

SHOW & TELL: HOW YOU RECHARGE AND FEEL GOOD!

LESSON PLAN

This lesson plan serves as a *flexible guide* to support student engagement and learning about recharging with mindfulness and relaxation.

OBJECTIVES

As a result of this lesson, students will:

- Understand what it means to **recharge and feel good**
- Identify the importance of relaxing, recharging and taking brain breaks
- Recognize how feelings affect bodies and brains
- Demonstrate interest in trying new ways (breathing, stretching, moving more, art, music) to calm themselves, recharge and feel good

TEACHING TASKS

RESOURCES & GUIDING QUESTIONS

1. Introduce the Lesson

Use the **guiding questions** to help students begin thinking about recharging and feeling good in their bodies and brains.

Key messages:

- *Eating better and moving more can help you feel good.*
- *Breathing and recharge strategies can help your body and brain feel focused and calm.*
- *Recharging with brain breaks can:*
 - *Help you feel calm and focused*
 - *Manage your feelings*
 - *Boost your brain power*
 - *Improve sleep*
 - *Help you feel good*
- *You can help calm yourself with deep breathing, stretching or other calming activities like art, music, moving more or talking with others.*

- Why is it important to take brain breaks throughout the day?
- How does your body and brain feel when you are: happy, sad, nervous, calm, excited?
- What are your favorite activities to help your body and brain feel good?
- Who can you talk to about your feelings?
Remember, you can talk to a trusted adult about your feelings.

2. SHOW & TELL Activity

a. **SHOW** and follow along with the **Recharge** Video and/or **Relax and Stretch** Video

- [Video: Recharge](#)
- [Video: Relax and Stretch](#)

b. **After the video(s) and ask students to explore and think about how they are feeling.**

- *Stop and listen to your senses. What do you see, hear, smell, and feel?*
- *How is your **body** feeling? How does it feel different after the video?*
- *How is your **brain** feeling? How does it feel different after the video?*
- *Are you noticing a feeling or sensation in one part of your body more than another?*

c. Encourage one or more students to TELL the class how they like to recharge or calm themselves.

Different things help different people feel good. Encourage students to consider what helps *them* feel calm, focused and recharged (talking to someone, art or music, reading, deep breathing, stretching, etc.).

- *What are some things you do to feel focused and calm?*
- *How does your body and brain feel different after the activity?*

Help students demonstrate an interest in activities like art, music, dancing or moving more and other ways to recharge.

3. Reinforce that recharging and relaxing with brain breaks can help you feel calm, focused and manage your feelings.

- *Why is it important to check in with our feelings throughout the day?*
- *Why should we take time to relax and recharge our mind and body?*
- *No matter how our bodies are feeling, taking the time to recharge and talking to someone about how we are feeling is helpful.*

4. Wrap-Up

It's important to take time each day to stop and listen to how our bodies and brains are feeling. Whether you like dancing, art, music, or stretching and breathing, these are all things that help us feel calm and focused so we can manage our feelings, boost our brain power, and just feel good!

RESOURCES YOU MIGHT FIND HELPFUL FOR THIS LESSON:

- [Fun with Food](#): Hands-on food activities with art, science, and more can be used for a calming brain break.
- [Video: The Chomp Stomp](#) and [Sheet Music](#): Music and dancing helps bodies and brains feel good!
- [Animal Aerobics Handout](#): Movement and stretching engages bodies and relaxes minds.

This lesson helps to meet HECAT Standards: Promoting Mental and Emotional Health, including:

MEH 2: Engage in activities that are mentally and emotionally healthy.

MEH 5: Use self-control and impulse control strategies to promote health.