

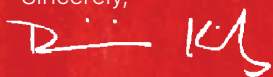
Dear Educator,
Springtime means new beginnings—and new opportunities to help students make healthy choices for the mind, body, and spirit! And this spring, it's more important than ever to help students stay strong so they can conquer these challenging times. That's why got milk? has teamed up with the curriculum specialists at Young Minds Inspired to create these fun classroom activities inspired by imaginary kid heroes who have stayed strong, triumphed, and tamed legendary creatures.

The *Stay Strong* program for grades K–2 and 3–5 helps students build resilience for good times and bad by fostering social-emotional learning, while reinforcing skills in English language arts and health. Each activity can be administered remotely, in person, or in a blended learning setting, and the poster can be displayed and shared in the classroom or online.

As a bonus, visit ymiclassroom.com/stay-strong for two additional activities and a family letter to help extend the learning to the home.

We hope your students and their families enjoy the *Stay Strong* program—and please share this kit with other teachers at your school! Let us know your thoughts about the program by visiting ymiclassroom.com/feedback-stay-strong. We look forward to your comments and suggestions.

Sincerely,



Dr. Dominic Kinsley
Editor in Chief
Young Minds Inspired



For questions, contact us toll-free at 1-800-859-8005 or by email at feedback@ymiclassroom.com.

STAY STRONG!

TARGET AUDIENCE

Students in grades K–2 and 3–5

PROGRAM OBJECTIVES

- Promote social-emotional learning competencies
- Provide practice with English language arts
- Explore and emphasize the important connection between mind, body, and spirit
- Help students develop health-promoting behaviors

PROGRAM COMPONENTS

- This poster guide, which includes:
 - a classroom poster
 - a two-page teacher guide
 - two reproducible activity sheets for grades K–2
 - two reproducible activity sheets for grades 3–5
- a sheet of 30 stickers
- a reply card

Visit ymiclassroom.com/stay-strong to download:

- digital versions of the poster guide components
- additional student activities
- a reproducible letter to share with parents/caregivers
- coloring sheets
- a standards alignment chart

HOW TO USE THIS PROGRAM

Photocopy the activity sheets and teacher pages before displaying the poster in your classroom, or use the downloadable program components to share the activity sheets with students through your school's remote-learning platform, on your classroom web page, or by email. Distribute the stickers after students complete the activities; families can also print out stickers on label stock at home. Refer to the chart at ymiclassroom.com/stay-strong for standards alignment.

INSTRUCTIONS AND TIPS FOR IMPLEMENTING THE ACTIVITIES

Grades K–2

Activity 1: BUILD YOUR BRAIN

To start this lesson, have students review the poster and describe what they see. The image features a kid superhero wearing a face covering and riding a T-Rex who is skateboarding and playing a guitar. Ask students what they think the messages on the poster mean, including "stay strong." How is the child staying strong? (By drinking milk and having fun with his friend.)

Next, ask students what they enjoy doing to stay healthy, happy, and strong. Explain that keeping our minds active with things like schoolwork helps keep us strong. Then explain that there are other ways to help keep our brains active and balanced, including physical activities, sports, family game nights, reading books, etc. Ask students for examples of things they do to keep their minds healthy.



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Distribute the activity sheet and read it aloud with students. Then have students imagine that this is their brain and draw pictures of things that help keep their brain happy and strong. Afterward, encourage students to share and explain their pictures.

Activity 2: **GET MOVING AND GROOVING**

To kick off this activity, lead students in a short, simple movement or dance exercise (e.g., clapping while wiggling your hips, snapping your fingers while bouncing, etc.). Consider doing this while listening to a fun song together. Then ask students to describe how dancing made them feel. Explain that sometimes moving your body—especially while listening to music—can help power up your brain and make you feel happy.

Distribute the activity sheet and read through it with students. Have them write the name of a favorite song on the sheet. You might also brainstorm songs together or have students work with their parents/caregivers at home to brainstorm a family favorite and listen to it together. You can also do this as a class activity and select songs for the group.

Next, read the list of words on the activity sheet. Ask students to circle the words that describe how they feel when listening to music and dancing, and write any other feelings they have.

To complete the activity, have students create a single dance move to accompany their song (or a group song) and teach it to their classmates. You may wish to have one or two students show off their move each day during scheduled “dance breaks.” Ask students to suggest songs they play at home that they like to dance to, or play other popular songs during free time in your classroom.

Grades 3-5

Activity 1: **SOLVE IT!**

To get started, ask students what people mean when they talk about mind, body, and spirit. Why is it important to strengthen all these things, especially when the going gets tough? How does a healthy mind, body, and spirit help a person meet challenges and succeed? Ask students what sorts of things they do to keep their mind, body, and spirit strong, such as eating healthy food, getting enough sleep, having virtual play dates with friends, and learning new things at school.

Then invite students to talk about activities they enjoy that challenge their brains. Maybe it's puzzles or reading. Have them discuss how this makes them feel, what is most challenging, and how they feel once they solve something particularly difficult, complete a book, etc.

Distribute the activity sheet and read the instructions aloud with students. In Part 1, have students take turns reading the clues. Encourage them to use deductive reasoning to determine which child is engaging in which activity.

In Part 2, have students work independently or with a partner to create their own puzzles to challenge their classmates. Then have them exchange puzzles.

Answers: Part 1: Molly, dancing; Michael, riding a bike; Maya, doing a puzzle; Miles, writing a story. Part 2: Answers will vary.

Activity 2: **A SUPERHERO'S STORY**

Display or share the poster and initiate a class discussion about the kid superhero pictured. Ask students what stands out in the picture, what inspires them, and how they would want that superhero to help them in their own lives.

Next, distribute the activity sheet and have students work individually or with a partner to create and illustrate a story about the superhero and the T-Rex based on the story ideas provided or one of your choice. Have students use the prompts in Part 2 to plan their stories. Encourage them to bring their stories to life by describing how the superhero uses grit, strength, and resilience to conquer the challenge. Afterward, have students share their stories.

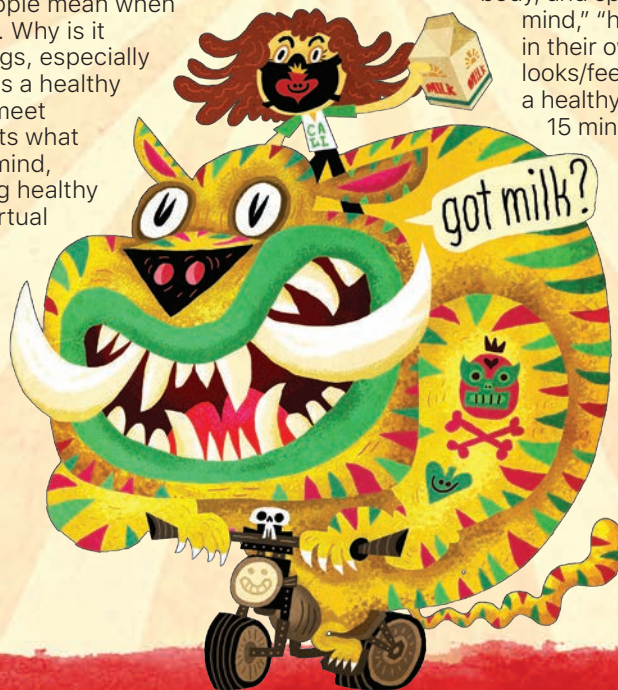
Provide copies of the coloring sheets at [ymiclassroom.com/stay-strong](https://www.ymiclassroom.com/stay-strong) for students to color and use as inspiration for their stories.

EXTENSION ACTIVITIES

- Write the following sentence-starter on the board: “I stay strong by...” Have students complete the sentence in writing, and then ask for volunteers to share their responses. Encourage students to be upbeat and playful!
- Have a class discussion about the connection between mind, body, and spirit. Ask students to define “healthy mind,” “healthy body,” and “healthy spirit” in their own terms to identify what each one looks/feels like. For example, maybe having a healthy mind means reading a book for 15 minutes each night. Maybe having a healthy body means being able to jump rope for two minutes before snack time. Maybe having a healthy spirit means playing with the cat every day.

RESOURCES

- got milk?: [gotmilk.com](https://www.gotmilk.com)
- YMI Stay Strong microsite: [ymiclassroom.com/stay-strong](https://www.ymiclassroom.com/stay-strong)



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**VISIT [YMICLASSROOM.COM/STAY-STRONG](https://www.ymiclassroom.com/stay-strong)
FOR ADDITIONAL RESOURCES!**

SOLVE IT!

Keep your mind busy with logic puzzles!

PART 1

Meet the Mindbender kids! Molly Mindbender  is four. Her brother Michael  is six. Maya Mindbender  is eight, and Miles  is 10.

Can you figure out what each child is doing to support their mind based on the clues? Place a checkmark in the correct box to show the activity each child is doing.

CLUES

1. The oldest child doesn't like to dance.
2. A child with a five-letter name wears special clothes for this activity.
3. This boy asks his older sister to help him fix his helmet as he gets ready for his activity.
4. This sister can only do her activity on a table or flat surface.

	Doing a puzzle	Riding a bike	Dancing	Writing a story
Molly, 4				
Michael, 6				
Maya, 8				
Miles, 10				

PART 2

Now, create your own puzzle like the one above! Come up with four people, four activities, and four clues. Then challenge your classmates to complete the chart based on clues you provide.

MY CLUES

1. _____
2. _____
3. _____
4. _____

Name	Activity:	Activity:	Activity:	Activity:
	_____	_____	_____	_____



A SUPERHERO'S STORY

Look at the poster and think about what you see.
Then write and illustrate a story about the characters!

PART 1

Choose a prompt below or one your teacher provides.
Think about how the kid superhero will use grit, strength, and resilience to save the day! Put a check mark by the story prompt that you will write about.

STORY PROMPTS

- ☐ 1. The kid superhero tames the T-Rex, then the T-Rex learns to skateboard and play the guitar. *How does this happen?*
- ☐ 2. The kid superhero and the T-Rex create a Zoom show to inspire kids. *What is the show? What happens?*
- ☐ 3. The kid superhero and T-Rex use their skills to find T-Rex's guitar when it mysteriously goes missing. *What happens?*
- ☐ 4. The T-Rex teaches the kid superhero something that helps the kid save the day. *What does the kid superhero learn and how does he save the day?*



PART 2

Before you write your story, plan it! Use these questions to help you.
Write your answers on a separate sheet.

1. Who are the characters in your story?
2. Where and when does your story take place? There may be more than one setting.
3. What challenge do your characters face? Or what problem do they have to solve?
4. How do they conquer their challenge or solve the problem?
5. How does your story end?

PART 3

Now you're ready to conquer the challenge!
Write and illustrate your story on a separate sheet.
Be sure to use your imagination and creativity!



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CALI
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MILK

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PUNKASORUS!
RULES

AMOR

PAZ

STAY
STRONG!

BE A SUPERHERO! POWER UP YOUR BODY, MIND, AND SPIRIT TO STAY STRONG!

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**STAY
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