



## Nutrition Supplement, Lesson 1: Tracking our daily habits Instructor Guide

Background Information for Facilitator: This lesson plan includes tracking food, emotions, sleep behaviors, and physical activity. This lesson plan can be used after children begin to learn mindfulness.

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### Objectives:

- The child will understand how food, sleep, physical activity level and feelings all impact each other, especially when the child is stressed.
- The child will learn to be a Batman-type detective and will practice tracking in three areas:  
1). Daily fruit/veggie intake; 2). Daily physical activity; and 3). Daily drinks intake.

**Time Needed:** It is flexible. You can choose to do everything in this guide, or you might select just a few parts to do with the kids each day

### Materials, depending on which activities you choose:

- For visual art and drawing activities, provide Play-Doh or polymer clay, paper or plastic bowls, markers, crayons and paint.
- For physical activity, provide basketballs or bouncy balls.
- A copy of the following picture books to read aloud:
  - [The Sheep Who Wouldn't Sleep](#) by Susan Rich Brooke
  - [My Friends on the Inside](#) by Kemi Tijani
  - [Oh The Things You Can Do That Are Good for You!](#) By Dr. Seuss
- **N-1-3 Sharing Circle Script on Tracking Daily Habits.** x 1 copy
- **N-1-4 Weekly Tracker Charts** x 1 copy per child
- **N-1-5 Who Am I Foods Game.** Print and cut out all the cards. Have scotch tape available to tape the cards onto children's backs.
- **N-1-6 Five A Day the Color Way Tracking Ideas** x 1 printed color copy per child
- **N-1-7 Info Sheet** x 1 copy. This is a resource for staff and older children that can read. It can also be sent home as a resource for parents.
- **N-1-8 Activity for Choosing Healthy Daily Habits like a Superhero** x 1 copy per child + markers or crayons.
- **N-1-9 Parent Handout Goal-Setting Tips** x 1 copy per child to send home
- **N-1-10 Assessment: Tracking Daily Habits** x 1 copy per child. If you want to do a formal assessment at the end. For primary students, you can talk through this assessment as a discussion.

## **Key Concept:**

What you eat, how you sleep, your physical activity level, and how you feel are all related. We can track our food choices, sleep amount, activity, and our mood – like how Sherlock Holmes or Batman tracks clues – to see if there are any patterns to our behaviors.

## **Fundamental Skills or Competencies:**

Self-awareness, Identifying emotions, Self-management, Nutrition, Health

## **Part One: Watch Video for Kids on Tracking Daily Habits**

Start by watching the ***Tracking Our Daily Habits Video for Kids***. If kids have excess energy, invite them to do a 60-second burst of physical activity before settling in to watch the video. This could be push-ups, jumping jacks, jogging in place, etc. After watching the video, you can move into Part Two below.

## **Part Two: Discussions about Tracking Food, Activity, Sleep and Your Mood**

### **Essential Questions:**

- How do you track your behaviors and build in goals for making positive changes?
- How do our eating, sleeping, and exercise habits and behaviors affect how we feel?

### Intro/Hook to Engage Students

Instructor: “Imagine that you woke up late, because you went to bed too late, and you had to race to catch the bus for school. You didn’t have time to eat breakfast. Shortly after you arrive at school, you feel irritable, grumpy, and tired. It’s hard to focus and you just want to go home.”

Ask kids: “What could you do differently to help yourself feel better?”

- There are certain situations that can affect how we feel. For example, if a friend or a family member is unkind to you, you will understandably feel upset. There are also many other factors that also affect how we feel, and three of the most important are *food*, *activity level* and *sleep*.
- Tracking your food, sleep, activity level, and feelings is like being a detective, like Batman or Sherlock Holmes or Scooby Doo. You can look for clues as to how certain foods make you feel and how your sleep patterns affect our mood.

## **Teaching Concept 1: Tracking sleep, food, activity, and your mood can allow you to see how these things all have an impact on each other.**

- Imagine that you are trying to solve the mystery of how to feel as strong as a superhero. You aren’t sure what to change about your daily habits, because you haven’t been paying attention to them.
- By tracking your food, sleep, activity and mood, you can solve the mystery of how these factors affect each other and influence how well you are functioning in your daily life.

**Teaching Concept 2: Tracking simply means you pay attention to your behaviors and keep track of them by writing them down.**

- Ask: “Does anyone know what it means to track something?”  
Tracking simply means counting and keeping track. Many families have used chore charts, morning checklists or other ways to know what chores each person is responsible for each day. That is a form of tracking, too!
- Ask: “What are some things that athletes track? Why?”  
Research has shown it is hard to change a behavior unless you track it. Runners who want to run faster track their speeds. Basketball players track their shots made and missed. Baseball players track their batting averages. Superheroes track threats to people’s safety.

**Teaching Concept 3: Tracking gives us important information about how we are doing. It lets us know when we need to make changes.**

- Ask: “Who can name something a doctor tracks during doctor visits? Why might people need to track their food, drinks, sleep and activity levels?”  
Tracking helps us stay healthy. Healthcare workers track body systems to see how your heart is working and how you are growing. They also track your digestive system, which means they observe how your stomach and other digestive system parts like intestines are working to break down food for energy and poop out the leftovers. They use the numbers as clues to how your body is functioning.
- Ask: How does tracking make it easier for us to set goals?
- For example, if you have Type 1 diabetes, you have a goal range for what your blood sugar level should be. You need to track your blood sugar throughout the day and night. You know that your physical activity and sleep have a big impact on how much insulin you need to take. By tracking all these things, you can set a goal at each meal for what to eat. (*Invite anyone who has Type 1 diabetes or who has a relative with Type 1 diabetes to share how they track*).

**Teaching Concept 4: Tracking works best when you set a goal that you want to achieve in the behavior, so you will be setting goals.**

- If you have watched the *Avengers* movies, especially *Infinity War* or *Endgame*, you will recall that The Avengers and Thanos were frantically tracking some powerful items. Does anyone know what they were? (*infinity stones*).
- The Avengers’ goal was to collect all five Infinity Stones before Thanos could do it.
- There are three qualities to setting good goals for yourself.
  1. First, a good goal is specific, and you can measure it. For example: *I want to eat one fruit or vegetable with each meal*. This goal is easier to track than saying something vague like: *I’ll eat healthier*.

2. Second, a good goal is reasonable, which means that it is something you are likely to achieve with some mindfulness. For example: A goal of: *I will do 25 jumping jacks and 15 sit-ups each day* is more reasonable than setting a goal such as: *I will run five miles every day*. You need to set a reasonable goal, because otherwise it will feel too hard, and you will be more likely to get discouraged.
  3. Finally, a good goal makes a difference. For example, if you say, *I will eat one green bean with my dinner*, it probably isn't going to impact your health. A more meaningful goal is: *I will eat one **portion** of green vegetables at dinner each night*. A **portion** is the same as a **serving**, which means a scoop of peas or a handful of broccoli, not just one pea!
- Setting goals with your family and tracking those goals helps you work together as a team, so feel free to invite other members of your family to try tracking with you! Take time to track every day. Tracking works best if we do it at least on a daily basis.
  - Let children know that they will be taking home a Goal-Setting Handout for their parents. Provide each family with *N-1-9 Parent Handout Goal-Setting Tips*.

#### **Teaching Concept 5: Kids need nourishing food to recharge their energy supplies.**

- Your body is like the Batmobile (Batman's car), and it needs the best kind of fuel to run well.
- Eating fruits and vegetables gives you more energy! Think of how Iron Man powers up his suit, how Elsa powers up her snow powers, or how the Black Panther consumes the heart-shaped plant to give him superpowers.
- Fruits and vegetables are like a magic potion that give your body superpowers.

#### **Teaching Concept 6: Our feelings (our mood) can be affected by food, activity level, and sleep.**

- Your feelings are your emotions (your mood) and physical sensations. Emotions are typically one-word feelings, such as *happy, scared, angry, anxious, and stressed, overwhelmed*.
- Your feelings also include your physical sensations, meaning how your body feels. Examples of these might include a headache or a stomachache, or feeling tired, hungry, out of breath, sleepy, or nauseated.
- When you feel anxious, angry, or stressed, you might have more difficulty sleeping at night. When you feel anxious or stressed, you might lose your appetite or feel hungrier.
- Your mood can change many times throughout the day. It can also be affected by how much you sleep, how much you move, and what you eat and drink. Sometimes you can change a sad or angry mood by going outside to exercise, drinking a tall glass of water, eating a healthy snack, or even taking a nap. And sometimes we just feel sad because we are sad, and that's okay too. Everyone feels that way sometimes.

### Part Three: Activity Options

\*For a one-page brief summary of quick activity options, please see *N-1-2 Quick Guide to Breakout Activity Options for Tracking Daily Habits*.

#### Activity Option 1: My Daily Tracker Charts: Learning How to Use Them

- Print and distribute all three charts from *N-1-4 Weekly Tracker Charts*. Pass out crayons or markers.
- Explain to children that they will be tracking three different things this week, and you will go through each sheet with them.
- *For staff to decide: You may keep all the trackers at the Y and have kids update them each day. Or you can send them home, but there is a risk they will lose them or forget to track.*

##### Fruits and Veggies Tracker (Script for Instructor):

- For the *Fruits and Veggies Tracker*, you will keep track of how many fruits or veggies you eat each day. You can write it down, such as ‘apple at lunch, carrots at dinner’ or you can draw a picture of the food. A serving of a whole piece of fruit is about the size of a baseball. A serving of cut-up fruit or vegetables or cooked vegetables is about half a cup.
- I want you to think about a goal for how many servings of fruits and veggies you would like to eat per day. Remember that the goal needs to be measurable, which is why we are counting our servings. It also needs to be reasonable and make a difference. Who can list a reasonable goal? *Take responses.* Who can list a goal that will make a difference? For example, if you eat one peapod a day, that isn’t going to make a difference to your health! *Take responses.*
- Let’s practice by having you write in or draw any fruits or veggies you have had so far today. If you haven’t had any yet, a good goal for today might be to have a serving tonight.

##### Exercise Tracker (Script for Instructor)

- For the *My Exercise Tracker*, you will keep track of each physical activity you do every day. You can write it down, such as ‘tag at recess’ or ‘swim practice’ or you can draw a picture of the activity.
- I want you to think about a goal for each day, such as 20 minutes of physical activity. Keeping track will help you see if you are obtaining your goal.
- Let’s start now by having you draw or write down any activity you have done today. If you haven’t moved at all yet, and you don’t have any sports practices later, a good goal for today might be to add in some stretching or walking or dancing.

## My Drinks Tracker

*Note to instructor:* Younger children can just write down or draw what they drank. Older children can be shown what an 8-ounce cup looks like, and they can guesstimate how many cups they drank, i.e. *Did I drink a cup, or more than a cup* (like a 12- or 16-ounce bottle or a size large take-out drink), *or a really giant drink?* (like a Big Gulp slushie or soda).

Script for Instructor:

- For the ***My Drinks Tracker***, we simply want you to start to observe what you drink each day. You can write it down, such as ‘juice at breakfast, water at snack, milk at lunch, soda after school’ or you can draw a picture of the drink.
- A portion or a serving of a drink is a cupful. A 6-ounce juice box is slightly under a cup, but a 12-ounce can of soda is about a cup and a half.
- Sometimes people are surprised by seeing what they drink. Let’s just observe and keep track this week, without needing to set a goal until we have a better idea of your patterns.
- You might notice that you are only drinking two cups of water a day, which is not enough! You might notice that you are drinking juice and soda and sugary drinks three or four times a day, even though it doesn’t feel like it!
- Let’s start now by having you write down or draw what drinks you have had today. I’m excited to see our trackers this week! Remember to share them with your families, in case they want to track, too.

## **Activity Option 2: *Who Am I?* Tracking Game**

- Print and cut out the cards in ***N-1-5 Who Am I Tracking Game***. Tape a card onto each child’s back. Instruct children NOT to say aloud what pictures they see on each other.
- Divide the children into pairs. Tell each child to look at the picture on their partner’s back. Again, remind them not to say what it is.
- Set a two-minute timer. The children may only ask “yes” or “no” questions of each other to figure out what image is taped to their own backs. If this is too difficult for younger kids, you can allow them to ask any type of questions. At the end of the two minutes, all guesses are complete! 1 point goes to each kid who guessed correctly.
- Split them into new pairs. Tape a new picture onto each child’s back, and play again.

### Activity Option 3: Taste the Rainbow Tracking Option

- Children each receive a color-printed copy of *N-1-6 Five A Day the Color Way Tracking Ideas*. The goal is for children to broaden their ideas of what they have to eat to “taste the rainbow” each day.
- Form a circle and have the instructor name a color. Instructor will give the ball to the child seated on the left. The child will name a fruit or veggie that matches the color the instructor announced. Kids will pass the ball around the circle. As each kid receives the ball, they will name a fruit or vegetable that matches the color the instructor announced. After each round, the instructor can name a new color.
- It’s okay if kids repeat what others said, but please encourage them to think of new ideas. Refer to your *N-1-6 Five A Day the Color Way* handout for ideas.
- Discuss if children have a tendency to only eat one or two colors.
- Invite children to use the *N-1-6 Five A Day the Color Way* at home (instead of, or in addition to *Fruits and Veggies Tracker from N-1-4 Weekly Tracker Charts*).

### Activity Option 4: Choosing Healthy Daily Habits like a Superhero

- Children will each get a copy of *N-1-8 Choosing Healthy Daily Habits like a Superhero* to fill out, along with crayons or markers.
- They will look at hypothetical scenarios and make choices that help them better understand how food, sleep, activity, and feelings affect one another.
- There are several options for how to do this activity. For non-readers, you can talk through the scenarios and come up with answers as a group. For readers, you can split the kids into small groups to work collaboratively or you can allow students to work independently on their own private worksheets. Students can also take the sheets home to talk through the scenarios with their parents and guardians.

### Activity Option 5: Watch video clip from *Cooking with Pixar* and hold discussion

- Before watching, tell the children: “This video clip is from the movie *Ratatouille*. We will see what happens when Remi – a little chef who is a rat, cooks a delicious French soup called Ratatouille for a hard-to-please restaurant critic.
- <https://www.youtube.com/watch?v=3YG4h5GbTqU>  
And then, watch the critic’s review:  
<https://www.youtube.com/watch?v=Ih6jcKd7VwU>

After watching, ask the kids the following questions:

1. How does the critic react to the meal?
2. Do you ever enjoy food that someone prepared for you? What kind of food?
3. Do you ever cook? Would you like to learn?

When we truly listen to what our body wants – something warm, like a soup, something nutritional like some vegetables for energy – we can learn how to really nourish our body.

### **Activity Option 6: Hold a full group Sharing Circle to discuss Tracking Daily Habits**

Please use the complete guided script for facilitators labeled *N-1-3 Sharing Circle Script for Tracking Daily Habits*. Allow 20-35 minutes for this activity, depending on how many rounds you complete and how large the circle is.

### **Activity Option 7: Read aloud and discuss a picture book about sleep.**

We recommend the following books that embody the themes of this lesson plan. After reading each book aloud, ask the children how they think the story relates to choosing healthy behaviors.

- [Devin & Evan Sleep From 8-7](#) by Dr. Whitney Roban
- [My Friends on the Inside](#) by Kemi Tijani
- [Oh The Things You Can Do That Are Good for You!](#) By Dr. Seuss

**Activity Option 8: Physical activity:** Children will engage in active games that combine the idea of tracking with the themes of healthy behaviors, such as choosing nourishing food and getting physical exercise.

1. **Keeping Track Freeze Dance:** When the music starts, each kid picks a single movement of their choice to do repeatedly and keep track of how many times they do it. Movements can be anything – cartwheels, skipping, somersaults, arm circles, head bobs, etc. When the music stops, they freeze in place and share their total number. When the music restarts, they pick a new movement to track.
2. **Ball Bounce Tracking Game:** Divide children into pairs. Give each pair a basketball or other bouncy ball. Have pairs stand comfortably apart and bounce the ball back and forth to each other. On each bounce, they need to name a different healthy food that a person could track. The first to repeat a food or be unable to name a food on a single bounce is out. Play again.

**Activity Option 9: Drama/Theater activity:** Invite kids to form groups and create a skit about this week's theme, which is tracking their sleep, food, exercise, and emotions. Below are prompts:

- “You are competing in the Superhero Olympics. What Superhero will you be, and what is your strength? How will you practice and keep track of your training progress so that you are in the best possible shape?”
- “You are Iron Man or Captain Marvel or Black Panther (or another superhero if you prefer). Your superhero suit (JARVIS) is running out of fuel, and you are trapped in outer space. You need to get back to earth to save humankind. How can you recharge your suit and get home?”



### Activity Option 10: Visual Art activity:

- **Fruit and Veggie Miniatures:** Give kids small bits of a variety of colors of polymer clay. (For a less expensive option, use Play-Doh). Ask kids to create miniatures of fruits and vegetables they would like to eat, such as tiny orange carrots, little red and green apples, yellow bananas, miniature green peas and broccoli crowns.
- **Arrange a Bowl or Basket:** Each kid can arrange their clay creations in plastic or paper bowls and bring home a “basket” of fruits and vegetables. Time permitting, they can decorate the basket by painting the bowl. Have them keep track of how many fruits and veggies they make.

### Part Four: Assessment

If you want to do a formal assessment at the end, hand out one printed copy to each child of ***N-1-10 Assessment Tracking Daily Habits***. Ask the children to answer the questions and do the written exercise. For primary students, you can talk through this assessment as a discussion or have them draw pictures.

1. What is the best way to change a behavior? (correct answer in **bold**)
  - a) hope that it gets better
  - b) **track it to find patterns and set goals to make changes**
  - c) punish yourself when you do the behavior you want to change
2. What are three examples of foods that you can eat each day to feel stronger and more energetic?
3. What is an example of an activity or exercise that you could track each day?