced her choices.
- Compare and contrast Sam's choices before and after she decides to turn her MOOD around.
- Highlight that after Sam decided to turn her MOOD around, she made better FOOD and MOVE choices.

#### I Will

- Remind students that if they are feeling bad, frustrated, bored, tired, etc., they can be like Sam and decide to turn their “I Won't” MOOD around to “I Will” and make a *fit* choice.
- Download the *Session 4: I Will...* handout for students to identify “I Will” choices they can make after school, during snack time, and at bedtime.

### Session 5 Turn Your MOOD Around

#### MOOD Charades

- Students partner with a friend. One selects a feeling word from the class word bank and acts it out. The partner guesses the feeling, then they both decide if the feeling influences an “I Will” MOOD or an “I Won't” MOOD.
- Switch roles and play again.

#### Think of a *fit* Choice

- Students identify a feeling and MOOD for each scenario, then choose between an “I Won't” and an “I Will” choice.
- Encourage students to talk about times when they turned an “I Won't” MOOD around to “I Will.”
- Examples of *fit* choices include physical activity, healthy snacks (for energy, not to feed boredom), stretching, resting, and/or relaxing.

#### More MOOD Charades

- Encourage students to play MOOD Charades with their friends and family members to practice the skill of turning an “I Won't” MOOD around to “I Will” and making a *fit* choice.

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## Topic 2: Know Your MOOD



**Prior Knowledge:** This topic introduces MOOD. Students will learn that their feelings put them in a MOOD, and their MOOD influences their choices. For example, feeling bored or grumpy can lead to an “I Won’t” MOOD, while feeling cheerful or content leads to an “I Will” MOOD. An “I Will” MOOD makes it easy to make a *fit* choice; however, an “I Won’t” MOOD needs to be motivated (turned around) to make a *fit* choice. Four essential concepts form an understanding of MOOD:

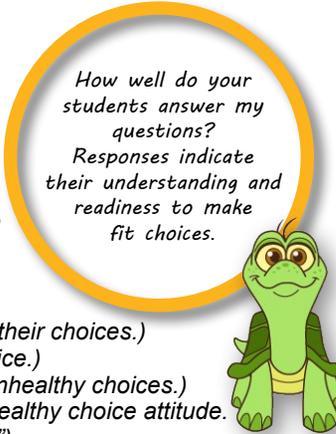
- MOOD (along with RECHARGE) is a key influencer of *fit* choices.
- MOOD is an emotional state described as “how I feel right now.” It’s your willingness to make a *fit* choice. (“I Will” make a *fit* choice, or “I Won’t” make a *fit* choice.)
- You can turn an “I Won’t” MOOD around to “I Will” and make a *fit* choice.
- Your MOOD can change throughout the day.

**Objectives:** Students will be able to:

- Identify vocabulary words to describe various feelings affect MOOD.
- Define MOOD as “I Will” or “I Won’t” make a *fit* choice.”
- Recognize that feelings and MOOD change throughout the day.
- Recognize that you can talk yourself into making a *fit* choice when your MOOD is “I Won’t.”

### Checks for Understanding and Readiness to Make Healthy Choices

- Session 1:** Your \_\_\_\_\_ change throughout your day. (*feelings*)
- Session 2:** When have you said “I won’t”? (*Students describe feelings that have influenced their choices.*)
- Session 3:** How do you take charge of your MOOD? (*Know your MOOD and make a fit choice.*)
- Session 4:** How are MOOD and choices connected? (*MOOD influences both healthy and unhealthy choices.*)
- Session 5:** What is the difference between an “I Will” and an “I Won’t” MOOD? (*“I Will” is a healthy choice attitude. You can talk yourself into making a healthy choice when your MOOD is “I Won’t.”*)



### Health Education Standards

- Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.
- Standard 6: Students will demonstrate the ability to use goal setting skills to enhance health.
- Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

### Common Core Alignment

ELA/Literacy	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Speaking and Listening	SL.K.1 SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6	SL.1.1 SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6	SL.2.1 SL.2.2 SL.2.3 SL.2.4 SL.2.5 SL.2.6	SL.3.1 SL.3.2 SL.3.3 SL.3.4 SL.3.5 SL.3.6	SL.4.1 SL.4.2 SL.4.3 SL.4.4 SL.4.5 SL.4.6	SL.5.1 SL.5.2 SL.5.3 SL.5.4 SL.5.5 SL.5.6	SL.6.1 SL.6.2 SL.6.3 SL.6.4 SL.6.5 SL.6.6
Informational Text	RI.K.1 RI.K.2 RI.K.3 RI.K.4 RI.K.7 RI.K.8	RI.1.1 RI.1.2 RI.1.3 RI.1.4 RI.1.6 RI.1.7	RI.2.1 RI.2.3 RI.2.4 RI.2.6 RI.2.7 RI.2.8	RI.3.1 RI.3.2 RI.3.3 RI.3.4 RI.3.6 RI.3.7	RI.4.1 RI.4.2 RI.4.3 RI.4.4 RI.4.5 RI.4.6	RI.5.1 RI.5.2 RI.5.3 RI.5.4 RI.5.5 RI.5.6	RI.6.1 RI.6.2 RI.6.3 RI.6.4 RI.6.5 RI.6.6
Literature	RI.K.9 RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.7 RL.K.9	RI.1.8 RI.1.9 RL.1.1 RL.1.2 RL.1.3 RL.1.4 RL.1.7 RL.1.9	RI.2.9 RL.2.1 RL.2.3 RL.2.7	RI.3.8 RI.3.9 RL.3.1 RL.3.3 RL.3.6 RL.3.7	RI.4.7 RI.4.8 RI.4.9 RL.4.9	RI.5.7 RI.5.8 RI.5.9 RL.5.1	

**Word Bank:** The word list below includes examples of words that can be used for your classroom feelings chart:

- afraid bratty confident depressed exhausted funny grumpy joyful mischievous playful shy stressed  
 angry calm confused disgusted frazzled furious hopeful kind nervous quiet sick (ill) surprised  
 anxious caring crabby embarrassed frightened giggly hurt lonely neutral relaxed silly upset  
 bored cheerful curious excited frustrated gloomy jealous mad overwhelmed sad smug worried

**fit Tip:** Motivate your MOOD! When you are bored and want to grab that bag of chips, talk yourself into a better choice and MOVE!

**Family Message:** We are learning that feelings put us in an “I Will” or and “I Won’t” MOOD, and that our MOOD influences healthy choices. For example, feeling disgusted or grumpy can lead to “I Won’t” (make a healthy choice), while feeling cheerful or content can lead to “I Will” (make a healthy choice).

Students are learning to recognize their MOOD as “I Will” or “I Won’t.” They are building the understanding that if their MOOD is “I Won’t,” they can turn it around and talk themselves into making a healthy choice. Learn more about the MOOD connection to being *fit* at:

[fit.webmd.com/kids/mood](http://fit.webmd.com/kids/mood).

#### Sessions 1-5

#### Session 1

#### Session 3

#### Session 4

### Related fit Links from fit.webmd.com

Interactive Quiz: “Get in a Good MOOD”

Online Game: “MOOD Horoscope”

Articles: “Bust a Bad MOOD”

“fit Connection for Kids - MOOD”