

Grades 3-6 Educator's Guide

Kids' Topic 7: Motivate Your MOOD



Captivate



Educate



Activate

Session 1
Don't Want To

I Don't Want To

- Rusty and Trusty are under an “I don't want to” spell. Read the story aloud to see how doing a *fit*-check can break an “I Won't” MOOD.
- “Pitchkettled” is a medieval word that means puzzled or confused.

Motivate Your MOOD

- Discuss different feelings that can put you in an “I Will” or an “I Won't” MOOD.
- Remind students that by doing a *fit*-check they can talk themselves into making healthy choices.

What About Your MOOD?

- Ask students to think about a time when they said, “I don't want to.” Did they turn their MOOD around?
- Students recall times when they, or their friends, fell under an “I don't want to” spell.

Session 2
Turn Your MOOD Around

Moody Monsters

- Three sets of slides give examples of a character turning an “I Won't” MOOD around to “I Will.”
- Draw students' attention to the choices each character can make: Frank can stay grumpy or relax with a book; Brutus can stay crabby or relax with music; Orson can stay bored or jump rope.
- Students read the *fit* choice in unison and see how the MOOD turns around.

Self-Talk

- Key points:
 - You can turn your MOOD around with self-talk. Thoughts like “I can't,” or “It's too hard,” or “I don't want to,” are examples of self-talk that prevent you from doing things that are good for your body and brain.
 - Talk yourself into a *fit* choice and change your “I Won't” to “I Will.”

Turn Your MOOD Around

- Ask students to share what they will do the next time they need to turn their MOOD around. What will they talk themselves into doing?
 - A MOVE choice?
 - A RECHARGE choice?
 - A combination of *fit* choices?
- Option: Students record their ideas on the **Healthy Choices** handout.

Session 3
Have Some Fun!

Rainy Days

- Read aloud Rusty and Trusty's rainy day story.
- Which character takes charge of his MOOD and turns it around?

Take Charge of Your MOOD

- Key Points:
 - Everyone experiences different feelings that put them in a MOOD.
 - Take charge of your MOOD:
 1. Know your MOOD.
 2. Stop and think before you choose.
 3. Turn your MOOD around.
 4. Make a *fit* choice!

Fun and Friends

- Ask for examples of choices students can make when they decide to turn their MOOD around.
- Guide responses by asking about MOVE and RECHARGE choices that are fun to do alone or with a friend.
- Create a *fit* tip! Students use *fit* Tip handout to show when to take charge of their MOOD and make a *fit* choice.

Session 4
Motivate Your MOOD

Got Energy?

- Watch the video **RECHARGE Your Energy and Motivate Your MOOD**.
- Pay close attention to the mime's MOOD. She begins in a positive MOOD, but then her low energy drags her down, until she decides to motivate her MOOD and make a *fit* choice!

Refresh and Restore

- Explain that RECHARGE and MOOD are linked. If your energy is low, it can put you in an “I Won't” MOOD.
- Tell students they can restore their energy every night with 9-12 hours of sleep and refresh their energy during the day by taking a few moments to relax.

RECHARGE and MOOD

- Use the **RECHARGE for a Better MOOD** handout to make a poster to take home as a reminder to RECHARGE to better your MOOD.

Session 5
Talk Yourself into a fit Choice

What's Your MOOOD?

- As a class, read aloud the captions on each slide.
- What “MOOVELOUS” words can your students create?

Talk Yourself into “I Will”

- Play the *fit* video about ways to motivate MOOD: **Play Your MOOD Away**.
- Watch and listen for at least three actions to turn an “I Won't” MOOD around. The video presents ways to get active: play games, ride bike, walk, play ball, stretch, or compete against your self by timing how fast you can run or how many jumping jacks you can do in a minute.

Make a MOOD Jar

- Each student writes down five things they can do when they decide to turn a MOOD around.
- Put them in a jar to draw from the next time they need to turn their MOOD around to make a *fit* choice.

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Prior Knowledge: Students have learned that feelings put them in a MOOD. For example, feeling happy or cheerful puts you in an “I Will” MOOD, while feeling disgusted or grumpy translates to an “I Won’t” MOOD. This week’s topic brings awareness to what it means to “Motivate Your MOOD.” Students will learn about using “self-talk” to explore options to motivate their MOOD, such as recharging energy, getting active, doing a fun activity, and/or doing something with a friend.

Objectives: Students will be able to:

- Recall that feelings put you in an “I Will” or an “I Won’t” MOOD.
- Describe *Motivate Your MOOD* as “turning an ‘I Won’t’ MOOD around to make a *fit* choice.”
- Describe ways to turn a MOOD around with self-talk (e.g., choose to RECHARGE energy, get active, do something fun, and/or do something with a friend).

Checks for Understanding and Readiness to Make Healthy Choices

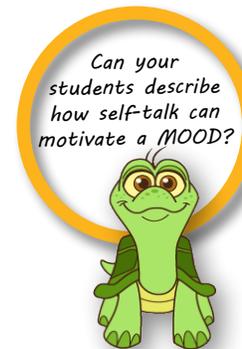
- Session 1:** When might you be under an “I don’t want to” spell? (*When you are tired, bored, stressed, etc.*)
- Session 2:** When might you use self-talk to turn your MOOD around? (*To change from “I Won’t” to “I Will.”*)
- Session 3:** How will you turn your MOOD around and make *fit* choices fun? (*Do something fun and/or with a friend.*)
- Session 4:** How does your energy affect your MOOD? (*Low energy pulls you into an “I Won’t” MOOD.*)
- Session 5:** What does it mean to “Motivate Your MOOD”? (*Turn you MOOD from “I Won’t” to “I Will” and make a *fit* choice.*)

Health Education Standards

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

Common Core Alignment

ELA/Literacy	Grade 3	Grade 4	Grade 5	Grade 6
Speaking and Listening	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.3.1 RI.3.2 RI.3.3 RI.3.4 RI.3.6 RI.3.7 RI.3.8 RI.3.9	RI.4.1 RI.4.2 RI.4.3 RI.4.4 RI.4.5 RI.4.6 RI.4.7 RI.4.8	RI.5.1 RI.5.2 RI.5.3 RI.5.4 RI.5.5 RI.5.6 RI.5.7 RI.5.8	RI.5.9
Literature	RL.3.1 RL.3.3 RL.3.6 RL.3.7	RL.4.3 RL.4.9	RL.5.1	



fit Tip: Motivate Your MOOD! In an “I Won’t” MOOD? Decide to turn your MOOD around to “I Will,” then call a friend, go for a walk, or play a game!

Family Message: As part of *fit*, your child has learned that his or her MOOD influences healthy choices. This week, we focus on “Motivate Your MOOD.” Students will learn that they can motivate a MOOD by talking themselves into doing a fun activity, hanging out with a friend, refreshing energy, and/or being active. A great video, *Play Your MOOD Away*, can be viewed at fit.webmd.com/kids.

Feelings Word bank: The word list below includes examples of words that can be used to describe different feelings that put you in an “I Will” or “I Won’t” MOOD. Continue to add words to the word bank you created in *Topic 2: Know Your MOOD* when students were first introduced to MOOD.

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

Student Materials

Session 2:

Session 3:

Session 4:

Teacher tip: Encourage students to relate feelings and moods to fictional characters from children’s literature.