

Conversation Cards

Chill

Social

BIG PICTURE

Living

Nourish

Caution

Recharge

Move



About Big Picture Living

Big Picture Learning, in partnership with the **American College of Lifestyle Medicine (ACLM)**, and **FableVision Studios**, has embarked on a student-driven lifestyle medicine movement: **Big Picture Living**.

Using the **ACLM's** 6 Measures as a framework, the **Big Picture Living** initiative is designed to spark transformational change in young people's lives and future potential - as well as their communities and the world - through healthy lifestyle choices.

ABOUT THE 6 MEASURES

Lifestyle Medicine, as defined by **ACLM**, is an evidence-based approach to preventing, treating, and even reversing disease by replacing unhealthy behaviors with healthy ones. They have identified six areas to improve health; these are the 6 Measures:

Chill (Stress)

Stress can lead to improved health and productivity—or it can lead to anxiety, depression, obesity, immune dysfunction and more. Recognizing negative stress responses and identifying coping mechanisms could result in improved well-being.

Social (Relationships)

Social connectedness is essential to emotional resiliency. Studies show that isolation is associated with increased mortality. Considering a person's home and community environment improves overall health.

Nourish (Nutrition)

Choose predominantly whole, plant-based foods that are rich in fiber and nutrient dense: vegetables, fruit, beans, lentils, whole grains, nuts and seeds.

Move (Exercise)

Regular and consistent physical activity that can be maintained on a daily basis throughout life – walking, gardening, push-ups and lunges – is an essential piece of the optimal health equation.

Recharge (Sleep)

Lack of or poor-quality sleep can lead to a strained immune system. Identify dietary, environmental and coping behaviors to improve sleep health.

Caution (Substance Abuse)

The well-documented dangers of any addictive substance use can include increased risk for many cancers and heart disease. Positive behaviors that improve health include cessation of tobacco use and limiting the intake of alcohol.



What Are Conversation Cards?

The **Big Picture Living Conversation Cards** are designed as a way for schools/programs to introduce Lifestyle Medicine through discussion and activities for each of the 6 Measures. We recommend starting with building a foundation, focusing on the measures of chill, nourish, and recharge before moving on to social, move, and ending with discussing caution. For more information on standard alignment, please check out the instructor resources.

For each measure, you will find:

Reflect & Consider Cards: 4 discussion prompts with information to guide the conversation. The **Reflect & Consider Cards** are designed to be printed double sided and cut into 4 separate cards. Each card includes a **Quick Bite**, a short extension activity inspired by the discussion.

Activities: 4 activities to personalize the measure and activate community engagement.

TIPS FOR INSTRUCTORS

We recommend that each student keeps a notebook as **Big Picture Living Reflection Journal**, a safe space to reflect on what they are learning. Before you begin each measure, remind students of good conversation skills: be active listeners, speak from personal experience, and respect that everyone has a voice.

Review the description for the measure and start the conversation with a question(s) from **Reflect & Consider Cards**. You could provide sentence starters for students to respond to their peers and determine the appropriate discussion strategy.

WEBSITE



STUDENT SHOWCASE



EDUCATOR RESOURCES



CONNECT ON SOCIAL MEDIA

From hosting contests around the **6 Measures**, to sharing resources found on the **Big Picture Living Website**, to highlighting student work - the **Big Picture Living** Program uses its social media platforms to ignite change.

Follow Big Picture Living on Social Media

Instagram: @bp_living

Facebook: @BPLiving

Twitter: @bp_living

YouTube: Big Picture Learning

TikTok: @bp_living

Linkedin: Big Picture Living

SHARE YOUR PROJECTS ON SOCIAL MEDIA: Have an awesome project tied to one of the **6 Measures**? Share your work with us. Remember to tag **Big Picture Living** on the appropriate platform and use the **#BPLiving** for us to reshare and promote.



Discussion Strategies

Whole Group Discussion: The leader explains that during a whole group discussion, each person shows respect to the person speaking. The leader facilitates the discussion, and everyone shares aloud with the whole class. Strategically calling on students or using the Turn-and-Talk Strategy will aid the leader in maximizing group participation. An object can be used and passed to signal the current speaker.

Turn-and-Talk Strategy: The leader will ask students to turn and talk to a peer nearby for a specific amount of time (e.g. 3-5 minutes). A timer will aid students in knowing how long they can talk and will provide auditory feedback to signal the end of their private conversations and return to the discussion as a larger group.

Small Group Discussion: Leader facilitates the discussion and every one shares aloud with the people within their group. This may be an assigned or random group. Group sizes vary, e.g. 3-5 people per group.

Think-Pair-Share Strategy (TPS): The leader will pose a question and ask students to think to themselves or write down their initial response (THINK). Then, students will pair up (PAIR) with a peer to share (SHARE) their individual responses. Student pairs will spend some time discussing and connecting their responses to the larger conversation or other experiences. The leader will ask each TPS group to share with the larger group (SHARE).



Chill



Stress is tension that we feel in our body, mind, or emotions when we feel like we're dealing with too much. Tighten your hand into a fist. That's tension. Now tighten your arms too, and your stomach, and your legs. Now release it and take a deep breath. How did it feel when you were holding a lot of tension in your body? How would it feel to hold that tension for a long time? Stress is a normal part of life, but too much of it, or feeling stress for a long time, can affect our health. The good news is we can learn to manage stress.

Have you ever heard someone say they are "stressed out?" What did they look or sound like? Can you think of a time when you felt stress? Maybe you were overwhelmed by having a lot of things you needed to get done. Or maybe you were stressed about going somewhere or having to do something difficult.

Sometimes people have a lot of energy and get loud when they are stressed. Sometimes people get quiet and want to be away from others when they are stressed. Stress can look and feel different at different times.

If we pay attention to how our body feels and how we're feeling emotionally, we can recognize when we are starting to feel stress and we can do something about it.

Your Body and Stress

The **Endocrine System** consists of glands that produce and secrete hormones such as cortisol and endorphins. Cortisol plays an important role in the regulation of multiple organ systems in the body in the short term, but in the long term it can be dysregulated and therefore affect many body systems.

The **Circulatory System** consists of your blood vessels and heart. Chronic stress may contribute to inflammation in the body's circulatory system. Chronic stress can negatively affect the **Digestive System** in a number of ways including abdominal pain and indigestion.

Chronic stress can lead to inflammation and reduced blood flow to muscles of the body, which affects the **Musculoskeletal System**. Chronic muscle tension can lead to stress-related pain in areas of the body including the shoulder, lower back, upper back, neck, hand/wrist, and elbow/forearm.

Some other health-related consequences on your body include elevated blood pressure (**Endocrine/Circulatory**), blood sugar regulation (**Endocrine**), nausea (**Digestive**), upset stomach (**Digestive**), and headaches and/or migraines (**Musculoskeletal**).

Some health-related consequences of stress to your mind and behavior include negative impacts on memory, having a harder time focusing or going to sleep, social withdrawal from family and friends, and being less likely to participate in physical activity.

If students are experiencing any of these effects on the body, known as symptoms, then encourage them to tell a parent, caregiver, or physician.

Chill

What
causes
stress for
you?

Quick Bite: As a group, graph the different responses and discuss trends.



REFLECT & CONSIDER 1

Adapted from ACLM's Teen Lifestyle Medicine Handbook

STRESS RISK FACTORS

School: This can come from pressure from yourself, parents, or teachers, an overload of work, or conflicts at school.

Friends: Social stress can come from conflicts with your friends or wanting to feel accepted by people around you, or being teased or bullied.

Digital Distress: This is caused by negative interactions on social media, texts, and emails.

Body Image: Many people experience stress because of feeling different from others in appearance.

Home Life: Demands of extracurricular activities, chores, and other responsibilities can cause stress. It can also come from family relationships including parental separation, financial problems, illness, or witnessing/experiencing violence.

Cultural, Political, and Societal Issues: Stress can come from awareness of problems stemming from immigration, discrimination, violence, war, and more.

Sleep: Poor sleep can cause irritation and can affect your performance at school, work, and in your social interactions.

Nutrition: Poor nutrition not only affects your physical health and puts stress on your body, but it can make you more susceptible to psychological stress.

REFLECT & CONSIDER 1

Chill

Is all
stress bad
for you?

Quick Bite: If you have already done the graph of what causes stress for your class, discuss which might be good stress/bad stress?



REFLECT & CONSIDER 2

Adapted from ACLM's Teen Lifestyle Medicine Handbook

ABOUT STRESS

Overwhelming stress or stress that lasts a long time (**chronic stress**) is called distress and can cause us problems emotionally and physically. Chronic stress results in a repeated release of the stress hormone, cortisol, too much of which is harmful to your body and mind.

Basically, stress is a normal part of life and can even be a good thing.

Good stress can get us to take action and prepare us for a challenge (the stress before a competition). Acute stress helps you to respond quickly to a threat, like swerving on your bike to avoid an obstacle or running away from a dangerous situation.

REFLECT & CONSIDER 2

Chill

How
do you
handle
stress?

Quick Bite: Try a breathing exercise.



REFLECT & CONSIDER 3

Adapted from ACLM's Teen Lifestyle Medicine Handbook

TIPS TO MANAGE STRESS

Exercise: Physical activity can reduce stress hormones like cortisol and increase "feel good" hormones like endorphins.

Fun and Laughter: Planning fun into your week can prevent distress. Laughter also increases endorphins.

Relaxation: Purposeful relaxation, including breathing techniques and mindfulness, can combat stress.

Social Connection: It is very helpful to have supportive relationships with people to go to for help in times of stress.

REFLECT & CONSIDER 3

Chill

What does
your body feel
like when you
are stressed?

Quick Bite: In your Big Picture Living Reflection Journal, consider how you personally handle stress and new strategies you've learned.



REFLECT & CONSIDER 4

Adapted from ACLM's Teen Lifestyle Medicine Handbook

YOUR BODY AND STRESS

Stress can affect all of our body systems.

Stress can cause us to produce certain hormones in larger amounts (like cortisol), which affects how our body works.

Stress can cause inflammation in our circulatory system (blood vessels and heart).

Stress can cause higher levels of acid in the stomach, resulting in stomach aches.

Stress can make it harder for our bodies to fight infection.

Stress can cause aches and pains in the body, including headaches.

Stress can make it hard to sleep.

Stress can make it hard to choose healthy behaviors like eating well, participating in healthy activity, and spending time with loved ones.

REFLECT & CONSIDER 4

Mindful Music Exercise

Practicing mindfulness can decrease stress, help you focus, and make you feel better about yourself and your experiences. Mindfulness can be practiced in a number of ways. For this exercise we are going to use music.

- 1** Create a playlist of songs that bring joy or peace. If you like, you can select pieces that are intended for meditation which are typically instrumental and intended to help you relax.
- 2** Find a comfortable location - this could be staying inside your room or maybe going outside for a walk. Find a location where you don't have to be aware of your surroundings.
- 3** Play the first song and focus on your breath. Now notice your body. Are you sitting at home resting or out walking? Pay attention to the movement of your body and the tension you might feel. Breathe into that tension.
- 4** Refocus on the music. How does that song make you feel? What memories does the song evoke?
- 5** Does your song have words? Think about the words - maybe even say them quietly in your head. How do they make you feel? If your thoughts or attention wander, return to the music.



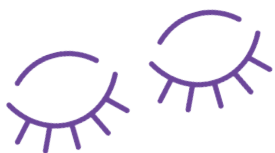
How did this activity make you feel, physically, mentally or emotionally?

Was it easy, challenging, or a bit of both?

Do you think you would want to continue practicing listening to music mindfully? Why or why not?

From Head to Toe: Body Scan

Have someone slowly read this aloud while you follow along with the instructions.



Find a comfortable place to sit so your back is supported.

Close your eyes.

Begin by taking a few deep breaths from your belly.

Notice your body. If you are sitting, notice the weight of your body on the chair and all the places your body is in contact with the chair.

Now **think about your feet** and notice their weight on the floor and how they feel in your shoes. Take between three and five deep breaths as you spend time noticing what is happening in your feet.

Next, **think about your legs.** Notice how they feel against the chair. Perhaps you can feel the sensation of your pants against your skin or the air on your legs. Again, take three to five breaths.

Then **move your attention to your back.** Can you feel it against the chair? Do you feel slumped over, or is your back straight against the chair?

Think about your belly. If you are feeling stressed, you might notice some tension in this area. If so, try to ease that tension with your breath. You will also notice your belly moving in and out as you breathe.

Next, **notice your hands.** Try to relax them where they are.

Move your attention to your arms

and shoulders. Think about relaxing your shoulders and take 3 to 5 breaths. Think about whether your shoulders are slumped forward or if they are pulled back.

Once your shoulders are more relaxed, **think about your neck.** This is another place that might have tension. If you feel tension, breathe into it and try to melt it away.

Now think, **what is happening in your throat?** Perhaps you want to take a few more breaths in this area if you notice you were holding tension there.

Pay attention to your face, especially your jaw, relaxing it. Relax the muscles in your mouth and around your eyes.

Finally, **bring your awareness to your entire body,** taking a few deep breaths to relax.

When you are ready and feel free of tension throughout your body, **open your eyes.**

After some practice with this, if you notice tension in your body throughout the day, you can perform a quick whole body scan or take a big, deep, mindful breath. Imagine the air flowing to the areas of tension. By doing this, you can release tension in a specific area of your body at any time.

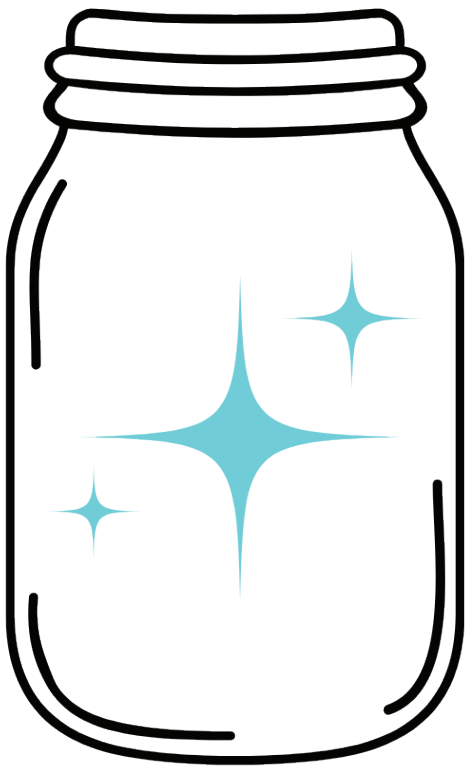


Galaxy Jar: Meditation Project

Create a glitter bottle to include in a "calm kit."

MATERIALS:

- Bottle/jar with lid
- Corn syrup
- Dish soap
- Glitter
- Water
- Funnel
- Glue (optional)
- Paper towel (for clean up)



ASSEMBLY:

- ☐ Open the bottle/jar and fill it halfway with corn syrup.
- ☐ Add the glitter and one drop of dish soap to the bottle.
- ☐ Add water to the container so that it is filled almost all the way to the top.
- ☐ Screw on the lid so that it is very tight. (You may even want to glue the lid on.)

HOW TO USE IT:

Imagine that the glitter pieces are your thoughts and emotions.

Shake the glitter bottle and notice how the glitter pieces are jumbled up and moving in all different directions. Now set the bottle down and focus on the glitter.

When we are stressed or upset, we often feel like our thoughts and emotions are racing or swirling out of control.

Eventually the pieces will move slower, settle to the bottom, and the jar will become calm.

This can help us imagine our thoughts and emotions slowing and settling when we are dealing with something that is very stressful.

Focusing on the glitter bottle can remind us to breathe deeply and help our bodies to calm.

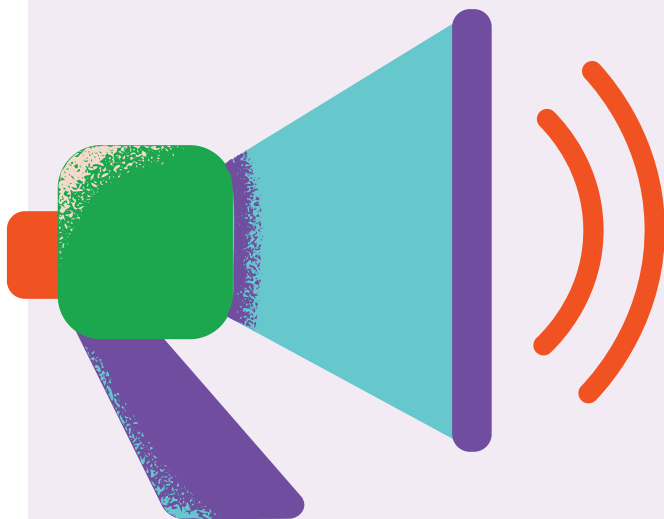
Family Comedy Club

Laughter increases "feel good" hormones - endorphins. Get together with a group of family, friends, and/or community members to host an evening filled with laughter.

Select a night that fits your family's needs to host a Comedy Night at home. A week before the event, ask participants to jot down their favorite jokes and/or create new jokes.

Ask for a volunteer emcee, the person who will introduce the comedians, from the group.

The emcee will ask people to share their favorite jokes. Enjoy the laughter.



Select an evening during each semester to invite community members, including family, teachers, etc., to enjoy a Comedy Night: Kids Edition.

Students will vote on a location (e.g. local library, community center, school, religious space, etc.) and topics for the jokes.

Students will volunteer to share their jokes and create a sign-up sheet for others to share their jokes.

Nourish



Your body needs energy to grow and be active. Where does that energy come from? Food! Food is fuel for our bodies so they can do all the amazing things they need to do.

We can actually measure how much fuel a food will give us. Have you ever looked at the nutrition label on a package of food before? The number labeled “calories” is how much energy the food has. When you eat an apple, you take in calories, and when you move your body, you use that energy. Different foods have different amounts of energy.

Your body knows what it needs. When you are hungry, your body is telling you it needs more energy. Paying attention to what your body is telling you is an important part of a healthy lifestyle. And when it's time to fuel your body, giving it foods that make you feel good and have necessary nutrients can keep you healthy, strong, and growing!

CONVERSATION CARDS

Food and Your Body

The six essential nutrients are grouped into those without calories (**vitamins, minerals, and water**) and those with calories (**carbohydrates, fat, and protein**).

Vitamins and **minerals** are found in a variety of colorful fruits and vegetables, such as collards and broccoli, berries and citrus fruit, beans and tofu, along with many others. Carbs, fat, and protein are also known as macronutrients, because you need them in large amounts to produce energy; vitamins and minerals are also known as micronutrients, because you need them in small amounts to produce energy.

Water is critical for life. You need the right fluid balance so your body functions properly. Water helps to regulate body temperature, nerve impulses, and muscle contractions. When your body systems do not have enough water, your body's cells will pull water from your bloodstream. When that blood is cycled back through your heart, the heart realizes that there is now less water in the bloodstream, and triggers out thirst response. By the time thirst sets in, the body is at least 1% dehydrated. You might feel dizziness, muscle aches, or fatigue, experience dry mouth or skin, make less urine, or have headaches when your body is dehydrated. Drink water often throughout the day, even if you don't feel thirsty.

Carbohydrates are your body's preferred energy source because they fuel your brain and provide your cells with energy. Carbohydrates make it possible for you to do everything you do in a day. All carbohydrates are divided into two categories: simple and complex, and are

not made equal. Simple carbohydrates break down quickly and are found in sugars, milk, and foods made from white flour. Complex carbohydrates take longer to break down and include whole grains, nuts, seeds, and many vegetables. Healthy carbohydrates are those that are in their natural state and not refined or processed. Refined or processed carbohydrates are those that have been altered from their original state such as white bread, potato chips, and sugary breakfast cereal. These sources don't provide many other essential nutrients and can often make you hungrier. Getting a balance of essential nutrients can be difficult if a lot of your carbohydrates come from refined or processed foods.

You need **fat** in your diet, because this is the main energy source for your body while you are at rest. Dietary fat is also a major source of energy during physical activity; the longer you exercise, the more fat your body uses. Your cell membranes are made partially of fat, so they are important to the functioning of your cells; healthy cells need healthy fats. While excess body fat can be harmful, some stored fat in and around your organs protects them. Body fat also keeps you insulated from the cold.

Proteins are essential, since they are the foundational component of everything in your body. You need protein to build and repair all your cells and tissues and maintain your immune system. Without proteins, your body's hormones and enzymes wouldn't function, and oxygen would not get to all parts of your body.



Nourish

What can you learn from reading a nutrition label?

Quick Bite: Compare different nutrition labels and discuss: which has more essential nutrients? Which one will probably make you feel satisfied longer?



REFLECT & CONSIDER 3

Adapted from ACLM's Teen Lifestyle Medicine Handbook

HOW TO READ A FOOD LABEL

Learning to read food labels can help you decide which foods to buy to meet your nutritional needs. A place to start is to look at the ingredient list. The first ingredient on the list is the one that has the largest quantity in that food item. Looking at the list of ingredients can give you a quick idea of all of the ingredients you will consume if you eat that item. Other things to look for on a food label are: the serving size, calories, fats, cholesterol, sodium, carbohydrates, fiber, sugar, protein, and vitamins and minerals. It will also tell you what percentage of each nutrient is contained in each serving of the food item.

Nutrition Facts	
Serving Size oz. 14.3 oz (405g)	
Serving Per Container 1	
Amount Per Serving:	
Calories 130	Calories From Fat 22.5
% Daily Value*	
Total Fat 2.5g	3 %
Saturated Fat 0g	0 %
Trans Fat 0g	
Cholesterol 0mg	0 %
Sodium 1200mg	52 %
Total Carbohydrate 22g	8 %
Dietary Fiber 5g	18 %
Sugars 7g	
Protein 4g	

*Percent Daily values are based on a 2000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

Ingredients: Water, Diced Tomatoes, Carrots, Green Beans, Peas, Spinach, Onions, Celery, Sea Salt, Black Pepper

REFLECT & CONSIDER 3

Nourish

What does "eat the rainbow" mean?

Quick Bite: In your Big Picture Living Reflection Journal, draw or write some of the foods you like to eat in each color category.



REFLECT & CONSIDER 4

Adapted from ACLM's Teen Lifestyle Medicine Handbook

EAT THE RAINBOW

Eating a variety of fruits and vegetables can help you get the nutrients your body needs to be active and protect from diseases. Different colored fruits and vegetables contain different phytonutrients. Phytonutrients are natural chemicals that plants produce to protect themselves. These phytonutrients also support a healthy body when eaten.

Examples of some of the benefits of each color:

Green: Supports eye health, lung health, liver function, helps heal wounds

Red: Protects against cancer and heart disease, supports urinary tract and prostate health

White: Supports healthy bones, circulatory system, arteries, fights cancer and heart disease

Yellow: Good for eye health and immune system

Purple: Good for heart, brain, bones, arteries, fights cancer, and supports healthy aging

REFLECT & CONSIDER 4

Nourish

What foods should be in a well-balanced diet?

Quick Bite: Make a list of what you ate today. Where are your essential nutrients coming from?



REFLECT & CONSIDER 1

Adapted from ACLM's Teen Lifestyle Medicine Handbook

SIX ESSENTIAL NUTRIENTS

Carbohydrates give energy to your cells and brain. Simple carbohydrates break down quickly and are found in foods like sugars, milk, fruits, and things made with white flour. Complex carbohydrates take longer to break down and are found in foods like whole grains, nuts, seeds, legumes, and vegetables.

Proteins are needed to build and repair cells, to maintain your immune system, to help get oxygen to all the parts of your body, and for your hormones and enzymes to function properly. There are animal-based proteins and plant-based proteins.

Dietary Fats provide the main source of energy for your body both while you exercise and while you are at rest. Saturated fats (found mostly in animal-based foods) are shown to have negative impacts on your body. Unsaturated fats (found mostly in plant-based foods) are known as "healthier fats."

Vitamins and Minerals keep your body healthy. The best way to get these nutrients is through a diet filled with colorful fruits and vegetables.

Water is critically important to help your body regulate temperature, nerve impulses, and muscle contractions. Drinking water throughout the day will help prevent dehydration.

REFLECT & CONSIDER 1

Nourish

How does your body get the energy to grow and be active?

Quick Bite: In your Big Picture Living Journal, sketch a comic or write a short story about the importance of good nutrition. Is there something you learned during the conversation that changed your mind about the food you eat?



REFLECT & CONSIDER 2

Adapted from ACLM's Teen Lifestyle Medicine Handbook

FOOD IS FUEL

Have you ever eaten something that tasted good, but didn't make your body feel good? Or have you eaten something that gave you energy for a little while, but then you either felt sluggish or hungry not too long after?

Nutrient density and calorie density are important things to know about the foods we eat. Foods that are nutrient dense have more nutrients per calorie of food. That means you will get more nutrients that your body needs for each calorie you consume. Calorie dense foods are foods that have more calories packed into smaller amounts of food. When you eat foods with higher nutrient density, you will feel full longer because the fiber and water content of the foods is higher.

CALORIE DENSITY WHAT 500 CALORIES LOOK LIKE



REFLECT & CONSIDER 2

Nutrition Journal

Part of living a healthy life is maintaining proper nutrition. This week, let's take a look at what you are eating and work to find a balance. Take a look at the list foods and check off how often you eat these foods. **Another idea:** Keep a digital food journal, snapping a photo of every meal and reflecting on the meal.

Food	Daily	4-6 times a week	1-3 times a week	0 times a week
Vegetables				
Fruits				
Whole Grains				
Legumes				
Water				
Nuts				
Whole Grain Pasta				
Pasta				
Fish				
Dairy Products				
Beef				
Pork				
Chicken				
Chips				
Sugar Sweetened Drinks				
Fast Food				
Fried Foods				
Candy				

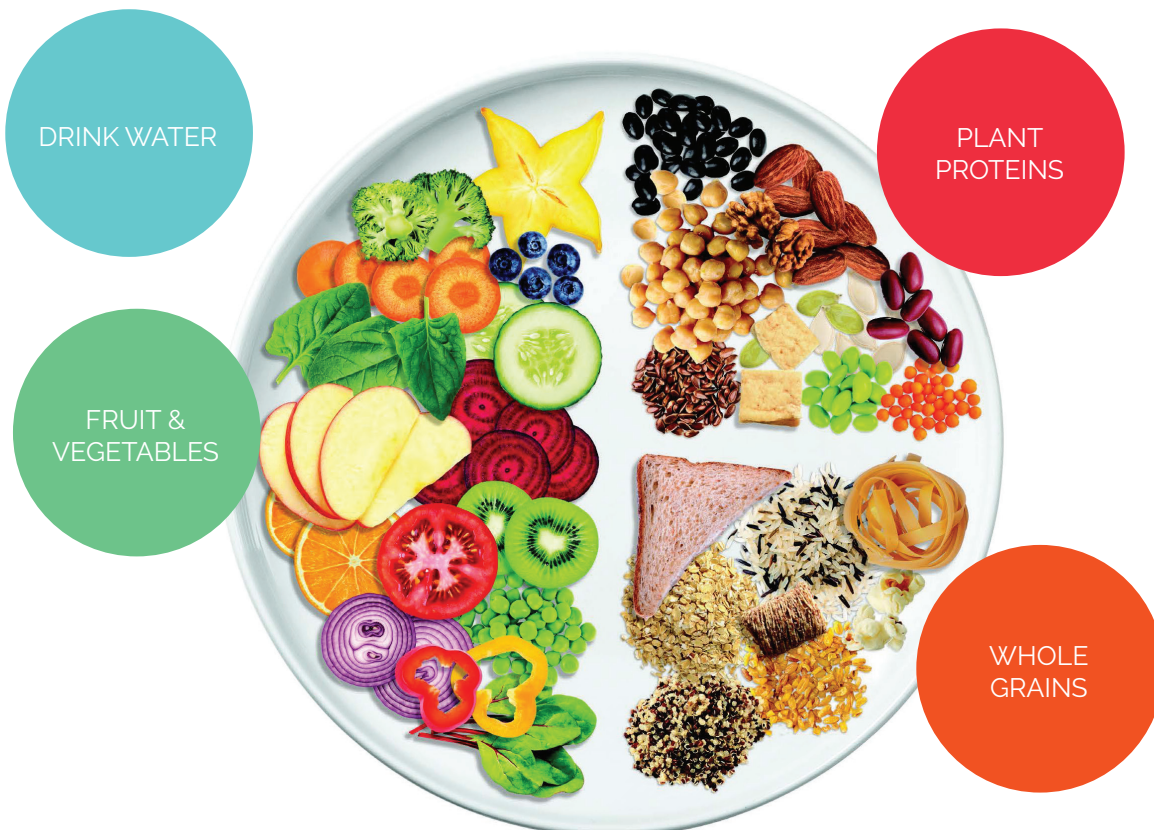
Consider This

Look at your fuel consumption over the past week. What would you change? Now consider a type of diet you've tried or heard about. Describe the foods promoted in that diet and how it fits into a well-rounded lifestyle.



What's on your Plate?

The American College of Lifestyle Medicine recommends a predominantly plant-based diet with a variety of minimally processed vegetables, fruits, whole grains, legumes, nuts and seeds.



Focus on whole fruits and vegetables and eat a rainbow of color.

Vegetables: Dark leafy greens (spinach, kale, arugula), broccoli, squash, zucchini, carrots, tomatoes, beets, peppers, mushrooms, onions, celery, cauliflower, cucumbers, white & sweet potatoes, green peas, cabbage, whole plant fats (avocados, olives).

Fruits: Apples, bananas, grapes, citrus fruit, berries, peaches, pears, pineapple, kiwi, plums, watermelon, starfruit, mangoes.

Drink water for hydration.

Eat a variety of plant protein.

Legumes: Peas and beans, including kidney beans, pinto beans, white beans, black beans, lima beans, black-eyed peas, garbanzo beans (chickpeas), split peas and lentils, edamame, tofu.

Nuts and seeds: Almonds, pistachios, walnuts, pecans, nut butters, pumpkin/sunflower/chia/flax seeds, and more.

Choose whole grains.

Amaranth, barley, brown rice, buckwheat, bulgur, millet, popcorn, rye, quinoa, whole oats, whole grain bread tortillas/cereals/flours, to name a few.

Recipe Remake

Family and traditional recipes can help maintain important connections to our loved ones and our cultures. Show some love to a favorite recipe by swapping out or adding an ingredient or two to make the recipe more nutritious.

Bonus: shoot a video of you cooking the meal and share on social media. Share the story of why this family recipe is special to your family.

<i>Recipe</i> _____		
TITLE		
_____	_____	_____
COOK TIME	COOK TEMP	SERVES
INGREDIENTS	DIRECTIONS	
_____	_____	
_____	_____	
_____	_____	
_____	_____	
_____	_____	
_____	_____	
_____	_____	
_____	_____	



Water Herb Garden

Many herbs can be grown in jars of water. Bring in different cuttings from herbs to start a jar garden in the classroom. Some of the easiest plants to try include: mint, basil, rosemary, chives, sage, oregano, thyme, and lavender.



ILLUSTRATION ACTIVITY

Draw your herbs inside of the jars. Use your illustration to keep track of the growth and status of your cuttings.

Calorie Density

Put these items in order according to calorie density :

Whole grains

Pasta

Bread

Tortillas

Sugar

Butter

Oil

Tofu

Poultry

Fish

Beef

Fruit

Dried fruit

Avocado

Vegetables

Tubers

Nuts/seeds

Legumes

Eggs

Cheese

Ice cream

Cookies

Chips

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

18. _____

19. _____

20. _____

21. _____

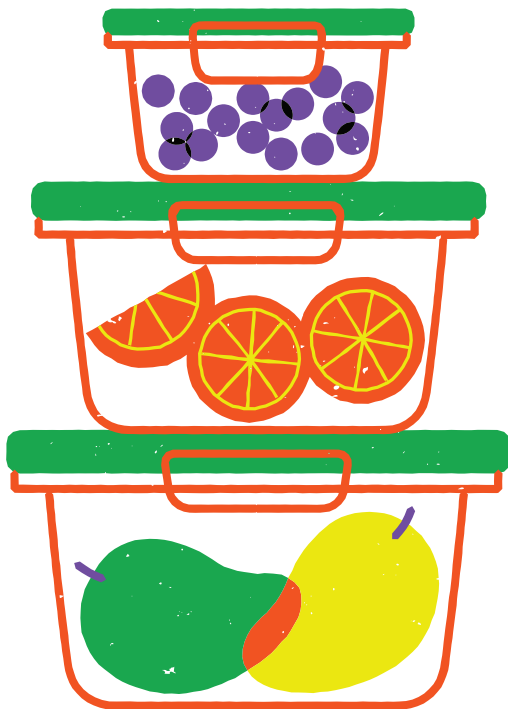
22. _____

23. _____



Answer Key: Calorie Density

From lowest to highest in calories per pound:



1. Vegetables - 100
2. Fruit - 300
3. Tubers - 400
4. Whole Grains - 500
5. Tofu - 500
6. Legumes - 600
7. Pasta - 600
8. Avocado - 700
9. Poultry - 700
10. Eggs - 700
11. Fish - 700
12. Beef - 1,000
13. Tortillas - 1,000
14. Ice Cream - 1,000
15. Bread - 1,200
16. Dried Fruit - 1,200
17. Cheese - 1,700
18. Sugar - 1,700
19. Cookies - 2,000
20. Chips - 2,300
21. Nuts/Seeds - 2,800
22. Butter - 3,200
23. Oil - 4,000

Community Garden

With family, friends, and other people in the community, start a community garden. Visit your local store for seeds to plant or use seeds from food at home, like tomatoes, lemons, or avocados. As a community, select a central location or start a small garden at home. Try planting foods to use in some plant-based recipes.

WHAT WE PLANTED



SKETCH OF OUR GARDEN



Recharge

Sleep is when our body and mind recharge. Getting enough quality sleep helps our bodies fight off illness, helps us make better decisions, and helps our mood. Our sleep-wake cycle is called our **circadian rhythm**, which consists of physical, mental, and behavioral changes throughout a 24 hour period. This includes things like our body's natural release of a hormone called melatonin to tell us it's time for sleep.

There are stages of sleep with different purposes, including **light sleep**, **deep sleep**, and the **REM stage** of sleep. Deep sleep is the restorative sleep that your body needs to function at its best, so we need to make sure we spend enough time sleeping to allow our bodies to get to the deep sleep stage. REM sleep is when we dream and our brain organizes information from the day.

We must respect our bodies' need for sleep. We can make sure we give our bodies the time they need to recharge by planning our sleep timing and creating habits that make quality sleep possible.

One-third of our life is spent sleeping, but that sleep affects our awake time, too! We cannot ignore our sleep if we want to have a healthy lifestyle.



Sleep and Your Body

FOUR STAGES OF SLEEP

There are four stages of sleep: N1, N2, and N3, and stage REM.

N1 lasts for 1-7 minutes and is a part of light sleep. In this stage, you may experience fighting to keep your eyes open, being easily awoken, and rolling eye movements.

Also a part of light sleep, **N2** lasts about 20 minutes and is 40 to 50% of the night's sleep. While in this stage you may experience a fall in body temperature, a slower heart rate, and slower breathing.

N3 is the stage where you experience deep sleep. While in this stage, you do not wake easily, and have reduced eye and muscle activity.

The **REM** stage occurs about 90 minutes after falling asleep. In this stage, you have rapid eye movements associated with dreaming and an increase in heart rate and blood pressure. This is the time when the brain is consolidating the learning from the day and putting it into long-term memory.



Recharge

How does sleep help you?

Quick Bite: Share the number of hours of sleep you had last night. Is it enough?



REFLECT & CONSIDER 1

Adapted from ACLM's Teen Lifestyle Medicine Handbook

SLEEP AND YOUR BODY

Sleep can decrease your risk of disease and illness. Getting enough sleep can reduce the risk of cardiovascular disease, diabetes, and stroke. It also helps your immune system which helps protect you from getting a cold or the flu. Your body actually repairs itself while you sleep.

Enough sleep reduces your risk of being in an accident because it affects your ability to make decisions.

Sleep also allows your body to produce enough of the hormones leptin and ghrelin which tell your body you have had enough to eat, helping you to find the right balance of activity and food for your body.

Having enough sleep makes you better able to regulate your emotions, which can affect your mood and your ability to handle stress and anxiety.

Finally, sleep enhances your memory, learning, and focus.

REFLECT & CONSIDER 1

Recharge

How do you feel when you don't get enough sleep?

Quick Bite: In your Big Picture Living Reflection Journal, draw a picture or write a short story about how you feel when you don't get enough sleep.



REFLECT & CONSIDER 2

Adapted from ACLM's Teen Lifestyle Medicine Handbook

NEED MORE ZZZs

If you don't get enough sleep, it impacts the body's ability to heal itself. You have probably personally felt the effects of not getting enough sleep. You might have dozed off in a class, or couldn't concentrate well on a test if you stayed up all night to study. Sleep deprivation can leave the brain exhausted. In addition to sleep impacting someone's ability to drive, athletes who sleep for less than eight hours per night are more likely to have an injury compared to athletes who sleep for eight hours or more per night.

Sleep can also affect nutrition. Leptin is a hormone that tells the brain that it's had enough to eat. Ghrelin is a hormone that increases a person's appetite (it makes you hungry). With insufficient sleep, the brain reduces leptin and increases ghrelin, so the body does not recognize when you are full, and you feel hungrier. This can lead to unbalanced eating. Not getting enough sleep also impacts your mood. Getting enough sleep is a way to positively benefit your mood, memory, learning and focus.

REFLECT & CONSIDER 2

Recharge

What are some things that get in the way of falling asleep?

Quick Bite: Do you have difficulty sleeping? Think about one change you can make in your daily routine that can help you sleep.



REFLECT & CONSIDER 3

Adapted from ACLM's Teen Lifestyle Medicine Handbook

KEY BARRIERS TO A GOOD NIGHT'S SLEEP

Insomnia: Difficulty falling or staying asleep is called insomnia. The most common reasons someone might have insomnia include stress, anxiety, and depression. This lack of sleep can lead to disruptive daytime symptoms including fatigue, poor concentration, increased errors, and anxiety.

School: School and homework can get in the way of getting a good night's sleep if students have after-school obligations and then are working late to complete assignments or studying.

Electronic Devices: The blue light that comes from electronic devices has been shown to get in the way of the release of melatonin in the body. Melatonin is the hormone that signals sleepiness. Electronics also create stimulation in the brain, which can inhibit sleep.

Caffeine: Drinking caffeinated beverages 6-12 hours before sleep can delay sleep times and lead to sleep loss.

Environmental Factors: Our environment plays a role in our ability to sleep. If the room is too hot or too cold or there are loud noises, sleep might be hindered. The amount of sunlight one gets during the day can also affect sleep. If you are exposed to sunlight during the day, your body triggers an earlier release of melatonin, which will make it easier for you to fall asleep at night.

REFLECT & CONSIDER 3

Recharge

What are some things that help you fall asleep?

Quick Bite: Complete a Sleep Journal for a week to track your sleep habits.



REFLECT & CONSIDER 4

Adapted from ACLM's Teen Lifestyle Medicine Handbook

TIPS FOR A BETTER SLEEP

Schedule: It is easier to fall asleep if you keep to a regular schedule every day. If you have a different sleep schedule on the weekends, that actually makes it harder to fall asleep in general.

Napping: Research has found naps to be restorative. Taking a 20-30 minute nap in the early to mid-afternoon can help you get more sleep. A longer nap that puts you into a deep sleep can lead to more sleep problems at night.

Environment: Most people sleep better in a cool, dark, quiet environment. If your room has too much light or noise, consider finding some simple ways to make changes like curtains or noise canceling earbuds.

Food and Beverages: What and when you eat and drink can affect the quality of your sleep. Avoid drinking beverages that contain caffeine after noon. It is helpful to have dinner at least 2 hours before bedtime so your body has time to digest.

Exercise: Studies have shown that people who exercise regularly during the day are better able to fall asleep at night. However, exercising before bed can keep you awake, so limit nighttime exercise to gentle stretching.

Bedtime Routine: Creating a bedtime routine can help you unwind from the day and transition to restful sleep. Here are some activities to try: read a book, listen to quiet music, take a warm bath or shower, or write in a journal.

REFLECT & CONSIDER 4



Sleep Journal

There are many reasons why you might not be getting enough sleep. For the next week, try reflecting on your habits to help show you how they affect your sleep.

DAY	M	T	W	Th	F	Sa	Su
How many caffeinated drinks did you consume?							
Did you nap today? If yes, what time?							
How many minutes of physical activity did you participate in today?							
Did you use any type of tech before bed?							
What time did you fall asleep?							
What time did you wake up?							

IN A NOTEBOOK, CONSIDER THE FOLLOWING:

What is your sleeping environment?

Do you have a pre-bed routine?

How did you feel in the morning?



Scented Relaxation Eye Pillow

MATERIALS:

- Fabric Bag
- Rice
- Lavender extract or essential oil
- Thread
- Needle
- Ribbon
- Hot glue

ASSEMBLY:

- ☐ Add drops of lavender extract or essential oil to rice
- ☐ Fill a fabric bag with the scented rice
- ☐ Close bag by sewing, tying a ribbon or using hot glue

Try out the eye pillow when practicing mindfulness or breathing exercises as well as while you sleep. The light pressure of the rice and the smell of lavender may be calming.



Yogi's Choice

Yoga is one way to exercise and get a bit of relaxation before bed.
Here's a few beginning poses to try:

WATERFALL

1. Stand at the front of your Yoga Mat with your legs apart
2. Raise your arms up to the sky
3. Bring your arms out and down to your toes
4. Keep your knees slightly bend
5. Let your head hang
6. Breathe, maybe making the sound of a waterfall
7. When you're finished, roll up to a standing position

CHILD'S POSE

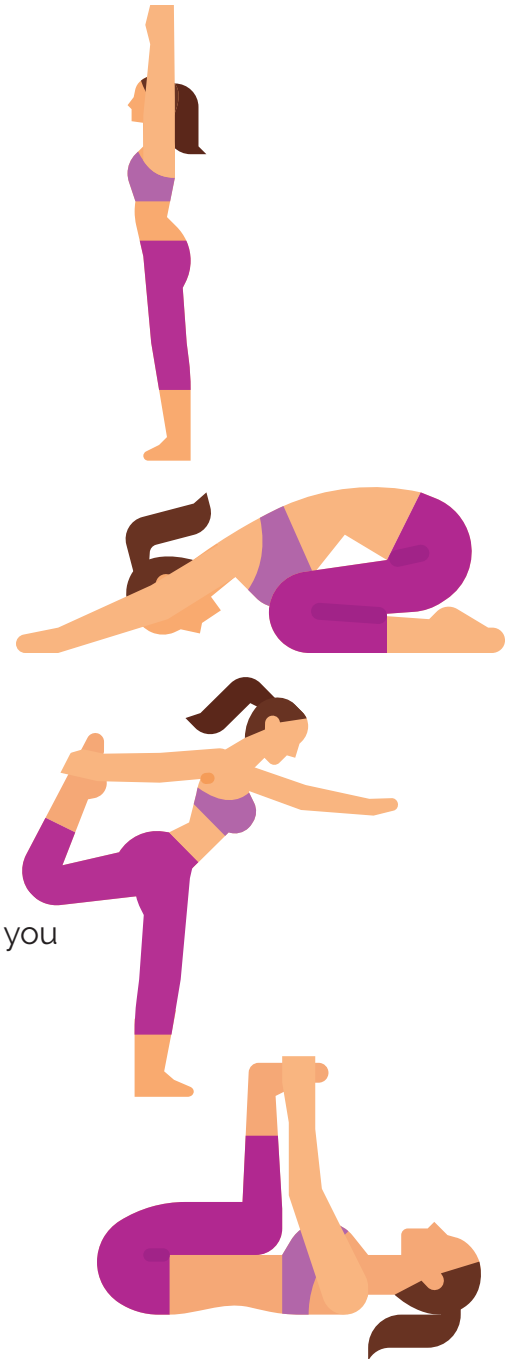
1. Start on your hands and knees
2. Press your hips back toward your heels
3. Stretch your arms out front of you
4. Let your head drop to the mat
5. Alternative: Curl your arms down by your side

DANCER POSE

1. Start by standing on the center of your mat
2. Bend your left knee
3. Grab a hold of your ankle or foot with your right
4. Take a deep breath & extend your right arm out in front of you
5. Balance and breathe in and out
6. Release the pose and repeat on the other side

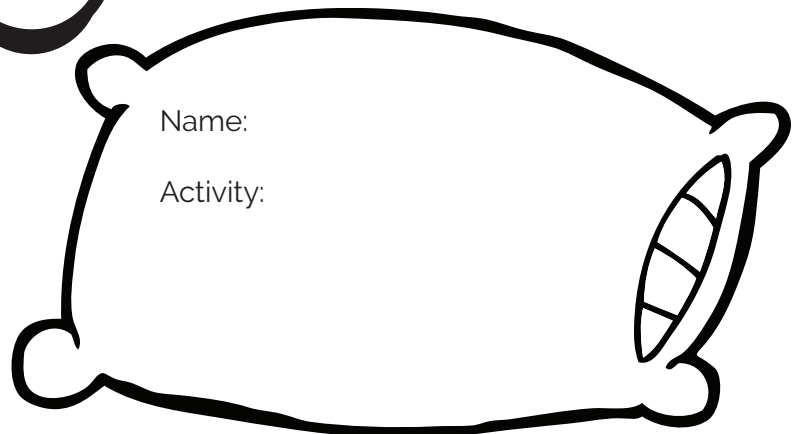
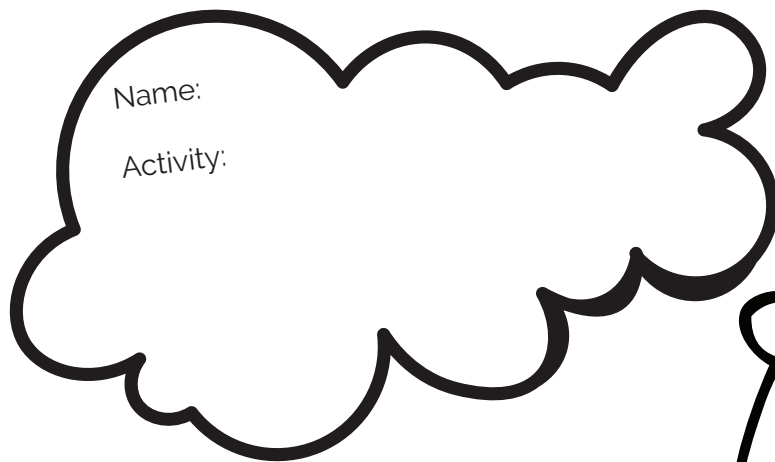
HAPPY BABY

1. Start on your back
2. Bend your knees towards your center
3. Hold onto the inside of your feet
4. Rock your body from side to side



It Takes a Village: Sleep Routine

Often the best way to start a routine is to do it as a group. For one week, create a family sleep routine. Have each person in the household select their favorite sleep activity and try it out. Some ideas could include: reading a book, listening to quiet music or “white noise”, take a warm bath or shower, practice meditation or breathing exercises, sip a warm (decaffeinated) beverage, write in a journal, do gentle stretches.



Social

Relationships are an important part of our well-being. Humans need connections with other humans to feel fulfilled. Our first relationships are with the people that take care of us after we are born. Those people may include our biological parents, adopted parents, guardians, grandparents, among others. As we grow, we make connections outside our immediate family, with friends, classmates, neighbors, and other people in the community. Each relationship is unique. When we have strong, healthy connections with others, we are more satisfied in life.

Healthy relationships make us feel cared for and good about ourselves. If any of our relationships make us feel bad about ourselves, excluded, or unwanted, they are not healthy relationships. Sometimes, barriers exist that prevent us from having healthy relationships, such as mental/physical illness, negative self-image, bullying, and peer pressure.

We also want to have a healthy relationship with our own selves, which will help us feel safe and worthy of love and respect. Self-acceptance is when we accept ourselves for who we are, faults and all. Knowing that no one is perfect but that everyone still deserves love and acceptance, including ourselves, lets us express kindness and compassion toward ourselves. As a result, we are more likely to reach out to others to build connections.



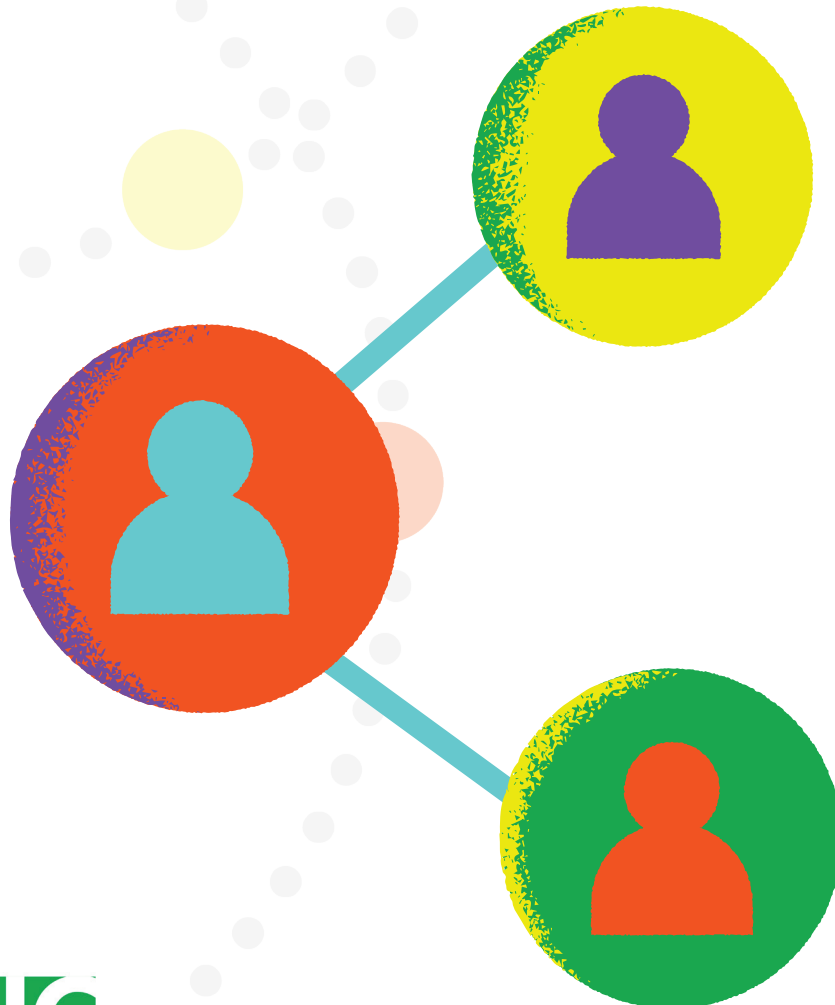
CONVERSATION CARDS

Relationships and Your Health

Loneliness and social isolation can take a toll on our physical and mental health. They can contribute to depression and anxiety. They can also lead to disrupted sleep, which affects many aspects of health. Social isolation may even affect brain development. Socializing is like exercise for our brains - we need it!

Social connections are important throughout your whole life. People who have strong social connections tend to have lower systolic blood pressure, which is good for the heart. They also have a lower risk of inflammation in the body. A sense of social connection can even help people recover from disease faster and live longer.

Strong social connection is just as important as exercise for your health and well-being. Feeling socially connected can also help us to make good decisions for our lives. If we are feeling lonely or socially isolated, there are always ways to reach out and make connections.



Social

Why are relationships important?

Quick Bite: Create a Social Tree listing all of your social connections.



REFLECT & CONSIDER 1

Adapted from ACLM's Teen Lifestyle Medicine Handbook

CONNECT THE DOTS

Having strong social connections may have a positive effect on your mental health and behavior.

Social isolation (lack of social connections) and feelings of loneliness are associated with reduced self-esteem and can contribute to mental health issues such as depression and anxiety.

Being socially disconnected can also influence your physical health and behavior. People who do not feel socially connected may have less motivation and satisfaction at home, school, and/or work.

REFLECT & CONSIDER 1

Social

What ways can you build relationships with others?

Quick Bite: Find a local group in your community to join or brainstorm ideas for starting a group or club in your community.



REFLECT & CONSIDER 2

Adapted from ACLM's Teen Lifestyle Medicine Handbook

MEET UP

Technology: Video chats (e.g. FaceTime, Google Duo, etc.) or using social media is one way to connect with people you are unable to see in person. But be mindful about how you use technology. Using it instead of face-to-face interactions can increase social isolation.

Reach Out: Reaching out to another person or group of people is another answer to building relationships with others and overcoming loneliness or isolation. If you are living with a mental or physical illness and feel it is impacting your social connections, as well as other areas of life, it is critical that you reach out to a trusted adult (e.g. parent, counselor, pediatrician, etc.). You can also reach out by calling a friend, complimenting someone on something specific to spark a conversation, or joining a school club.

Explore Your Interests/Find a Group or Club: Joining a club is one way to connect and build strong relationships. This might be in school, a religious affiliation (such as attending church, mosque, or temple), or a community group. People may feel a sense of belonging when in a group connected to their race (biological traits that a group of people share) or ethnicity (expression of cultural identity). Groups that affirm your race or ethnicity can lead to peer acceptance, engaging in more positive behaviors (i.e. helping, sharing, and volunteering), and having better interactions with others.

REFLECT & CONSIDER 2

Social

How can
you have a
relationship
with yourself?

Quick Bite: In your Big Picture Living journal, write down a list of your strengths.



REFLECT & CONSIDER 3

Adapted from ACLM's Teen Lifestyle Medicine Handbook

GET TO KNOW YOU

How we feel about ourselves matters. We want to have a healthy relationship with our own selves because this will help us feel safe and worthy of love and respect.

Self-esteem is the degree to which you believe your qualities and characteristics are positive. Social isolation and feelings of loneliness are associated with reduced self-esteem and can contribute to mental health issues such as depression and anxiety.

There are ways to focus on self-love, self-respect, and self-care such as writing down your strengths and unique talents, making a list of your past achievements, and surrounding yourself with people who are encouraging and supportive.

When you know yourself and what brings you joy, you are better able to find ways to experience joy, on your own and with others.

REFLECT & CONSIDER 3

Social

What do you
look for
in a friend?

Quick Bite: After listening to what your peers say they look for in a friend, is there anything you want to work on in order to be a better friend?



REFLECT & CONSIDER 4

Adapted from ACLM's Teen Lifestyle Medicine Handbook

THANK YOU FOR BEING A FRIEND!

Answers will vary, but some things that commonly come up include:

- Friends accept you for who you are.
- Friends enjoy some of the same activities as you.
- Friends are loyal and stand by you.
- Friends are good listeners.
- Friends are kind.

REFLECT & CONSIDER 4

Letter of Thanks

As you work to build strong relationships and connections, remember to give thanks to those in your life. One study has shown writing and personally delivering a letter of gratitude to someone provides an immediate increase in happiness. Let's give it a try!

1

Think about someone who you have never properly thanked for doing something for you.

2

In a quiet space, sit down and write a letter sharing how their friendship has helped you.

3

You can either hand-deliver or mail the letter.



How did this activity make you feel, physically, mentally or emotionally?

Was it easy, challenging, or a bit of both?

Do you think you will do this again or encourage another person to try it? Why or why not?

My Social Tree

Fill in a tree of people you share connections with. Think about what is special about each of the relationships you have. Are there any that you aren't sure whether they are healthy? You might want to do a "Relationship Check-Up" for them.



Connection To Self

What are all your strengths and unique talents? How can you use these talents and strengths to connect with others?

MY STRENGTHS



MY TALENTS

I CAN ...

Community Give Yourself

Offer help to a neighbor, family member, and/or friend. Try grocery shopping for an elderly neighbor, helping someone load their groceries in the car at the store, or helping your mom shovel the snow. With some help from an adult, you might also try collecting donations or raising awareness for a local organization you care about. Share with your classmates how you were able to Give Yourself.

WHO CAN I HELP?

HOW DID I HELP?



Move



What are our bodies for? What are some of the things your body does? Bodies are all different and have different shapes, sizes, and abilities. Sometimes we get caught up comparing our bodies to other people's bodies or judging how they look, but all bodies are amazing.

Moving our bodies can help us strengthen muscles, improve flexibility, keep us coordinated, help us balance, and allow our bodies to continue to do all the amazing things that they do. We can move our bodies in lots of different ways: dancing, lifting weights, swimming, climbing, running, playing sports, and stretching, to name a few. Some of us even move our bodies in physical therapy with the help of a professional due to injury or disability.

Finding ways to move our bodies in fun and beneficial ways is part of a healthy lifestyle!

CONVERSATION CARDS

Move and Your Body

Physical activity is great for our bodies. You can use physical activity as a tool to improve your health and overall well-being.

Improving the Muscular System: The body relies on the muscular system to coordinate and execute physical activity. By regularly engaging in exercise, you can train your muscles to work more efficiently and improve endurance, which can help your performance in sports and other daily activities, like getting up from the floor. Muscular strength refers to the amount of weight you can lift, which is often improved through resistance training, such as lifting weights. Muscular endurance refers to the amount of time you can perform a certain exercise, such as how many repetitions of a particular resistance exercise you can do.

Lowering Your Risk of Disease: Physical activity can reduce your risks for diseases both now and later in your life. The risk of cardiovascular diseases (such as heart attacks, stroke, and type 2 diabetes), as well as some forms of cancer, can be reduced by participating in regular physical activity. Exercise also promotes bone growth and strength, which can help prevent certain diseases, such as osteoporosis (weakening of the bones), or injuries as you age.

Benefiting Mood and Mental Health: During exercise, your brain releases “feel-good” chemicals, including serotonin, dopamine, and endorphins, which are associated with a positive mood and increased self-esteem. Most physical activity can improve your mood in the short-term and decrease symptoms of mental health issues (like anxiety and depression). A single session of exercise may positively affect your mood in the short-term, but participating in regular physical activity is important to see long-term effects. Next time you exercise, take a minute to write down how you feel before and after.

Enhancing Memory, Learning, and Focus: Recent evidence has shown that people can increase their number of brain cells by participating in regular physical activity. Participating in regular physical activity can also increase the volume of the hippocampus, which is the part of the brain that is involved with memories and learning. Finally, when you exercise, a chemical called norepinephrine is released, which helps to improve focus and attention.



Move

What are
some of the
things your
body does?

Quick Bite: Select/play a favorite song and dance.



REFLECT & CONSIDER 1

Adapted from ACLM's Teen Lifestyle Medicine Handbook

DESIGNED TO MOVE

The human body is designed to move. Our muscles contract and then relax to move parts of our body.

We use our muscles every single day. A typical day for you might be sitting in school for six to seven hours, going home and sitting to do homework, getting on a device for entertainment, and finally going to bed.

While those activities do use our muscles, it is beneficial to find ways to be more active throughout the day. Some ways to move more are: **taking a walk, cleaning a room, biking to school, playing sports, swimming, skiing, roller skating, dancing, and working in the yard.**

REFLECT & CONSIDER 1

Move

Why is
exercise
important for
your body?

Quick Bite: Grab a piece of chalk and create an epic hopscotch on the playground or in your neighborhood.



REFLECT & CONSIDER 2

Adapted from ACLM's Teen Lifestyle Medicine Handbook

WAYS TO BE ACTIVE

Physical activity improves the muscular system, mood, sleep, memory, and focus, and lowers risk of disease. We want to be active every day. Here are three different types of activities we can consider:

Aerobic Activities: These are activities that move muscles for a long period of time. Some of these activities include hiking, swimming, dancing, and basketball.

Muscle-Strengthening Activities: These are activities in which the muscles do more work than usual in daily life. Some of these activities include playing on monkey bars, climbing trees, rock climbing, lifting weights, gymnastics, and some forms of yoga.

Bone-Strengthening Activities: These are activities that produce a force on the bones and/or involve jumping or rapid/quick change in direction. Some of these activities include running, jumping rope, figure skating, tennis, and hopscotch.

REFLECT & CONSIDER 2

Move

What barriers keep you from being physically active?

Quick Bite: In your Big Picture Living Reflection Journal, write down your biggest barrier to being more physically active. Then brainstorm 10 ideas for overcoming this barrier. Enlist some ideas from friends and family, too.



REFLECT & CONSIDER 3

Adapted from ACLM's Teen Lifestyle Medicine Handbook

COMMON BARRIERS TO PHYSICAL ACTIVITY

PLAY - Some people do not think physical activity is fun. This might be a result of a negative experience in the past, a dislike of the competitive nature of some sports, or not having anyone with whom to participate.

ACCESS - Some people do not have access to the equipment, locations, or money that make physical activity possible. Their community might not offer organized sports or have a safe place to be physically active.

FAMILY - Certain family circumstances can create barriers to building healthy habits. If family members do not participate in physical activity or are not supportive, it may discourage other members from engaging in the activity.

COMPETING ACTIVITIES - Students' lives are often full of all types of activities. Physical activity can lose when competing against other activities like homework, extracurriculars, and screen time.

REFLECT & CONSIDER 3

Move

What motivates you to be physically active?

Quick Bite: List the reasons you want to be more physically active. Select one of those reasons as your motivation for the week to participate in physical activities.



REFLECT & CONSIDER 4

Adapted from ACLM's Teen Lifestyle Medicine Handbook

I LIKE TO MOVE

One of the biggest barriers to physical activity is not having a clearly defined motivation for exercising. If you do not know why you want to be more active, it may be difficult to start and maintain a regular schedule.

Spend some time thinking about the reasons why you want to be more active and create a schedule to include physical activity in your daily life. There are things that are more important than exercising for 30 minutes, such as studying for a test you have tomorrow and enjoying dinner with your family. These are choices you have the opportunity to make every day.

Do the best you can and recognize that if one day, you make a choice that you aren't happy with, you can make a different choice the next day.

REFLECT & CONSIDER 4

Exercise Journal

Part of living a healthy life is increasing movement. Try keeping track of your daily exercise for a week to see what physical activities you completed.

DAY	M	T	W	Th	F	Sa	Su	Total Time
Moderate Intensity Aerobic Activity								
Vigorous Intensity Aerobic Activity								
Muscle-Strengthening Activities								
Bone-Strengthening Activities								



HOW DID YOU DO?

Give yourself a pat on the back if you participate in at least 60 min of physical activity a day. If you aren't quite there that is OK!

Find an exercise buddy to help you along the way. Go on walks/runs together. Challenge a classmate/friend to a daily step challenge. Who will be the first to reach 5,000 steps?

Remember it is important to be active every day for one hour, no matter the activity.



Show Off Your Moves

Create a TikTok-style dance routine. Consider including some of these moves:

CARDIOVASCULAR ENDURANCE

Criss Cross Jumps	High Knee March
Frog Jumps	Jump Rope
Superball Bounce	Jumping Jacks
Boxer Bounces	Scissor Steps
Run in place	Mountain climbers

FLEXIBILITY

Sit and Reach	Calf Stretches
Toe Touches	Trunk Lift
Butterflies	Hamstring Stretch
Straddle Stretches	Quad Stretches
Lunges	Arm Rotations

MUSCULAR STRENGTH & POWER

Dips	Power Lunges
Sit Ups	Shoulder Presses
Push Ups	Squat Jumps
Power Kicks	Pull Ups
Vertical Jumps	Standing Squats



STEP 1

STEP 2

STEP 3

Ways to Move

Do you know how to cartwheel or do a Taekwondo kick? Maybe you can jump really high or you know a cool dance move or yoga pose. Create a "How to" describing one of your favorite ways to move. Write it, draw it, or create an audio or video tutorial.

MY FAVORITE WAY TO MOVE

MY TIPS

Tip: If you have permission to share your video or "how to" project on social media, tag #BPLiving for others to watch and try out.



A MOVEing Community

Host a Community MOVE Event. Select a central location within your community to meet up for the event. Participants can sign-up to walk/run/ride a bike through sign-up sheets placed throughout the community, using social media, and/or at the event.

Participants will have the option to select their walk/run/ride time commitment, ranging from 30 minutes to 2 hours. At the end, celebrate together!

IDEAS FOR YOUR EVENT



Caution

You only have one brain and one body, so it is important to protect them and treat them well. There will be times in life when you are faced with decisions that affect your health, wellness, and safety. You will need to weigh what is important to you to help you make those decisions.

Understanding yourself is the key to responsible decision making. When you know your values (the ideas that are most important to you), you can use them as your guide. Knowing and using your strengths can help you stick to a decision you've made, even when it is difficult. And being aware of your mental, emotional, and physical state can help you understand what challenges you might face in different situations.

For example, a friend might ask you to do something that you know is unsafe. If you have the self-awareness to know you've been feeling lonely lately, you might recognize that it might make you want to please this friend in order to feel connected. Then you can draw on your values and strengths. Perhaps you value creativity and have the strength of enthusiasm. This can allow you to respond positively to your friend and come up with a creative, alternative idea that feels safe.

There will be many difficult decisions in your life. Sometimes a choice might even feel like two of your biggest values are in competition with each other. To handle these moments, you need to build your inner power, your self-awareness, and your trusted support system.

NOTE TO THE INSTRUCTOR:

Sensitive topics can come out of discussing this measure. The questions are intentionally open-ended so you can meet the students where their needs are. Please use your discretion regarding when and how you approach topics with your class.



CONVERSATION CARDS

Resources for Caution

The Big Picture Living Team has curated resources to assist you in discussing the caution measure. We encourage you to explore the Big Picture Living Website (www.bpliving.org/cautionresources) for more resources and information.

Protect Your Digital Self

Common Sense Media: Digital Citizenship Curriculum

<https://www.commonsense.org/education/digital-citizenship/curriculum>

CrashCourse: Crash Course Media Literacy

<https://www.youtube.com/watch?v=sPwJ0ob-Jyao&list=PL8dPuualLjXtM6jSpzb5gMNsxgkd-mqBfmY>

Physical/Mental Safety

Issac's Story: A Film & Graphic Novel about Mental Health

<https://www.mass.gov/isaacs-story>

Sesame Street: Violence

<https://sesamestreetincommunities.org/topics/violence/>

Sesame Street: Traumatic Experiences

<https://sesamestreetincommunities.org/topics/traumatic-experiences/>

Born this Way Foundation

<https://bornthisway.foundation/self-care-tips/>

The National Council For Mental Wellbeing

<https://www.thenationalcouncil.org/>

Bodily Autonomy

<https://www.mbfpreventioneducation.org/>

Consent - book by Jennifer Lang - appropriate for ages 12+

Consuming Addictive Substances

Sesame Street: Parental Addiction

<https://sesamestreetincommunities.org/topics/parental-addiction/>

Center for Disease Control and Prevention: Youth Tobacco Prevention

https://www.cdc.gov/tobacco/basic_information/youth/index.htm

Scholastic: The Real Cost of Vaping

<https://www.scholastic.com/youthvapingrisks/index.html>

Center for Disease Control and Prevention: The Buzz on Energy Drinks

<https://www.cdc.gov/healthyschools/nutrition/energy.htm#:~:text=How%20Much%20Caffeine%20Is%20Okay,diet%20of%20children%20and%20adolescents.>

Substance Abuse and Mental Health Services Administrations: Why You Should Talk With Your Child About Alcohol and Other Drugs

<https://www.samhsa.gov/talk-they-hear-you/parent-resources/why-you-should-talk-your-child>

RESOURCES



Caution

What are your top values?

Quick Bite: In your Big Picture living Reflection Journal, write down your top three values.



REFLECT & CONSIDER 1

Adapted from ACLM's Teen Lifestyle Medicine Handbook

MY VALUES ARE

Identifying your core values can help you define the things that are most important to you that can serve as guidelines for your actions.

Values are things that give your life meaning. As a child, you learn these from adults in your life, and as you get older, you have the opportunity to create your own. Your values may change as you grow and have different experiences. Some values may be relationships, accomplishment, adventure, kindness, etc.

Having good self-esteem means you have positive regard for your character and values. It involves accepting and liking yourself – your faults and strengths. Even if you want to change some things, you also acknowledge and appreciate who you are and without trying to be something you are not. It also entails treating yourself well – not putting yourself down or doing things that are harmful to you.

REFLECT & CONSIDER 1

Caution

Have you experienced or witnessed peer pressure?

Quick Bite: Identify three ways you can resist peer pressure. Create a "safe word" to share with your parents/trusted adult to leave an unpleasant situation.



REFLECT & CONSIDER 2

Adapted from ACLM's Teen Lifestyle Medicine Handbook

PEER PRESSURE

Peer pressure involves that heavy feeling of wanting to fit in, going along with something when you feel uncomfortable, or following friends when engaging in risky/negative situations. Sometimes, you may not know how to say no to people in fear of being judged. You should prepare for this by being mindful of your surroundings and the people you connect with. It is important to have a plan of action that may include:

Be prepared to say no, decline the offer, or defend someone who is unable to speak up. Some phrases may include "I don't feel comfortable doing this" or "No thanks, that does not match with my values."

Suggest something else for everyone to do or leave the situation so that you look busy.

Change the topic—perhaps something exciting happened at school.

Come up with a "safe word" with your parents or trusted adult you can text to or call them with so they know you need to be picked up immediately.

Get help from other friends. If you can get one or two of the friends in the group to stand with you, you will have an ally and some mutual support in making tough decisions.

REFLECT & CONSIDER 2

Caution

Where can you go when you feel unsafe?

Quick Bite: Identify three ways you practice self-care.



REFLECT & CONSIDER 3

Adapted from ACLM's Teen Lifestyle Medicine Handbook

WHO CAN YOU TALK TO?

ELEMENTARY

You can go to a trusted adult or someone on your social tree.

MIDDLE/HIGH SCHOOL

You can go to a trusted adult or someone on your social tree.

PHYSICAL SAFETY MAY INCLUDE:

ELEMENTARY

- Wearing your helmet and knee/elbow pads while riding your bike or skating
- Wearing sunscreen when out for long period on a sunny day
- Staying near your parents or trusted adults when in crowded areas

MIDDLE/HIGH SCHOOL

- Wearing your seatbelt while driving or riding in the car
- Having a workout partner when at the gym lifting weights
- Not disclosing your personal information on social media

EMOTIONAL SAFETY MAY INCLUDE:

ELEMENTARY

- Talking to someone you trust when you feel sad, mad, or angry

MIDDLE/HIGH SCHOOL

- Talking to someone you trust when you feel depressed or anxious
- Setting boundaries

REFLECT & CONSIDER 3

Caution

How can you help someone in a dangerous situation?

Quick Bite: Create a postcard including local and/or national numbers of your selected hotlines.



REFLECT & CONSIDER 4

Adapted from ACLM's Teen Lifestyle Medicine Handbook

SAY SOMETHING

You may see someone being bullied or attacked physically/emotionally and want to stand up and speak out about the situation. You might also witness a life-changing experience like an active shooter situation, experience a natural disaster, or experience immigrating to a new country and these experiences can be physically dangerous and emotionally stressful.

Did you know that hotlines, numbers to call trusted people, exist to help us stand up for ourselves and others?

REFLECT & CONSIDER 4

What do you value?

One way to avoid risky substances is to empower yourself to not use the substances. By identifying your core values you define what is important to you. These values will serve as guidelines for your actions. Take time to noodle through your values, and remember you can always modify.

ALL OF MY VALUES

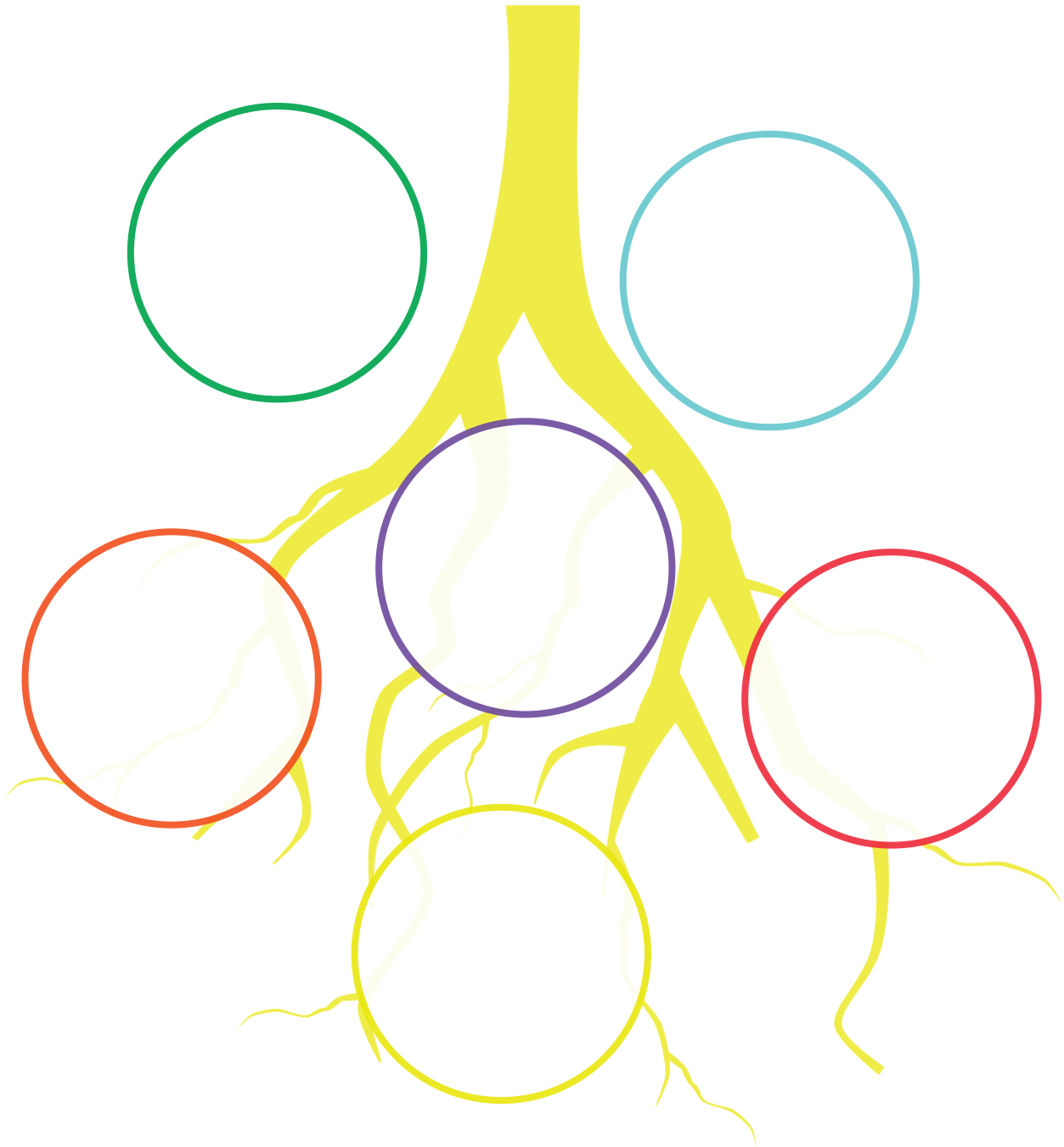
TOP FIVE VALUES

HOW WILL YOU KEEP THESE VALUES AT THE CENTER OF YOUR DAILY LIFE?



Social Tree: Part II

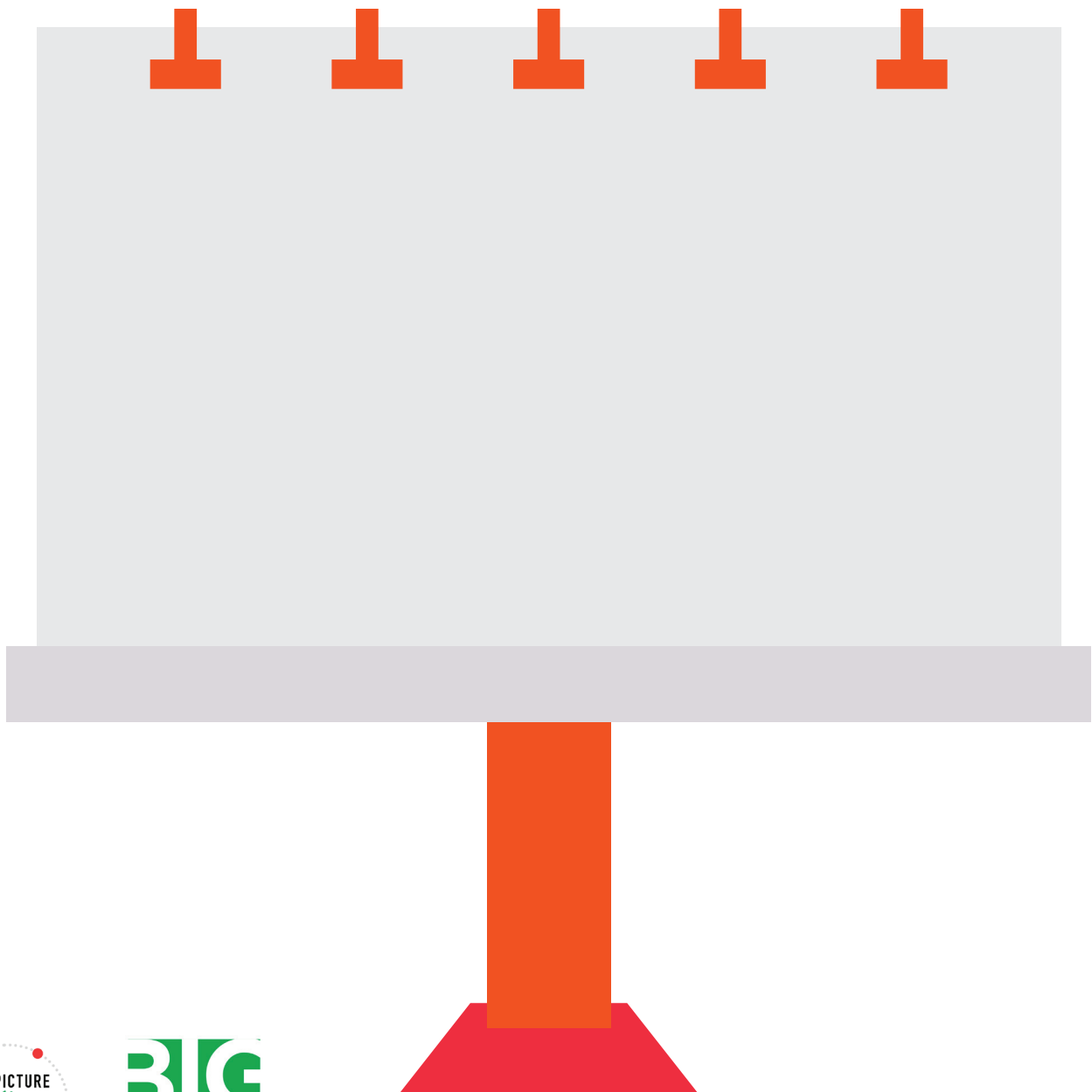
Revisit your social tree to add your values and self-care practices as the roots. Your values and self-care practices help you to maintain those strong social connections. You've given time to yourself which allows you to give time to others. Depending on your stage/age in life, your tree (social connections and roots) may change as you grow more into yourself and increase your exposure to different information and environments.



Create a Public Service Announcement

Have you ever seen a poster or a billboard that isn't trying to sell a product, but instead shares a message to change people's behavior for the better, or provide a safety warning (perhaps to encourage buckling seat belts, or flossing teeth)?

These messages are called **Public Service Announcements** (PSAs). They don't sell a product or service, but rather convey a helpful idea. The things that matter to you are important to share with the world because your unique ideas can reach people that others might not. Working alone or in a team, create a PSA - this can be a short video, a poster, an infographic or even a poem. Use the space below to map out your idea.



Community-Caution Awareness Day

Discuss and select topics with your family, friends, community leaders, and other people in the community to share with the larger community. Topics can range from seatbelt and helmet safety, online safety, and addictions to substances like medications and unhealthy foods.

With a family member, peer, or group of friends, create a poster board, social media post, and/or flyer to bring awareness to your selected topic. Host a day of awareness (Community-Caution) by meeting at a central location to share materials and engage in conversations about the selected topics. Post flyers around town and on social media to bring awareness on the day of the event.

IDEAS FOR YOUR EVENT



Instructor Resources: Standard Alignment

Conversation Card	CASEL Framework	National Health Education Standards (SHAPE America)	National Physical Education Standards (SHAPE America)
MEASURE: CHILL			
What causes stress for you?	Self-Management: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.	Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	
Is all stress bad for you?	Self-Awareness: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.		
How do you handle stress?	Self-Management: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.	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.	
What does your body feel like when you are stressed?	Self-Awareness: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.		




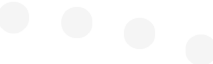



Conversation Card	CASEL Framework	National Health Education Standards (SHAPE America)	National Physical Education Standards (SHAPE America)
MEASURE: NOURISH			
What can you learn from reading a nutrition label?		Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.	
What does "eat the rainbow" mean?		Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.	
What are foods you think should be included in a well-balanced diet?	Responsible Decision Making: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.	Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.	
How does your body get the energy to grow and be active?		Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.	



Conversation Card	CASEL Framework	National Health Education Standards (SHAPE America)	National Physical Education Standards (SHAPE America)
MEASURE: RECHARGE			
How does sleep help you?		Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.	
How do you feel when you don't get enough sleep?		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.	
What are some things that get in the way of falling asleep?		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.	
What are some things that help you fall asleep?	Self-Management: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.	Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.	



Conversation Card	CASEL Framework	National Health Education Standards (SHAPE America)	National Physical Education Standards (SHAPE America)
MEASURE: SOCIAL			
Why are relationships important?	Relationship Skills: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.	Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
What ways can you build relationships with others?	Relationship Skills: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.	Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.	
How can you have a relationship with yourself?	Relationship Skills: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.		Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.
What do you look for in a friend?	Relationship Skills: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups..	Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.	Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Conversation Card	CASEL Framework	National Health Education Standards (SHAPE America)	National Physical Education Standards (SHAPE America)
MEASURE: MOVE			
What are some of the things your body does?			Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness
Why is exercise important for your body? 			Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
What barriers keep you from being physically active?	Self-Awareness: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.		Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
What motivates you to be physically active? 	Self-Awareness: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.	Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.	



Conversation Card	CASEL Framework	National Health Education Standards (SHAPE America)	National Physical Education Standards (SHAPE America)
MEASURE: CAUTION			
What are your top values?	Self-Awareness: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.	Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.	
Have you experienced or witnessed peer pressure?	Self-Awareness: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.	Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
Where can you go if you feel unsafe?	Relationship Skills: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.	Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health. Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.	Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.
How can you help someone in a dangerous situation?	Responsible Decision Making: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.	Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health. Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health. Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.	Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others..

