

# Be the Change

## Student Leadership Kit #2

**TIP:** This kit is interactive! Click the logo to visit our website



And click here to enter the kit!





# Be the Change

## Student Leadership Kit

Dear Educator,

Welcome to the American Dairy Association North East: Be the Change student leadership activation kit. This kit contains three teacher-led classroom activities and three challenges for your students to complete on their own, all of which will get your students thinking about how they can be the change in their communities. To complete the Treasure Hunt and Clean Up Challenge, your students will need to register on the [Fuel Up Challenge Center Website](#), educators who are listed in their students' registrations will be eligible for fabulous prizes.

Every activity and challenge in this kit is independent, ready for you to use with students today! We have designed these for students in grades 6-8, but they are easily adaptable to higher or lower grades.

### **Keep in touch!**

Your feedback and student success are extremely important to us. To celebrate your students' success, we've put together a bonus *Fuel Up* kit, featuring three new activities, all ready for use in your classroom. To access these activities, please fill out the survey [available at this link](#). Once submitted, the survey system will send the activities to you automatically.

Thank you,  
American Dairy Association North East



Use this menu  
to navigate  
through the kit

# Activities

## Build My Menu

Click a tab to  
jump to that  
activity

Work with your students to design tasty menus that represent all the different food groups!

 30 mins.

### 1 Key Takeaways

- Students will practice identifying different food groups.
- Students will clearly express their thoughts in writing.

### 2 Materials

- Writing materials (Pencils, paper)
- Art materials (Markers, crayons, copy paper)
- Copies of or link to your school cafeteria's menu

\* [Don't forget to tell us how it went!](#) \*

### 3 Instructions

1. Remind your students of the food groups in MyPlate and prompt them to come up with a food in each group:
  - a. Fruits
  - b. Vegetables
  - c. Proteins
  - d. Grains
  - e. Dairy
2. Split students into pairs and introduce the activity:
  - a. You will be creating a menu based on MyPlate. Your goal is to create a menu of healthy foods that incorporates at least one ingredient from every food group.
  - b. Think about menus that you've seen, what sort of dishes are usually present?
  - c. Your menu will involve at least one appetizer, one main dish, one side dish, and one dessert.
  - d. Each item should include a brief description of the food, including the main ingredients.
  - e. If possible, students should draw a small illustration of their dish on their menu.
3. Give students time to write their menus. (20 minutes)
4. Prompt students to reference your school's menu for ideas.
5. When students have completed their menus, prompt pairs to share one item they came up with.
6. Remind your students of the power student voice has to change the world. What could they do to put their menu on the school cafeteria menu?





# Activities

## Our Positivity

Students will practice using descriptive language to identify positive things in their lives.

 20 mins.

### 1 Key Takeaways

- Students will write clear, descriptive statements of positivity
- Students will learn the effect of a positive outlook on their health

### 2 Resources Needed

- Fun writing paper: e.g., sticky notes, craft paper, note cards
- Writing materials (Pens, pencils, markers)
- A space to collect completed positivities

### Tips & Tricks

If your students find writing new positivities challenging, offer some examples:

- Affirmations: I am strong; I am a good friend
- Compliments: Your handwriting is really good; You can type so quickly
- Gratitude: I am grateful for the milk with my lunch; I am grateful for my school

\* [Don't forget to tell us how it went!](#) \*

### 3 Instructions

1. Introduce the importance of finding positive things to focus on.  
"According to the National Institute of Health, a growing body of research suggests that having a positive outlook can benefit your physical health. We're going to put that into practice today and find positive things around us that we can call attention to!"
2. Introduce three kinds of positivity:
  - a. Affirmations  
Affirmations are positive statements made about yourself and begin with "I am..."
  - b. Compliments  
Compliments are positive statements made about another person and begin with "You are" or "Your"
  - c. Gratitude  
Gratitude is recognizing and celebrating something positive in your life already and begin with "I am grateful for"
3. Prompt students to write at least one positivity in each of the three categories: Affirmations, Compliments, and Gratitude.
4. As students have completed their positivities, collect them and encourage students to take something from the positivity collection when they need it.  
Consider options like the following to collect positivities:
  - a. Create a Post-It Wall or Bulletin Board
  - b. Collect in a central space in the classroom
  - c. Save positivities in a notebook





# Activities

## Build Something Tall, Small, & Hall

In this activity, students will use an assortment of materials to build a variety of structures. Students will be challenged to think creatively about how they use a limited set of supplies.

 30 mins.

### 1 Key Takeaways

Students will use their problem-solving skills to create a functional design while working collaboratively with peers.

### 2 Resources Needed

- 1 bag of identical materials for each group
  - Use materials that are available to you, such as:
    - Paper
    - Paper clips, binder clips
    - Pencils, markers
    - Cups
    - Blocks
    - Books
    - Boxes
- Timer
- Small ball

### 3 Instructions

1. Divide students into groups, give each group an identical, premade bag of building supplies.
2. Tell students they will be competing to build a series of 3 structures and will be judged based on how well they meet the goal for each challenge.
3. **Something Tall:** Students will use their choice of provided materials to build the tallest structure possible in 7 minutes.
4. Teachers will award points to teams based on performance (First place earns 3 points, second place earns 2 points, and third place earns 1 point) after each task.
  - a. After building something tall, instruct students to set aside any materials they did not use to build their structure.
  - b. “Now you have to use all those materials for both of the next 2 challenges”
5. **Something Small:** Students will use all of the materials from building “something tall” to build the smallest structure possible in 7 minutes.
6. **Something Hall:** Students will have 7 minutes to use all materials from building “something small” to build the longest hall through which a teacher can roll a ball.
7. Total the group’s scores and announce the winner.
8. Reflection: Lead students in a reflection. Suggested questions:
  - a. How did you change the way you used your materials to complete each task?
  - b. What other changes did your group have to make to complete the tasks? (ex: attitude, group role, level of participation, etc.)
  - c. Why is being flexible and open to change important in everyday life?

\* [Don't forget to tell us how it went!](#) \*





# Challenges

These are challenges for your student to complete on their own.

Click a  
challenge box to  
see the details!





# Challenges

## Treasure Hunt & Clean-Up Challenge

Let's clean up our neighborhoods! This challenge gets you and your friends competing to make a difference.

Encourage your students to complete this activity on the [Fuel Up Challenge Center](#) for individual prizes and rewards!



Answer the Questions

Earn Points

### Reflection

What can you do daily to ensure that the grounds of your school stay clean?

What do you think the world would be like if we didn't recycle? What would you see, how would it smell?





# Challenges

## 10-Breath Mindfulness Meditation

Ready to try meditation? This simple exercise will teach you the fundamentals of meditation.

Sit comfortably, any way you like. Legs crossed on the floor is great, but a comfortable chair is wonderful too. When you're ready to begin, take a deep breath in and in your head, count "one." Next, breathe out and in your head, count "two." Continue this pattern until you reach ten.

Now for the challenge: Repeat the exercise, only this time **start over** as soon as you notice that you're thinking about anything other than the current number you're counting.

★ **Note:** If you find this frustrating or difficult because you have to start over frequently, don't worry! The goal of meditating like this is to notice when we are distracted and re-center our focus. What might feel like a failure is actually a sign that you're succeeding perfectly. ★

**Reflection:** What did you try when you meditated? Did anything help you to focus? Did anything make it harder?







# Challenges

## Flip that Habit



Let's make a change! Find out how little changes can make a big impact.

Your daily routine is filled with hundreds of habits you've accumulated over time: big and small, good and bad. You worked hard to cultivate some; while others you may have just fallen into and kept up with. Our habits grow and change through daily choices to help us reach the goals we set for ourselves.

Example habits can include:

- Taking your phone everywhere
- Going to bed on time
- Procrastinating on homework
- Going for a run

Changing a habit is a great way to help become the person we want to be. How can you swap that habit out for a good one? The habit doesn't need to be a big or obvious one, it can be minor or seemingly insignificant. You'd be surprised what swapping out even the smallest habits for more positive ones can change!

Flip that one habit and answer these prompts about it:

- Describe the habit before you flipped it and what you did to change it.
- How has changing this habit affected your daily life?
- How do you think changing this habit will affect your life and routine long-term?

