

# Whole Student

## Student Leadership Kit #4

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



And click here to enter the kit!





# Whole Student Student Leadership Kit

Dear Educator,

Welcome to the American Dairy Association North East: Whole Student student leadership activation kit! This kit contains three teacher-led classroom activities and three challenges for your students to complete on their own. Every activity and challenge in this kit is designed to help you easily bring SEL lessons into your classroom.

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

## Moral Compass of Kindness

Click a tab to  
jump to that  
activity

This activity will give your students the chance to reflect on their values using the Moral Compass of Kindness. Students will identify key areas where they can apply their beliefs and values to led a positive impact in their communities.

 30 mins.

### 1 Key Takeaways

- Students will collaborate and communicate to develop ideas
- Students will develop a better understanding of how to research information.
- Students will practice delivering information in an organized manner.

### 2 Resources Needed

- Writing Supplies (notebook paper, pencils, pens)
- Whiteboard or Jamboard (optional)
- 1-2 Notecards per student
- 5 Envelopes

### 3 Instructions

1. Provide the students with an image or drawing of the Moral Compass of Kindness. It is attached [here](#) for reference.
2. For each of the 4 directions (Compassion, Forgiveness, Integrity, and Responsibility), have the students come up with 2-3 actions or ideas of how they could tap into these ideas in everyday life. Use the prompt: “\_\_\_ looks like \_\_\_”
  - a. For example: “Responsibility looks like doing my homework as soon as I get home.”
  - b. Have the students either share some examples out or hold onto them for the next part.
3. Next, pair sets of the directions to create four quadrants: Compassion-Forgiveness, Forgiveness-Integrity, Integrity-Responsibility, and Responsibility-Compassion.
4. Have the students come up with something they can do that taps into each pairing. Use the prompt: “\_\_\_ looks like \_\_\_”
  - a. For example: “Responsibility and Integrity looks like making an effort not to litter and encouraging your loved ones to pick up after themselves too.”
5. Optional: Collect student examples in a central location like the board or a jamboard, then encourage students to commit to doing one idea; either their own, or a peer's.
6. Reflection: Suggested questions:
  - a. How did you feel about this activity?
  - b. What did you find surprising?
  - c. What did you find challenging?
  - d. What is one thing you learned about that you didn't know before?



# Activities

## Rapid Fire Stretches

In this activity, students will participate quick stretches to move mindfully and consider how their body is feeling.

 10 mins.

### 1 Key Takeaways

- Students will move mindfully to take a break and focus on their body
- Teachers will gain a vocabulary of easy, quick stretches to add movement breaks where needed.

### 2 Resources Needed

- [Diagram of stretches](#) (optional)

### Tips & Tricks

- Give students additional time to use their own stretches to target areas of their body they feel need additional time.
- Refer back to these stretches when your class needs a quick movement break.

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

### 3 Instructions

1. Stretch #1: Bound Angle Pose/Butterfly Pose
  - a. From a seated position, bring the soles of your feet together, allowing your knees to fall out to the sides.
  - b. Lengthen your spine by sitting up straight.
  - c. Hold onto the outsides of your feet and press the soles of your feet towards each other.
  - d. Stay for 5 to 10 breaths.
2. Stretch #2: Shoulder/Arm Rotations
  - a. Begin by slowly rolling shoulders in a circular pattern in one direction, and after 5 breaths, reverse the direction for 5 additional breaths.
  - b. Extend arms out and swing arms in circular patterns in one direction for five breaths then reverse.
3. Stretch #3: Side Bends
  - a. Place left hand on left hip, raise right hand in the air, bend to the left. Stay for 5-10 breaths.
  - b. Swap arms, placing the right hand on the right hip and left hand in the air. Bend to the right for 5-10 breaths.
4. *Reflection:* Suggested questions:
  - a. How does your body feel after stretching?
  - b. What did you think about while you were engaged in the stretches?
  - c. What connections do you feel between your mind and body when stretching?





# Activities

## Signature Dish

In this activity, students will explore how signatures can be an opportunity for creative self-expression. This activity also challenges students to think empathetically about how someone else might express themselves.

 30 mins.

### 1 Key Takeaways

- Students will explore signing their name as a chance for self-expression.
- Students will practice empathy.

### 2 Resources Needed

- Writing materials (Notebooks, pencils, pens)
- Poster Board
- Markers
- Pictures of foods (Optional)

### 3 Instructions

1. Introduce the activity to students:
  - a. Many people's signatures are a chance for them to express themselves.
  - b. Today we are going to think about how other people might sign their names and then we can think about how to sign our own.
  - c. We will work together to create a group display of signatures.
2. Ask students to write their name twice at the top of a page. First, in script; then, their signature.
3. Prompt students to share what made their signature different from writing their name in script.
4. Once students are comfortable with how they express themselves in their signature, ask them how foods they like might choose to sign their names, if they could.
  - a. When we sign our own names, this is an opportunity for creativity. Thinking about how someone else might sign their name gives us the chance to practice empathy with others.
  - b. Does the food have a unique shape? (e.g., Macaroni and cheese is very loopy)
  - c. Is there something visually special about the food? (e.g., Watermelon comes in big semicircles)
  - d. Does the food do something special? (e.g., Because bread rises and expands like bubble letters)
5. Allow students to practice signing the names of foods they like, either from their own ideas, a class brainstorm, or by sharing with a partner.
6. Have students practice their signatures. Encourage students to consider ideas they practiced on food signatures.
7. End the activity with every student signing their name and/or a food's signature on the class' poster board.

\* [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!



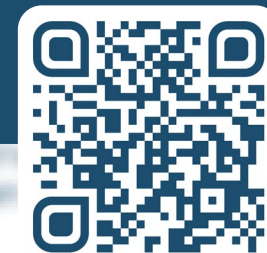


# Challenges

## Make Yourself the Gift

"What if you give as a gift and also use it for your present in the moment, and when you're present in the moment? That's the gift!"

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



When you scan the QR code, you will be taken to the Fuel Up Challenge Center. You will be able to see all the challenges and rewards available. You will also be able to see the progress of your students and track their progress. You will also be able to see the progress of your students and track their progress.

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# Challenges

## Be Your Whole Self in '24

Who will you be on Dec. 31, 2024?

New Year's Resolutions are a great way to start the year off right with goals and aspirations. But what will it take for you to get there? Think about the 'you' that will be reflecting on 2024 when the end of December comes. What do you want to look back on and say you accomplished?

Figuring out who we want to be is just the start: Let's make a plan! They don't need to be big resolutions or plans - they can be small. You would be surprised how much small changes can change you and the world for the better. Answer some or all of the prompts below with your best guess and check on it throughout the year to see how you're doing.

- What is a change you want to make athletically? How will you achieve it?
- What is a change you want to make academically? How will you achieve it?
- What is a change you want to make recreationally? How will you achieve it?
- What is a change you want to make in your daily life? How will you achieve it?
- What is a change you want to make personally? How will you achieve it?







# Challenges

## Breath Journal



Ready to see how you can connect your breath and your day?

This challenge uses a simple breathing technique called box breathing. To do it, take a breath in and slowly count to 4 in your head while you do. Once you've finished, gently hold your breath and slowly count to 4 in your head. Next, breathe out while slowly counting to 4 in your head. Then finally, rest between breaths and count to 4 in your head before starting the cycle over again.

Since box breathing has four equal sides, we can use it for an easy journaling exercise as well! Use the four prompts below to write about your day:

### What is one thing...

- ...you are grateful for today? (*Breathing in*)
- ...you want to remember? (*Holding your breath*)
- ...you did to help others? (*Breathing out*)
- ...you did to rest today? (*Pausing between breaths*)

