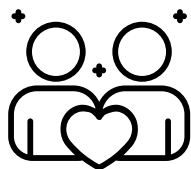


3-6th Grade Stress-Buster | Supportive Relationships



What is a supportive relationships? A supportive relationship having friends and family you can trust and talk to about your worries and when you need help. It's about feeling connected and having people who listen to and support you.

How do supportive relationships enhance my well-being? Supportive relationships help you build confidence, solve problems, and help you feel like you belong. Sharing with others can make tough times easier!

Choose from the following activities (or create your own!):

Activity 1: Friendship Filter

STEP 1: Write down 3 traits that describe a good friend to use as a "filter" to evaluate and strengthen relationships. STEP 2: Answer yes or no the following questions: Thinking about a current friendship, does this person treat me with trait 1? Does this person treat others with Trait 2? Do I feel happy most of the time after spending time with them? STEP 3: If any answer is "no", think of a small, safe thing to do to make the relationship healthier. Talk as a family about how sometimes people are good friends in some ways and can struggle in other ways, and that's when we can use our Friendship Filter to decide what to do next.

Activity 2: "What If..." Role Play

Choose a low-stakes "What if" scenario: What if a friend borrowed my favorite book and spilled water on it? What if I saw 2 friends leaving for the movies and they didn't invite me? What if I was accidentally blamed for something my sibling/friend did? Act out 2 different reactions to the scenario, one showing an emotional/unsupportive reaction and the other showing a calm/supportive response. Reflect on how the different reactions felt in your body and which reaction is better for keeping a supportive relationship. As a family, discuss how we all can practice more supportive responses to each other at home.

Activity 3: Teamwork Tangle

Student and parent/siblings stand in a circle side-by-side, reaching across the circle with their right hand and then their left hand to hold hands with another parent/sibling/friend, creating a human tangle. Without letting go of anyone's hands, work together to untangle the group until you are standing side-by-side again. Talk about what happened during the untangling and what were the most successful strategies. Talk together about how sometimes, relationships feel tangled up, but with good teamwork and communication, you can work through it.

Activity 4: Support Squad

Before the activity, gather some paper and art supplies. In the center of the paper, the student will write their name and draw a mini self portrait. Draw 3 rings around the center, each circle getting larger than the last. In the inner ring, write names and/or draw pictures of people you see every day who help you. In the middle ring, write names and/or draw pictures of people you see often who help you. In the outer ring, write names and/or draw pictures of people who help you feel safe or happy. Color each ring differently and count how many names or drawings are in their Support Squad. Have the student share their creation and emphasize that we are never alone; we have a whole squad ready to help us be resilient!

Activity 5: You vs. "I Statements"

Explain that a You Statement ("You always forget!") makes people feel defensive. "I Statements" ("I feel sad when...") helps people listen. Share 3 common, simple You Statements that a kid might say and work together to rephrase each one as an "I Statement". Use this formula: "I feel [emotion] when [action] because [reason]." For example, instead of "You never pass me the ball!" you could said "I feel frustrated when I don't get a turn to try because I want to practice too." Practice the "I Statements" in a confident, clear, and calm voice. Discuss which statement sounds like someone who wants to fix the problem and which statement keeps friendships supportive.

3-6th Stress-Buster | Balanced Nutrition



What is balanced nutrition? Balanced nutrition is choosing a mix of nutritious foods like fruits, vegetables, protein, and whole grains most of the time. It's understanding that different foods help your body in different ways and trying to fuel our body to best meet our body's needs.

How does balanced nutrition enhance my well-being? Balanced nutrition fuels your brain for learning, provides energy for activities, supports healthy growth, and helps you maintain a good mood.

Choose from the following activities (or create your own!):

Activity 1: Go, Slow, Whoa Foods Sort

Explain that food choices can be grouped by frequency: Go Foods (eat most often) are rich in nutrients; Slow Foods (eat sometimes) have some nutrients but added extras; and Whoa Foods (enjoy least often) are tasty treats best enjoyed in small portions. Together, brainstorm 10 common pantry items and sort them into these 3 categories. Remember that Slow and Whoa foods can be part of a healthy diet, especially when looking for simple swaps, such as air-popped popcorn for chips. Emphasize that food fuels our bodies, and understanding these categories helps us make conscious, balanced fueling decisions. Talk together about if you choose a Slow Food for a snack, what Go Food can you add to that snack to give your body more energy.

Activity 2: 5 Color Plate Challenge

Talk about how challenging ourselves to "eat the rainbow" by including 5 different colors of food at a meal helps ensure we get all the healthy nutrients we need for strong bodies. Together, visualize or sketch a dinner plate that includes foods from at least 5 different colors (like green beans, red peppers, yellow corn, purple grapes, and brown grains). For each colorful item, identify its main food group (fruit, vegetable, protein, grain). Talk together about which color we usually forget to eat during the week and name 1 new food of that color to try this week.

Activity 3: Kitchen Scavenger Hunt

Share that food labels are key to making healthy choices! The 2 numbers that are most important: Fiber, which gives you lasting energy and helps you feel full, and added sugar, which can give a quick burst of energy, but often leads to an energy crash later. Together, pick out 2 packaged foods (like granola bars or cereal) and compare the fiber and added sugar numbers. Find which food offers more stabilizing fiber power and which food has higher added sugar that might cause an energy dip. Discuss what you might do if you read a label of a snack and see that it has little fiber and lots of added sugar, what is something you could add to the snack to give it more lasting power (like a handful of nuts or a piece of fruit).

Activity 4: Tummy Talk

Explain that our body communicates when it is hungry and when it is full. We can tune into this communication using a simple Tummy Talk scale of 1-5, where 1 is "Starving," 3 is "Just Right/Comfortably Satisfied," and 5 is "Stuffed/Too Full." For your next few meals, take a moment before the meal, halfway through, and at the end to assign yourself a number on the scale. The simple act of slowing down to listen to your body—practicing "curiosity over judgment"—helps prevent overeating or under-eating and reinforces the idea that it's perfectly okay to save food for later when you reach a comfortable satisfaction level. Discuss ways to practice this.

Activity 5: Food Experience Inventory

Remind the child that food is meant to be enjoyed with all 5 senses, and mindful eating helps us connect with our food with gratitude and curiosity. Select a small piece of food the child likes (a raisin, a cracker, or a small piece of fruit). Instead of eating it immediately, tell them to take a minute to explore the food with curiosity: look at its color and texture, feel it in your hand, and smell it up close. When you finally take a tiny bite, focus on the flavor and sensations before chewing. The reflection should center on noticing the experience and acknowledging the resources (nature, farmers, grocers) required for that bite to reach you. This simple act turns a routine into a focused moment of self-care and gratitude. Take turns and describe what you notice, and discuss what you noticed that you usually don't.

3-6th Grade Stress-Buster | Quality Sleep



What is quality sleep? Quality sleep is making sure you get the right amount of sleep each night. This helps your brain work well, improves your mood, and keeps you healthy and growing.

How does quality sleep enhance my well-being? Quality sleep improves concentration, memory, problem-solving skills, and physical health. Being well-rested helps manage big feelings!

Choose from the following activities (or create your own!):

Activity 1: Sleep Scientist

On a piece of paper, help the child draw a 3 column chart, labeling each: Sleep Duration (Hours), Morning Mood Rating (1 Grumpy/Tired - 5 Happy/Ready), and Afternoon Energy Level (1-5). For a week, have your student be a Sleep Scientist to test the connection between good sleep and balanced brains. After a week, create a bar graph to chart the results and talk together about: Do your highest mood/energy days match your longest sleep hours? Come up with 1 sleep habit to increase their score for the remainder of the month.

Activity 2: Feelings Forecast

Search YouTube for a read aloud of "The Sleepy Little Alphabet" by Judy Sierra or click [here](#). Fold a sheet of paper in half then in half again the other direction to create four squares. In the first 3 squares, have the child draw a picture of something they do to get ready for bed. In the last square have the child draw a picture of themselves in their room going to sleep. Talk together about 1 thing you will try this week during your bedtime routines to help you get more quality sleep.

Activity 3: Time Detective

Explain that the circadian rhythm is the body's internal clock that loves routine. Sleeping in late on the weekend is like giving your clock "jetlag." For 3 days, have your student track their weekday wake time and weekend wake time. Then, have them calculate the difference. Explain that a healthy shift is less than 60-90 minutes. Together, analyze your student's sleep score and think of a plan to adjust their weekend wake time to be closer to their weekly wake time. Discuss any other routines or rhythms that you noticed that could be adjusted to enhance well-being.

Activity 4: Worry Box Workout

Prior to the activity, find an old shoe box or shipping box with a lid. Cut up a few strips of paper and place it in a communal spot in the home. Explain that our brains sometimes like to dump all its worries when we are trying to fall asleep. Have them create a Worry Box, including a slot to drop in the worries and a promise to leave the worries there until worry time comes back up the next day (if at all). Challenge your student to commit to writing some worries, thoughts, or anything else that might be on their mind at bedtime for the next few days (or a full week) on the strips of paper before dropping it into the Worry Box. After a few days of trying it out, talk together about it felt and decide what to do with the old worries in the box.

Activity 5: Calm Zone Menu

Talk together about the difference between stimulating activities (like looking at screens, gaming, exercise) and soothing activities (like reading, drawing, or listening to music). Healthy bedtime routines include lots of soothing activities. On a piece of paper, create a Calm Zone Menu that includes 5 minute appetizers (like deep breathing or bedtime yoga), 10-15 minute Main Courses (like reading a book or drawing a picture), and 5 minute desserts (like a parent chat or hug). Remind them that all of these options can help us make a healthy choice of activities to replace stimulating ones before bed.

3-6th Grade Stress-Buster | Mindfulness Practices



What is mindfulness practice? Mindfulness practice is learning to focus your attention on the present moment without getting carried away by worries about the past or future. It's about being aware of your thoughts and feelings without judging them.

How do mindfulness practices enhance my well-being? Mindfulness practices can help you reduce feelings of stress and worry, improve your ability to concentrate, and increase your self-awareness and understanding of your emotions.

Choose from the following activities (or create your own!):

Activity 1: 5 Senses Grounding

Together with the child, sit down and take 3 deep breaths. Feel your feet or body touching the ground. Begin by looking around and truly observing 5 different things (paying attention to their color or shape). Touch and notice 4 different textures or sensations (like clothing or the air). Listen closely for 3 different sounds (like breathing or distant noises). Slowly sniff and try to identify 2 smells nearby, or imagine your favorites. Notice the current tastes or sensations in your mouth (like water or dryness). Take another deep breath and notice how you feel now. Ask the child which of their 5 senses felt the most helpful for slowing their thoughts from being too busy.

Activity 2: Mind Jar for Calm

Before the activity, gather a glass jar with a lid, clear glue (like Elmers), and glitter. Fill the jar mostly with water and add a generous amount of glue and a few spoonfuls of glitter. Seal the lid tightly. Have the child shake the jar hard. The wild, swirling glitter represents our thoughts when we are angry, stressed, or frustrated. Set the jar down and, without touching it, watch the glitter. Notice how the glitter slowly settles to the bottom. This is what happens when we pause—our thoughts settle, and we can see clearly again. Shake the jar again. As you watch the glitter settle this time, take 5 deep, slow breaths. Notice if your body feels calmer as the jar becomes clear. Discuss together where to keep the "Mind Jar" so you can use it whenever you need a mindful moment.

Activity 3: Body Scan & Energy Check

Mindfulness means not worrying about the future or dwelling on the past. It is the practice of asking ourselves how we are feeling right now, with curiosity instead of judgement. Lie down or sit comfortably and close your eyes. Take a long, slow breath in and let it out with a big sigh. Bring your attention to your toes. Are they curled? Warm? Wiggly? Ask them what they are feeling. Notice your calves and thighs. Are they heavy or light? Do you feel any tightness? Notice your belly rising and falling with your breath. Notice your heartbeat. Pay attention to your fingers. Are they resting? Notice your shoulders. If they feel close to your ears, gently drop them down toward the floor. Focus on your jaw. If it's clenched, loosen it by keeping your lips sealed but opening your mouth slightly so your teeth aren't touching and your tongue floats in the middle. Try to make your face feel soft and relaxed. Take a few more deep breaths. Ask the child to rate their energy on a scale from 1 (sleepy) to 5 (ready to move). Talk together about what to do next to give our bodies what it needs now (like rest or movement).

Activity 4: Sound Hunt

Find a comfortable seat, set a 5-minute timer, and together with the child close your eyes. Our only job is to listen. Try to identify and count 5 different sounds coming from outside the room (like cars or birds). If a sound is distracting, just notice it, and then go back to listening. Do not label the sounds as good or bad. Now, listen only for sounds inside your body or the immediate space around you (like your breath or the hum of a fan). When the 5 minutes are up, open your eyes. Discuss together which sounds were easy to find and what it was like to pay attention to sounds for that long.

Activity 5: Gratitude Photo Challenge

Walk around your house or neighborhood and look for 5 things you are grateful for: 1 thing that makes you feel safe (like your bed or a favorite blanket), 1 thing that brings you joy (like a pet or book), 1 thing that shows someone cares about you (like clean laundry or a nice note), 1 thing from nature (like sunshine or a plant) and 1 thing that helps you learn (like a computer or your backpack). Write down, draw, or take a photo of each item and talk together about why you are grateful for that thing. How does intentional gratitude support your well-being?

3-6th Grade Stress-Buster | Physical Activity



What is physical activity? Physical activity is being active every day through sports, playing outside, or doing activities you enjoy. It helps your body stay healthy and strong.

How does physical activity enhance my well-being? Physical activity improves physical fitness, strengthens bones and muscles, helps manage weight, boosts mood, and improves focus in school.

Choose from the following activities (or create your own!):

Activity 1: Animal Movement Circuit

Together with the child, brainstorm some movements that mimic animals, such as Bear Crawls (moving on all 4s without letting knees touch the ground), Frog Jumps (deep squats and big jumps forward), Crab Walks (sitting with hands and feet flat on the floor, lifting the torso, and "walking" backward or sideways). Challenge yourselves to travel a certain distance across the room using *only* these movements. Consider racing each other or racing siblings/friends using these movements.

Activity 2: Mindful Movement

Together, start by standing tall, inhaling deeply, imagining a balloon filling your belly. Exhale slowly with a soft "hmmm" sound as the balloon deflates. Repeat 5 times. Spend 1 minute on each of the following movements: 1) Stand on 1 leg or sit and lift 1 foot and try to find the smallest, steadiest spot in your balance. 2) Stand with feet shoulder-width apart and gently squeeze your tummy muscles for 30 seconds. Then, march in place while doing this. 3) Stand and gently rock heel-to-toe. Then, press your feet firmly into the floor, imagining roots growing from your feet like a tree. Move your arms while keeping your feet rooted. 4) Sit in an "invisible chair" or squat for 1 minute. Notice your breath and your muscles tightening. 5) Gently roll your shoulders and stretch your neck. Talk together about which movement was your favorite and why.

Activity 3: Bodyweight Crazy 8s Circuit

Together with the child do 4 exercises, 8 times each, for a total of 3 rounds, while resting for 30 seconds between the rounds. Consider using the following 4 moves or modify according to needs: 1) Jumping Jacks (8 reps) 2) For 8 seconds, shake your whole body as silly as you can, shaking out your arms, legs, and even your face. 3) Sit your hips back like you are sitting in a chair 8 times. Alternatively, try an 8 second wall sit. 4) Run or march in place, lifting your knees as high as is comfortable 8 times per leg. Or focus on raising the knee only slightly or gently tap your knees with your hands. For the circuit: Round 1: Jumping Jacks (8) - Silly Shakes (8 seconds) - Squats (8) - High Knees (16) - 30 Second rest. Round 2: Repeat the 4 moves. Rest for 30 seconds. Round 3: Repeat the 4 moves. Cool down for 2 minutes with slow stretches and deep breathing. Discuss together what that experience was like for your body and mind.

Activity 4: Found Objects Obstacle Course

Before the activity, gather 4-6 household items (like a pillow or laundry basket). Lay out your items in a line or a circle and assign a movement challenge to each item. For example: hop over a pillow, crawl under a towel, walk around a laundry basket. Try your movements in 3 rounds: Round 1) Complete your course, focusing on safe, thoughtful movement in slow motion. Round 2) Go through the course using an animal walk (like crab walk or bunny hop) for the entire thing. Round 3) Go through the course as fast as you safely can, 2 times. Put away the items while talking to your family member about how your body feels now compared to before the challenge.

Activity 5: Build Your Own Ball & Game

Before the activity, find a pair of old socks or 3-4 sheets of scrap paper and tape. Use these materials to create a soft "ball" by rolling up socks or wadding up and taping together scrap paper. Create a game using your homemade ball! This could be a toss-type game or a challenge with siblings or parents. Finally, toss the ball up, but before catching it, tap a specific body part like an elbow or head. Try 5 different body parts. Try this with a sibling, friend, or family member and talk together about which toss was easiest, which was hardest, and how you adjusted your movements to be successful.