LESSON PLAN A

What is Wellness?

Time Frame: Three 40-minute sessions

Learning Objectives:

- Define the term "wellness."
- Explain how emotional, mental, physical and social health are all important components that complement and connect to one another.
- Understand that wellness is interconnected.
- Demonstrate how to get healthy and stay healthy using multiple strategies.
- Reflect on healthy behaviors and practices to avoid and reduce health risks.

Materials for Lesson Plan:

- "What is Wellness?" PowerPoint deck and script
- Computer with Internet access and projector
- Copies of "Decorate Your Wheel of Wellness" worksheet
- Copies of "Categorize & Connect" worksheet
- Plain white paper
- Scissors
- Glue sticks and tape
- Pencils, erasers, rulers
- Colored pencils or markers
- Black markers
- Post-It notes or scrap paper
- Yarn (2 balls)

PPT Slide Examples

Overview:

This unit introduces the concept of holistic health (focusing on the "whole child"). Students learn a broader definition of "wellness" and how the different components — physical, social, and mental/emotional — interconnect and make up the whole. This aligns with the approach outlined in: *CDC Healthy Schools and Whole School, Whole Community, Whole Child (WSCC)*.

Part A. Make-Your-Own Wheel of Wellness

Time Frame: 40 minutes

[Download the "What is Wellness?" PowerPoint deck and script. Discussion points and activity instructions are included in these downloads.]

Materials for Lesson Plan:

- "What is Wellness?" PowerPoint deck and script
- Copies of "Decorate Your Wheel of Wellness" worksheet
- Plain white paper
- Scissors
- Glue sticks and tape
- Pencils, erasers, rulers
- Colored pencils or markers
- Black markers

Essential Question: What is wellness?:

This lesson describes the concept of wellness, the different components of wellness, and how they all work together. The overall message is that "Every part counts!"

Students are introduced to the Wheel of Wellness, which is a graphic representation of this concept, and each of its component parts. Then they draw their own Wheel of Wellness, following the instructions in the PowerPoint deck and script. The teacher models how to fold the paper and divide the circle into three equal parts (instructions included). Then the students draw the outlines, label the parts, and customize their Wheels with hand-drawn illustrations and/or cut-outs from the Icons, Words & Pictures worksheet. This activity reinforces the key concepts and invites students to interpret them in ways most relevant to their own lives.

Part B. Categorize & Connect

Time Frame: 15 minutes

Materials for Lesson Plan:

- Copies of Categorize & Connect worksheet
- Pencils, erasers, rulers

[Distribute copies of the Categorize & Connect worksheet. Grade 3 teachers may want to read through each example and complete this as a group activity. Grade 4-5 teachers may want to lead the group through the first few examples and then let students complete the worksheet on their own.]

Essential Question: What is wellness?:

This interactive lesson revolves around the Categorize & Connect worksheet, which can be completed as a group and used as a springboard for conversation. The worksheet focuses on how the different parts of wellness interconnect

and impact one another. It reinforces concepts learned in the Wheel of Wellness activity and encourages critical thinking.

Wheel of Wellness

Talking Points:
We've talked a lot about the three different parts of wellness. Today we're going to talk about how they're all connected.

Here are the instructions:
- Read each example in the list of activities on this worksheet.
- Decide which wellness category it belongs to: Physical (P), Social (S), or Mental & Emotional (M&E) health.
- Put a check in the correct column next to each example. Then draw a line to connect the example to the category you chose.
- Then ask yourself, Could it fit in more than one category? If so, then add another X and draw another line.

Here's an example to get us thinking: Walking your dog is physical but it can also be social if you do it with a friend or speak with neighbors you meet along the way. It can also fit into mental & emotional when you walk to boost your mood or to clear your head after doing homework in a difficult subject.

Let's do the first one or two together. The example is "playing tag." Where does that activity belong? Physical? Yes. It involves running around, which is good for your physical health. Where else? It can also go in social, since you play tag with other people. It's a way to learn cooperation and, maybe more important, to have fun!

[Let students complete more examples on their own. Then ask for volunteers to tell the class which ones they put where. For each answer, ask for a show of hands to see how many people did the same.]

How many chose the same activity but placed it in a different category? Are both correct? Can you explain why you put them where you did?

- **Physical?** Yes, can you come up and tape your square in that section?
  Is that the only category it belongs in? Or could sports go somewhere else as well?

Part C. Spin a Wellness Web

Time Frame: 25 minutes

Materials for Activity:

- Yarn (2 balls)
- Scissors
- Post-It notes or paper and tape
- Black marker

Essential Question: How is wellness interconnected?
Here's a different way to visualize how the different parts of wellness connect. In a small group, students toss yarn

back and forth to connect different categories. With each toss, they're asked to articulate how one part affects the other(s). Then, in the large group, the rules are relaxed, and they simply toss the yarn ball from group to group to spin a web. This is the "social" part and should be fun!

Instructions:
[Write on the board: "Wellness Is Interconnected!" Then give instructions based on the following talking points.]

Today we're going to divide the class into three groups to represent the three parts of wellness: the P group for Physical, the S group for Social, and the M&E group for Mental and Emotional. [Divide the class into groups.]

Start by making a label with your group's letter to wear on your shirt. Use a Post-It note or a scrap of recycled paper, draw the letter with a marker, and then tape it onto your shirt to make sure it doesn't fall off.

First, I'll need some volunteers, one from each wellness category, to come to the front of the class to help with a demonstration. In this activity, you're going to toss the yarn ball from person to person to spin a web. We'll start with some small group webs and then do a big web with the whole class. Here are the instructions:

Part 1. Mini-Web Activity and Demonstration
(Includes Example #1: Being active for 60 minutes a day)

1. When you catch the yarn ball, unwind a bit of yarn on the end [like this much] and wrap it around your finger loosely, like this [demonstrate].
2. Then, using your other hand, toss the yarn ball to the next person I call out.
3. That person wraps some yarn around their finger, then throws it to the next person.
4. I'm going to name an activity, and then you're going to tell me which category you think it belongs in. Think: Where would you place it on your Wheel of Wellness?
5. Here's example #1: Being physically active for 60 minutes a day. Where does this example belong?
6. Answer: Physical? Yes, it could go in the Physical Health category. Regular physical activity has a positive effect on our physical health. So, I'll throw it to "P."
   [Throw yarn ball to P student.]
7. Where else could it go? Let me read this to give us a clue: Vigorous physical activity is good for your muscles, your bones and your heart and lungs. Also, kids who are physically active at least 60 minutes each day sleep better. More sleep means they're more alert and do better in school. They're also better able to handle stress and emotional challenges — like studying for a test.
8. Answer: The Mental & Emotional Health category? Yes!
   [Instruct P student to throw yarn ball to M&E student.] Explain: Regular physical activity has a positive effect on our mental & emotional health. It helps relieve stress, it burns energy, and clears your head. It also gives you a boost of energy to improve your mood. Where else could the yarn go?
9. Answer: Social? Yes, if you spend that time playing with others, it's a social activity. [Instruct M&E student to throw yarn ball to S student.] Explain: What are some examples? Playing tag or running around on the playground, going to a gymnastics class, swim lesson or sports practice — those are all social activities. Learning teamwork, cooperation, playing with friends and having fun all have a positive effect on our social health.

[Based on time and student interest level, you may ask for two more groups of volunteers to demonstrate the next two examples. Or, move on to the whole-class web activity.]

Example #2: Drinking enough water every day. Where does this example belong?
Tell me where to throw the yarn first! [Let the kids lead the way.]

Explain: Drinking water is very important for your physical health. Every cell in your body depends on it. When you don't drink enough, your get tired and have a hard time concentrating at school. You run out of energy and lose steam at recess. You might get cranky and not want to play with other kids.

Example #3: Getting too much screen time. Where does this example belong? Why?
Explain: Too much screen time cuts into your available time for other things – like physical activity, sleep, homework, reading, and social time with friends. It also strains your eyes and can cause repetitive stress injuries in your hands and wrists over time. Doctors recommend that students spend no more than 2 hours per day using electronic devices. Homework and computer use at school does not count.

Part 2. Big Web (Whole-Class) Activity

Instructions:
[Find a space large enough for your whole class to form a circle. Instruct students to imagine they're forming the edge of their Wheel of Wellness. They should line up with their section of the Wheel and make a wide circle.]

1. Now it's time to spin a big web to see how we're all connected. Here's how we play:
2. We're going to toss the yarn ball from group to group, one person at a time. When you catch the yarn ball, you're going to wrap a bit of the yarn around your finger loosely, like you saw in the demonstration, and then, using your other hand, toss it to someone in a different group. That person wraps some yarn around their finger, then throws it to someone in another group. And so on.
3. There are three main rules:
   a. Each person gets to throw and catch the ball just once in the first round. If they drop it they can try again, as many times as they need to.
   b. The person closest to the ball should catch it. Don't lunge and don't worry, everyone will get a turn!
   c. Your group cannot throw to the same group twice in a row.
4. Let's start with the Physical team. I'll start by throwing the ball of yarn. Throw the ball to the M&E team. Now throw to the Social team. Let's go around and around, weaving a web until each person has had one turn. [Do another round, time permitting, using the same rules so everyone gets a turn.]
5. You should end up with something that looks like a spider web, with each person holding two strands of yarn. This is your Wellness Web!
6. Keep holding your strands of yarn and stay still. Now ask one group to take one step forward or one step back from the circle. Does that slack? Does it add tension? What if someone drops the yarn, or someone else tugs at the yarn. What happens then? Observe and discuss with the team. Then untangle and relax!

Standards Alignment | Students Will:
National Health Education Standards
Standard 1. Comprehend concepts related to health promotion and disease prevention to enhance health.
Standard 5. Demonstrate the ability to use decision-making skills to enhance health.
Standard 7. Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

SHAPE America, National Physical Education Standards
Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.
Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Common Core Standards

English Language Arts > Speaking and Listening
CCSS.ELA-Literacy.SL.4.1 - Comprehension and collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners building on others' ideas and expressing their own clearly.
CCSS.ELA-Literacy.SL.4.1.c - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
CCSS.ELA-Literacy.SL.4.1.d - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

English Language Arts > Reading > Informational Text
CCSS.ELA-Literacy.RI.5.3 - Explain the relationships or interactions between two or more concepts in a scientific text based on specific information in the text.

Math > Geometry
CCSS.Math.Content.3.G.A.2 - Reason with shapes and their attributes: Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.

Worksheets & Downloads:

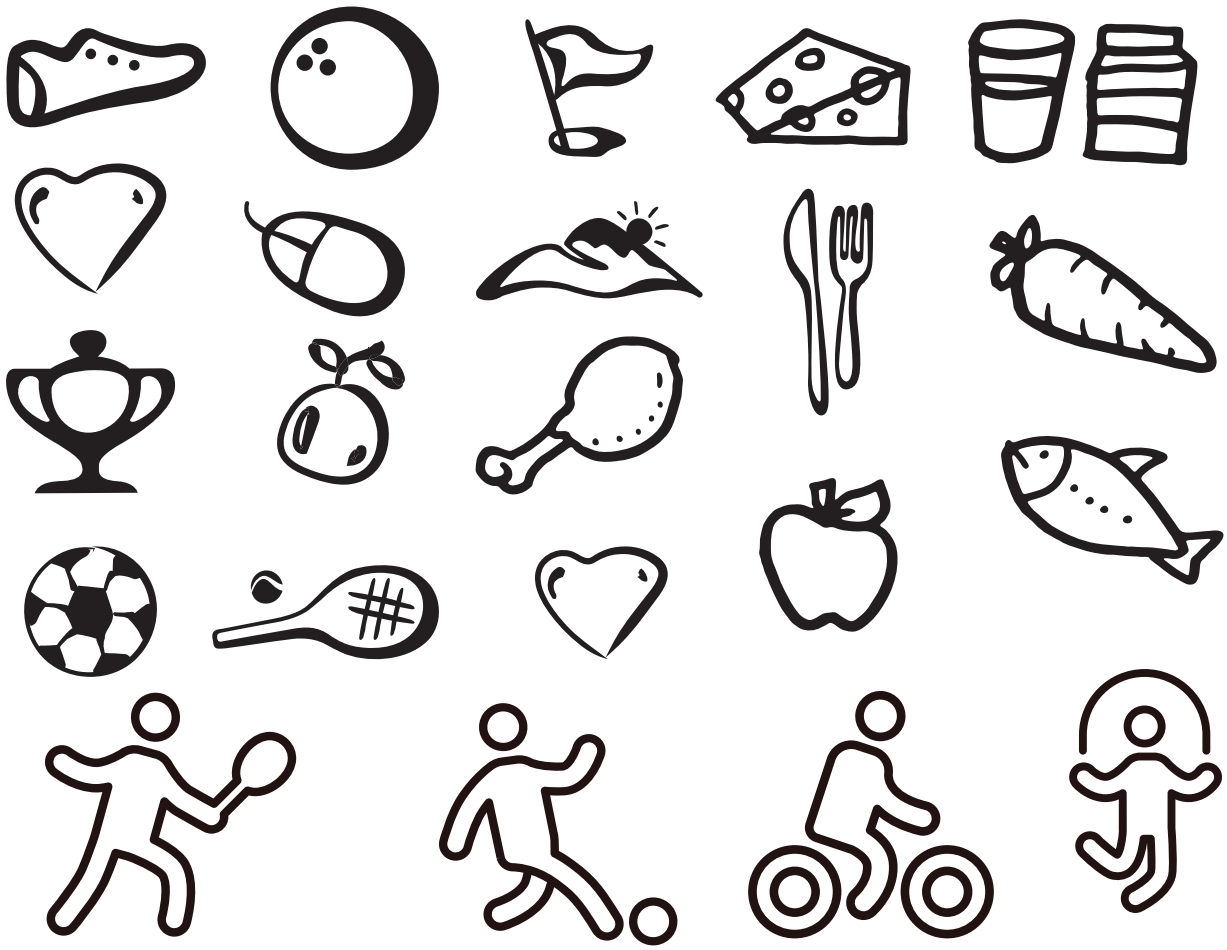
"What Is Wellness?"

Let's break it down.

- **Physical Health**
  having a healthy diet, active lifestyle
- **Social Health**
  getting along well with others–
  in person & online
- **Mental & Emotional Health**
  thinking clearly, coping with
  stress & feelings

EVERYDAY LEARNING / Grades 3–5

Decorate Your Wheel of Wellness



Cook
Read
HIKE
Doodle
RUN
Sing
music
PLAY
ARTS & CRAFTS
SHARE
Draw
laugh
play tag
WALK
Dance
SHOOT HOOPS
Play An Instrument

PowerPoint Deck: Grades 3–5 / EVERYDAY LEARNING / Unit 1, Lesson Plan A

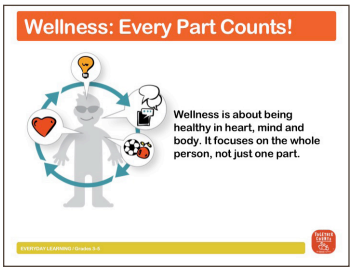
SCRIPT FOR TEACHERS

Note: Text on PowerPoint slides is in roman; script text for teachers is in italics.

Slide 1: What is Wellness?
Discussion: What does "wellness" mean? [ask students for definitions]

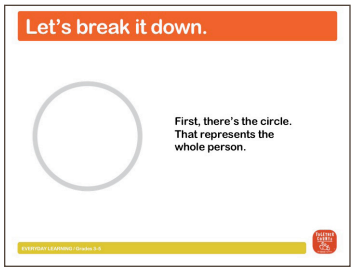
Talking Points:
What is wellness? It means feeling well, being healthy in body and mind.

- *Wellness means more than "not being sick."*
- *What does it mean to be healthy? [Answers might be "to eat healthy food" …]*
- *Being healthy is about more than just the physical body. It's about the whole person: Your mind, your feelings, your whole person. It's about all parts of wellness, and every part counts!*

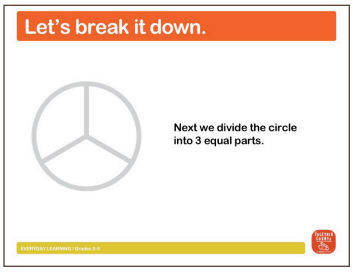


Slide 2: Wellness: Every Part Counts!
Wellness is about being healthy in heart, mind and body. It focuses on the whole person, not just one part.

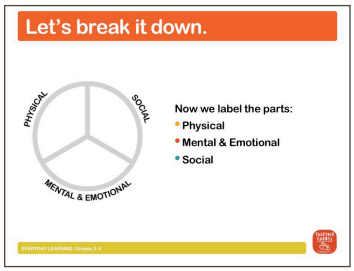
Let's look at the different parts. There's our physical health, which is about taking care of our bodies. There's our mental and emotional health, which is about paying attention to our thoughts and feelings. And then there's our social health, which is about friendships and how we interact with other people.



Slide 3: Let's break it down.
First, there's the circle. That represents the whole person.



Slide 4: Let's break it down.
Next, we divide the circle into 3 equal parts.



Slide 5: Let's break it down.
Now we label the parts: Physical, Mental & Emotional, and Social.

Slide 6: Every part counts!
Here's how the all parts form the whole.

Slide 7: Every part counts!
Physical Health

- having a healthy diet, active lifestyle

Social Health

- getting along well with others–in person & online

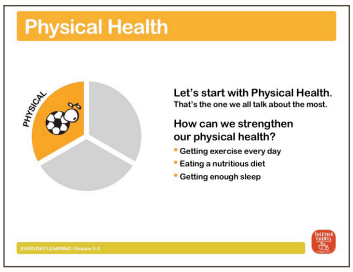
Mental & Emotional Health

- thinking clearly, coping with stress & feelings

So these are the three kinds of health that we all need to think about — children and adults alike.

Q: Here's a question: Which part of the circle is the most important?
A: They're ALL important. That's why they're 3 equal sizes. When it comes to health and wellness, every part counts!

Slide 8: Physical Health



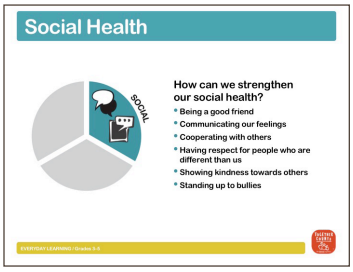
Let's start with Physical Health. That's the one we all talk about the most. How can we strengthen our physical health?

- Getting exercise every day
- Eating a nutritious diet
- Getting enough sleep

What are some other examples? Washing your hands before you eat and after using the bathroom, going to the doctor and dentist for regular checkups… wearing a seatbelt every time you're in a car and a bike helmet every time you ride a bike, brushing your teeth every morning and every night… What are some choices we can make to support our physical health?

- *Not smoking or vaping*
- *Not trying alcohol or drugs*

Slide 9: Social Health



How can we strengthen our social health?

- Being a good friend
- Communicating our feelings
- Cooperating with others
- Having respect for people who are different than us
- Showing kindness toward others
- Standing up to bullies

Positive social skills help you get along well with others. Being helpful and kind to others makes them feel good — and makes you feel good, too. Being a good teammate makes schoolwork, sports, recess and all activities more fun.

Slide 10: Mental & Emotional Health

How can we strengthen our mental and emotional health?

- Talking about our feelings and learning how to manage them
- Learning skills to cope with stress and challenges
- Reaching out for help from a trusted adult when we need it
- Being physically active, eating a balanced diet, and getting enough sleep
- Doing activities we enjoy with other people

What about mental and emotional health? This is the part we talk about the least! But keeping your mind and emotions in good shape is just as important as keeping your body in good shape!

Good mental health means learning healthy social skills and how to cope when there are problems. It helps you function well at home, in school, and in your community. Maintaining good mental health helps you feel better about yourself and about life — it also allows you to think clearly and learn new skills.

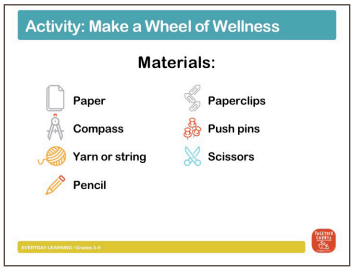
Slide 11: Activity: Make your own Wheel of Wellness

Now we're each going to make a Wellness Wheel of our own. It will look similar to the one here on the screen, but you can add things you like to each category. For instance, you could add some different sports or types of physical activity, a different example of a favorite fruit or vegetable, different things you like to do with friends, different ways you like to relax to deal with stress.

Slide 12: Make a Wheel of Wellness

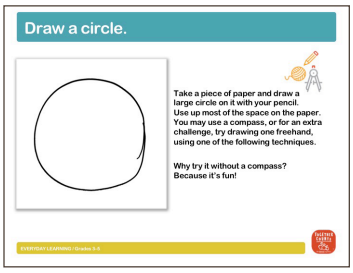
Materials:

- Paper
- Compass
- Yarn or string
- Pencil
- Paperclips
- Push pins
- Scissors



Slide 13: Draw a circle.

Take a piece of paper and draw a large circle on it with your pencil. Use up most of the space on the paper. You may use a compass, or for an extra challenge, try drawing one freehand, using one of the following techniques. Why try it without a compass? Because it's fun!



Teacher Reference:

Watch these videos and model some of the techniques for your students.

3 Life Hack Ways to Draw a Circle Without a Compass (1:36)
https://www.youtube.com/watch?v=_yqmqESN_Oo

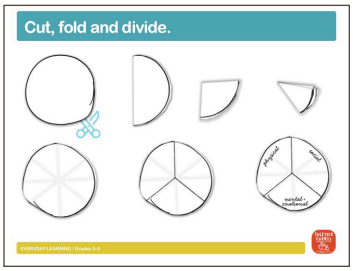
How to Draw a Perfect Circle Freehand
https://www.youtube.com/watch?v=zR3wbEudD1I

Freehand Technique: Use your writing hand to draw the circle while your other hand spins the paper. If you are right-handed, grip your pencil in your normal writing position. Now press the knuckle of your right pinkie into the center of your paper. Hold the pencil on the paper and freeze your hand in position while slowly spinning the paper with your left hand. Keep rotating the paper until your pencil stops where it started. Now you have a circle!

Slide 14: Cut, fold and divide.

[Teacher models how to do this. For reference: How to divide a circle into 3 equal parts]
https://www.youtube.com/watch?v=ePWyFkBqtMw

Now cut out your circle and divide it into 3 parts. You can do this using a compass and ruler, or by folding it into 6 equal parts and then drawing the lines to outline the 3 parts. Watch as I fold:



Fold the circle in half. Now fold the outside edges in, aligning the curved edges to create a cone shape. Flatten and crease the edges of your cone. Now open up to find 6 equal parts.

If you finish and see a classmate who's struggling, ask if they'd like your help.

Now use a ruler to draw lines to divide your circle into the 3 main parts. Label all parts and draw a small picture to illustrate each part if you like.

Slide 15: Activity: Make a Wheel of Wellness

What would YOU add to each part?

Now you can decorate your Wheel by adding things you like to do in each category. Choose some of the things on this sheet to decorate your Wheel. Cut them out and stick them on. You can add your own hand-drawn illustrations instead or supplement the ones here. Which things do you like to do best, and how can they be a part of everyday wellness? Are there any new activities or things you'd like to try? Feel free to add those too!

WORKSHEET – Unit 1 – Grades 3-5

Name: _____

Categorize & Connect

1. Categorize: Place each activity into at least one category. Put a check mark on the line under P (Physical), S (Social) and/or M/E (Mental & Emotional).
2. Connect: Then draw a line to connect the activity to each category where you think it belongs. Example: Yoga could be both Physical and Mental & Emotional, as it promotes wellness in both of those categories.

P	S	M/E	ACTIVITY
☐	☐	☐	Playing tag
☐	☐	☐	Drinking water
☐	☐	☐	Doing yoga
☐	☐	☐	Eating a balanced diet
☐	☐	☐	Writing in a journal
☐	☐	☐	Eating fruits & vegetables
☐	☐	☐	Getting enough sleep
☐	☐	☐	Wearing a bike helmet
☐	☐	☐	Doodling or drawing
☐	☐	☐	Wearing a seat belt
☐	☐	☐	Brushing your teeth
☐	☐	☐	Showering/bathing
☐	☐	☐	Playing sports
☐	☐	☐	Deep breathing
☐	☐	☐	Dancing
☐	☐	☐	Using social media
☐	☐	☐	Joining a club
☐	☐	☐	Going to the doctor
☐	☐	☐	Talking to a teacher about bullying
☐	☐	☐	Apologizing to a friend
☐	☐	☐	Walking your dog
☐	☐	☐	Playing video games
☐	☐	☐	Playing dance/fitness video games
☐	☐	☐	Washing your hands
☐	☐	☐	Walking to school with a friend
☐	☐	☐	_____
☐	☐	☐	_____
☐	☐	☐	_____

CATEGORY

PHYSICAL WELLNESS

SOCIAL WELLNESS

MENTAL & EMOTIONAL WELLNESS

3. Now write three examples of your own, one for each category, on the blank lines above.

LESSON PLAN B

Thoughts & Feelings

Time Frame: Four 40-minute sessions

Learning Objectives:

- Define the terms "mental health" and "emotional wellness" and "stress."
- Demonstrate how stress affects the body through thoughts, feelings, actions and activities.
- Develop strategies to deal with stress and how to express emotions involving stress.
- Analyze the importance that family, peers, media and societal impacts have on personal health.
- Reflect on how decision-making skills can positively or negatively impact health.

Materials for Lesson Plan:

- Book for read-aloud (see recommended titles in Activity A)
- Poster paper or construction paper
- Poster-making art supplies
- Computer with Internet access and projector (optional)
- Copies of "Make Your Own Emojis" worksheet
- Copies of Cootie Catcher worksheet
- Pencils and erasers
- Colored markers and colored pencils
- Writing paper
- Class camera (optional)
- Old magazines
- Book: Listening to My Body (optional)
- Photos (bring in from home in advance for Activity C

Overview:

We can promote good physical health through exercise, diet and sleep. How do we promote mental health and wellness? We can teach key social and emotional skills that have a positive effect on mental health. These social and emotional competencies include our self-esteem, relationship skills, and coping skills or self-regulation (to manage our emotions).

Part A. Don't Mess with Stress

Time Frame: 40 minutes

Materials for Lesson Plan:

- Book for read-aloud (see recommended titles below)
- Poster paper or construction paper
- Markers and poster-making art supplies
- Computer with Internet access and projector (optional)

Focus: Mental & Emotional Skills

Use books, a video, an art project, and discussion questions to familiarize students with the effects of stress on wellness. These resources and activities help give students the language and strategies to learn how to cope and when to ask for help.

Part 1. Read-Aloud Story and Discussion

Read a recommended book that deals with stress and different ways to cope with stressful situations. Here are some good choices to get kids thinking and talking:

Master of Mindfulness: How to Be Your Own Superhero in Times of Stress by Laurie Grossman
A unique and empowering book written for kids by kids (in a 5th grade class), with cool illustrations and tips that show you how to be confident, get focused, stay calm, and tap into your own inner strength so that you can be your own superhero—no matter what life throws your way! (Grade Level: K–5)

Angry Octopus: An Anger Management Story by Lori Lite
Teaches children how to use progressive muscle relaxation and breathing techniques to calm down, lower stress, and control anger. (Grade Level: K–6)

David and the Worry Beast: Helping Children Cope with Anxiety by Anne Marie Guanci Learning to deal with anxiety is an important step in a child's healthy emotional growth. Conquering fears, and not avoiding them, is the lesson imparted in this story. (Grade Level: Pre-K–4)

What is "stress"? Raise your hand if you can help us come up with a definition.

- Stress is what happens when you're feeling worried or anxious about something. Stress can cause powerful feelings.

How does the character in this book feel when he/she/it is worried?

What are some physical symptoms of stress?

- You might get a stomachache or headache, have trouble sleeping (or sleep too much), or feel your heart racing. Stress can be a powerful emotion.

How does the character in the book deal with stress? What are some things you can do to help relieve stress?

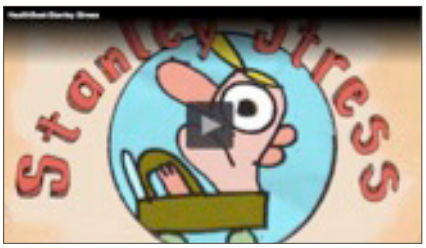
- Get enough sleep, eat healthy food, do more physical activity, do deep breathing exercises, count to 10, talk about your feelings.

Part 2. Stress Busters Poster

Make a "Stress Busters" flyer, poster or brochure. Imagine you are creating it for a community health center, for employees at a local business, a gym or fitness center, or for a school bulletin board. Your audience can be students or adults. Write tips and strategies for relieving stress. Make a "before and after" picture of someone who follows your tips.

Extension: "Stanley Stress" Video

Watch this short video with your class. "Stanley Stress" may seem silly at first, but the key messages in its catchy refrain sticks with you. If you don't have a computer with Internet access, you can still read the lyrics below — poem style! — and engage students in a conversation using the Discussion Points below.



Stanley Stress Video

Video: *Stanley Stress | PBS Learning Video*
(Click on the link above. You may watch online or download from this link to watch later.)

Lyrics:

Stanley Stress rolls into town when you've got too much to do
When your head is full, when your head is tired he comes to follow you
He doesn't tell you when he's coming or how long he's going to stay
But here's some things to do to help send Stanley on his way:

Stanley Stress Video

1. Talk about whatever you are feeling
2. Make lists of important things to do
3. Unwind, breathe deeply and rest easy (you'll feel so much better when you're through)

Stanley Stress Video

When Stanley comes a knocking he can make us overwhelmed
New emotions taking over, and we've got to let them out
Find someone you can talk to, so you can process what's on your mind
Life can get so busy, there's so many things you can't forget
Setting goals and making plans will leave you more time for fun
Curl up on the couch and find a book that you like
Take a deep breath and take a ride on your bike
Learn from your mistakes and you'll do better next time

Discussion Questions:

The video recommends we do three things when we're feeling stressed. What's the first thing?
- Talk about your feelings.

What's another thing?
- Make a list of important things to do. (Breaking down the tasks can make you feel less overwhelmed.)

What's the third thing?
- Relax and take deep breaths.

What else did the girl in the video do to relax?
- She curled up on the couch with a book that she likes.
- She went for a bike ride.

Can you think of some examples of how physical activity can help alleviate stress? What about examples of social activity?

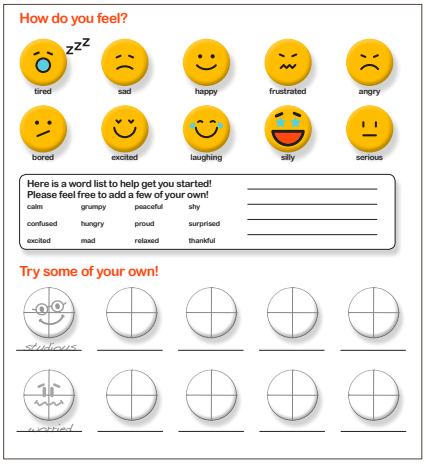
What are some things that YOU like to do to relax and calm down?

Part B. Make-Your-Own Emojis

Time Frame: 40 minutes

Materials for Lesson Plan:

- Copies of Make-Your-Own Emojis worksheet
- Pencils and erasers
- Colored markers and colored pencils
- Writing paper
- Class camera (optional)
- Book: *Listening to My Body* (optional)



Make-Your-Own Emojis

Focus: Emotional Skills

Life is complicated. Kids need well developed emotional skills to navigate the world around them. **Self-awareness** and **self-management skills** are good places to start.

Self-awareness is about knowing yourself: your strengths and weaknesses, your hopes and dreams, your values and emotions and how they affect your behavior. Self-management is about learning skills to manage and cope with your feelings in healthy ways. This activity helps develop both of these key skills.

Brainstorm a list of "feelings" words

- Do you ever get tired of seeing the same old emojis? Do you ever wish you could create some of your own? In this activity you'll do just that – with a simple pencil and paper.
- First we need to come up with a list of different emotions we can express with our emojis. Let's brainstorm and see how many of these words we can come up with. Raise your hand if you have an example.

[Make a list of words on your classroom blackboard, white board or easel. Start with simple ones and prompt students to use more descriptive terms. Use the following list to offer some ideas if students need prompting. Ask students to offer synonyms for words like "happy" and "sad."] You can also go through the alphabet and see if anything comes to mind. For example:

- Angry Bored Brave Calm Cheerful Confused Curious Disappointed Drowsy Embarrassed Excited Fantastic Friendly Frustrated Generous Happy Hungry Ignored Impatient Interested Jealous
- Lonely Lucky Mixed-Up Nervous Peaceful Proud Over-excited Overwhelmed Relieved Scared Shy Silly Stubborn Surprised Tense Tired
- Uncomfortable Worried

[Now pass out copies of the Make-Your-Own Emojis worksheet.]

Instructions:

Part 1. Make-Your-Own Emojis

1. Draw a set of emojis to describe a range of different feelings. Use the samples of different emojis on the worksheet as a guide to create your own unique images.
2. When you finish, color them in and create more detail with markers or colored pencils.
3. Take pictures of your favorites with a class camera or your own [optional: teacher's discretion].

Part 2. Write and Reflect

1. Are you good at handling your emotions? Which ones give you the most trouble? Choose three of these emotions to explore more in-depth.
2. On a separate piece of paper, write the three emotions (or draw the emoji if you prefer) and then make a list of strategies under each one.
3. Begin with this phrase: When I feel _____, I can…

Example: When I feel sad, I can…

- Write in my journal
- Play with my cat/dog
- Talk to a friend or family member
- Listen to upbeat music
- Go for a walk
- Watch a funny TV show
- Dance, jump rope or jog in place

When I feel angry, frustrated or upset, I can…

- Count to 5 (or count to 10)
- Close my eyes and take 3 deep breaths
- Stop and think before I speak
- Walk away from the situation
- Ask for help
- Get a drink of water
- Squeeze a stress ball
- Go for a run
- Dribble a basketball

Extension:

Read the following book to the class, before or after they work on their emojis.

Listening to My Body: A guide to helping kids understand the connection between their sensations (what the heck are those?) and feelings so that they can get better at figuring out what they need by Gabi Garcia (Grade Level: K–5)

Part C. "Inside-Out Selfie" Activity

Time Frame: 40 minutes

Materials for Lesson Plan:

- Old magazines
- Photos (bring in from home in advance)
- Pictures printed from the Internet
- Construction paper
- Glue sticks
- Markers

Focus: Emotional Skills – Self-Knowledge, Self-Esteem
Activities like this one encourage students to explore their inner selves. Self-awareness is a source of strength. It helps you know your own mind, determine your core values, and make healthy decisions. With a strong sense of self, you'll have more confidence to make friends, set smart goals, and make healthy choices.

Instructions:

1. Create a two-page "Inside-Out Selfie" collage of words and pictures. Provide a glimpse of your likes, dislikes, and what you're really like on the inside.
2. You may include drawings, photos and Post-Its; words, phrases, lists, bullet points or complete paragraphs (your choice). The point is to explore your own self.
3. Now create a title for your collage. It can be something like, "My World, All About Me, The World According to ___ (your name)," or anything you like!
4. List two things you're good at and two things you like about yourself. List one thing you'd like to improve. Include your dreams for the future.

Extension:
Watch this empowering video with your class: *TedED Talk: 3 Tips to Boost Your Confidence*

Here's a "Recipe for Confidence" from the video:

- Take the belief that you are valuable, worthwhile and capable — also known a self-esteem.
- Add in the optimism that comes when you are certain of your abilities.
- And then, empowered by these, have the courage to face a challenge head-on.
- This is confidence. It turns thoughts into action.

Family Connection:
Start a "Feelings Journal" at home for writing and drawing. Watch this video for inspiration: *Exploring Feelings: Adventures in Learning | PBS Kids*

Part D. Compliment & Connect

Time Frame: 40 minutes

Materials for Activity:

- Copies of Cootie Catcher template
- Plain white paper (for making extras after students have learned how to make them)
- Pencils, markers, colored pencils
- Whiteboard, blackboard or chart paper for teacher

Focus: Social Skills, Social Wellness

Social skills, empathy and kindness can all be nurtured in the classroom through thoughtfully planned activities. Social awareness, which is about respecting others from diverse backgrounds, can be fostered through team-building exercises and by choosing books and resources that open children's eyes to the wider world around them.

Part 1. Read-Aloud Story

Begin by reading an inspiring book about kindness and empathy to the class. Choose from the recommendations at the end of this lesson. Encourage questions and discussion.

Part 2. Make a Cootie Catcher!

Distribute copies of the downloadable "Cootie Catcher" worksheet and template. Model how to fold and make this craft activity, following the instructions on the template, as you explain the instructions to your students.

Instructions:

1. Follow the example on the Cootie Catcher worksheet to see which parts go where. Color each of your 4 flaps with a different color.
2. Write the numbers 1–8 in the triangles shown on the sample.
3. Then choose your compliments or fortunes, using the list here for inspiration.
4. Fold your Cootie Catcher, following the instructions on the worksheet. Fill in the blanks with tips or clues and extra messages. If you finish early and see someone who needs help, please offer to lend a hand.
5. When you're finished, find someone who shares the same birthday month as you and ask them to play. Then find someone who has the same first letter of their first or last name as you.

Here's how to play:

1. Get ready to exercise your pincer grasp! (This means using your index fingers and thumbs like a crab or lobster.) Slide your thumb and finger from each hand under the four corner flaps.
2. Pinch your fingers and thumbs together and push them toward the center. Practice moving the flaps in and out.
3. Find a partner to play with and ask them to choose one of the four colors on the top flaps.
4. Now you have to spell out the name of that color while moving the flaps in and out and side to side in time with the letters. Say the letters out loud to make it easier (e.g., "O-r-a-n-g-e").
5. Stop on the last letter and open to see the numbers. Your partner chooses a number, and then you count out the number (for instance, "1-2-3-4" for the number 4) while opening and closing the flaps — just like in the last step.
6. Then pick another number and do the same thing again. But this time, on the last count open up the flap to reveal your partner's compliment or fortune.

Extensions:

Skip the Template
After using this premade template, encourage students to use the instructions to make another cootie catcher, this time without a template. Suggest different themes like "positive messages" to boost self-esteem, encourage kindness and facilitate friendships. All you need is a piece of paper and a pencil!

Conversation Starters
Make another cootie catcher with conversation starters like:
What is your favorite…
- Food
- School lunch
- Type of music
- Book
- Animal
- Sport
- Recess activity
- Band or Singer
- Subject
- Song
- Fruit
- Vegetable

Connect with a Friend
Encourage students to extend this activity after school with a friend. Suggest they use their creative skills to make cootie catchers of their own and then play them with each other. It's also a good way to connect and make a new friend. Offer this suggestion: "See someone sitting alone at lunch or recess? Go say hello and ask them to point to one of the four corners on your cootie catcher to get started."

Interview a Classmate
Then write a paragraph or two about them and share with your teacher or read to the class. Sample questions:
- In which month were you born?
- Who's your hero?
- Do you have a favorite sport or activity?
- Do you have a pet?
- Where were you born?
- What's your favorite food?
- What food do you hate?
- If you could visit anyplace in the world, where would it be?
- If you had an invisible friend, what would you name it?
- What's your favorite book?
- What's your favorite TV show, movie or video game?
- Do you have a favorite band or type of music?
- Which song could you listen to over and over?
- What song drives you crazy?
- Ten years from now, where do you want to be?

Other Recommended Books:
Listening with My Heart: A story of kindness and self-compassion by Gabi Garcia
In today's hypercompetitive world, kids often internalize the message that their worth is attached to their accomplishments and that messing up is something to be ashamed of, rather than a normal part of life, which can lead to critical self-talk. **Listening with My Heart** reminds us of the other golden rule—to treat ourselves like we would treat a friend. When we do this, we are practicing self-compassion. (Grades K–5)

Kid President's Guide to Being Awesome by Robby Novak
The 11-year-old YouTube star presents stories of kids changing the world, along with a step-by-step guide to making a difference. Older elementary students will relate to his humorous words and messages from celebrities. (Grades 3–6)

Family Connection: Take your cootie catcher home and play with your family members. Practice making them at home in your free time.

Additional Resources | "Thoughts & Feelings" Lesson Plan:

What Every Child Needs For Good Mental Health |Mental Health America
www.mentalhealthamerica.net/every-child-needs

Standards Alignment | Students will:

National Health Education Standards
Standard 1. Comprehend concepts related to health promotion and disease prevention to enhance health.
Standard 5. Demonstrate the ability to use decision-making skills to enhance health.
Standard 7. Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

SHAPE America, National Physical Education Standards
Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Common Core Standards
English Language Arts Standards > Speaking & Listening

Comprehension and Collaboration:
CCSS.ELA-LITERACY.SL.4.1 - Comprehension and collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners building on others' ideas and expressing their own clearly.
CCSS.ELA-LITERACY.SL.4.2 - Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CCSS.ELA-LITERACY.SL.3.2 - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually and orally.

English Language Arts > Reading > Literature

Key Ideas and Details:
CCSS.ELA-LITERACY.RL.4.3 - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Worksheets & Downloads:

Make-Your-Own Emojis Worksheet

How do you feel?

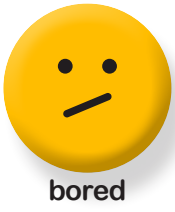
tired


sad


happy


frustrated


angry


bored


excited


laughing

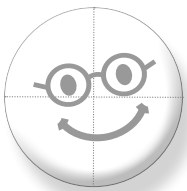

silly

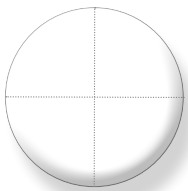

serious

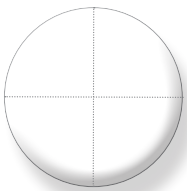
Here is a word list to help get you started!
Please feel free to add a few of your own!

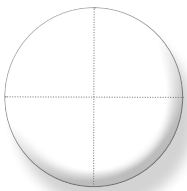
calm	grumpy	peaceful	shy
confused	hungry	proud	surprised
excited	mad	relaxed	thankful

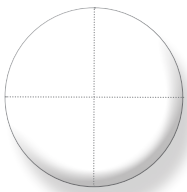
Try some of your own!


studious

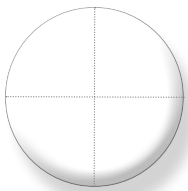


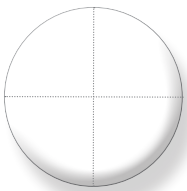


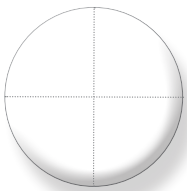


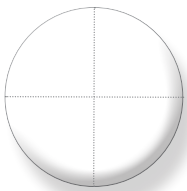



worried









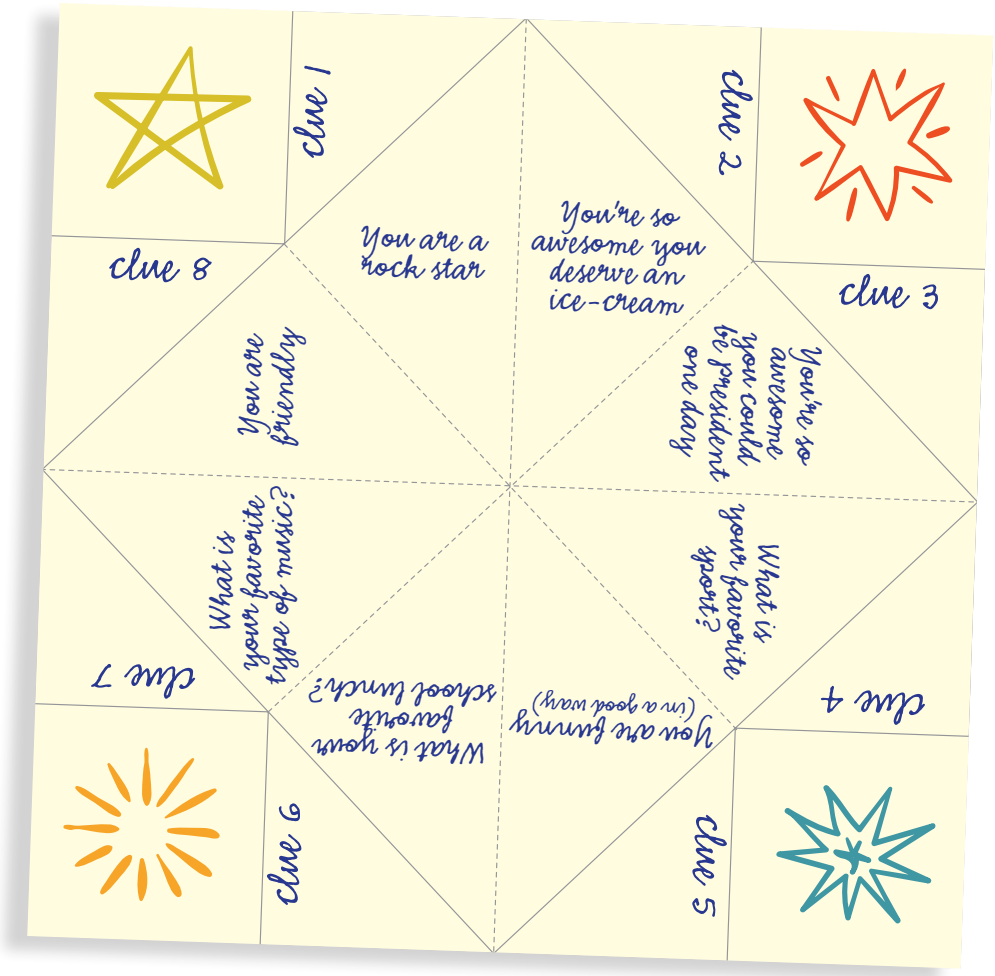
Make Your Own Cootie Catcher

Use the template on the next page to make your own cootie catcher, then choose some messages from the options below and write them in the blank spots.

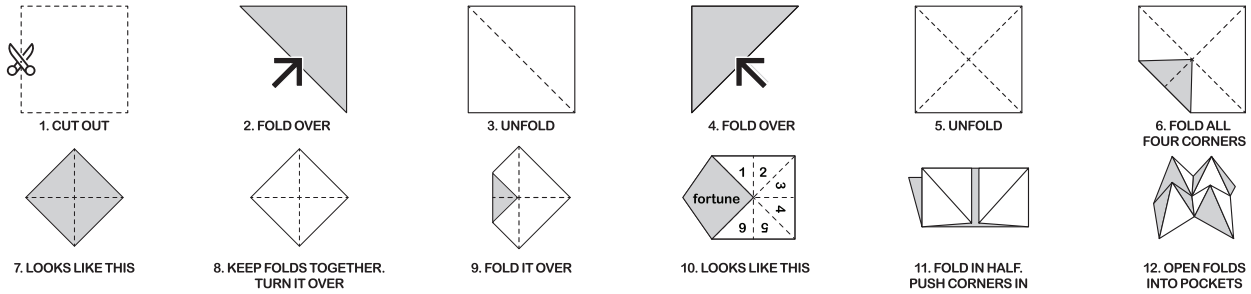
Compliments / Positive Messages
- You are friendly
- You are funny (in a good way)
- You are a hard worker
- You are kind to animals
- You are a good sport
- You are strong
- You are never mean
- You are a rock star

You're so awesome you…
- Deserve an ice-cream
- Have a great smile
- Are nice to new students
- Could be President one day
- Can do anything
- Should write a book

Conversation Starters
- What is your favorite…
- Food
- School lunch
- Type of music
- Book
- Animal
- Sport



Make Your Own Cootie Catcher



LESSON PLAN C

Every Choice Counts

Time Frame: Two 40-minute sessions

Learning Objectives:

- Develop decision-making skills in an organized and effective way.
- Take control of individual decision making.
- Predict the outcomes of each health-related decision.
- Decide on healthy options and the outcomes of each when making a decision.

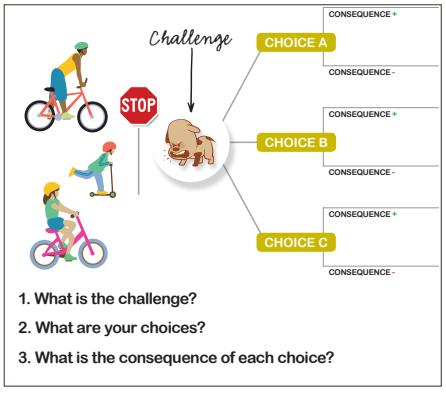
Materials for Lesson Plan:

- Copies of Decision-Making Road Map worksheet
- Computer with Internet
- Projector

Overview:

It's important for students to develop decision-making skills in elementary school, and to apply them to different situations before entering middle school. Responsible decision-making is the ability to weigh choices and consequences, different viewpoints, and make healthy decisions that are good for yourself and others involved.

Some decisions are more difficult to make than others. For bigger decisions, it's useful to follow a model to break down the steps. One popular model is Stop – Think – Act – Reflect or STAR. Next to the T or "Think" section, you can list the different choices and consequences. If that's one you use in your classroom, keep using it – but use this exercise as a lesson in creative thinking and to encourage students to take more ownership of their own decisions.



Decision-Making Map

Part A. Make Your Own Roadmap

Time Frame: 40-minute session

Teacher Preparation:
Print copies of the Decision-Making Road Map, one for each student. Based on available time, you may wish to have them use the printout as their tool for the next activities, rather than making a road map of their own. For others, let them use the road map as a guide for drawing their own design.

Introduction:
Begin with these talking points:

Imagine you're walking down a road and then come to an intersection or crossroads. You have to decide which way to go. How will you make your decision?

Some decisions are more difficult than others. For bigger decisions, it's good to stop, think, and consider the choices and consequences of each. Many people use tools like a decision-making guide to help them sort out the pros and cons. We're going to use a road map to help us make decisions. Here's an example. [Hold up printout of the Decision-Making Road Map.]

Continue with instructions for making your own roadmaps. Or, if using the printed templates, skip to Activity B: What Would You Do?

Here's how to draw your own roadmap for decision-making:
1. Place your piece of paper horizontally on your desk. Now fold it into thirds and unfold it.
2. Draw one main road on one-third of your page, from left to right.
3. On the right end of the road, make a circle or square and label it "Challenge."
4. On the remaining two-thirds of the paper, draw three roads branching off of the main road in different directions. Label these roads Choice A, Choice B and Choice C.
5. Now draw two lines branching out on either side of each road. Label these Consequence (+) and Consequence (-).
6. You must include labels and lines for the 3 C's on your map: Challenge, Choices and Consequences. You may also add arrows, road signs, cars, etc. if like. Doodle, draw and write your roadmap title at the top. Use this as reference for the next activities.

Part B. What Would You Do?

Time Frame: 40 minutes

Have you ever made a decision without thinking about it first? As a group activity, discuss how to apply these steps to decisions about food and snacks, physically active vs. passive activities in free time, as well as peer pressure. As an extension, you may decide to apply this to topics like smoking, drugs or anti-social behavior.

Part 1. Gaming & Group Decision-Making
Do these online games, quizzes and exercises as a group or individually. Get your decision-making skills in gear!

Solo Games:

Play the Blastoff game:
https://www.fns.usda.gov/blastoff
Reach Planet Power by fueling your rocket with food and physical activity. Fuel tanks for each food group help students keep track of how their choices will, ultimately, pay off!

Do the Tough Choices Quiz Show
https://www.cdc.gov/bam/life/tough_game.html

"My Life" Corner / BAM! Body and Mind
Designed for kids 9–12 years old—complete with games and quizzes to test your skills!

Topics include bullying, peer pressure, media and advertising awareness, and dealing with stress.
https://www.cdc.gov/bam/life/index.html

Group Decision-Making:

Help the Characters Make a Decision!
https://www.cdc.gov/bam/life/kabam.html
Do this exercise as a class. Click on each box in this online KABAM! Comic Strip and decide together what each person should do. Have students read this section on Tough Choices while you read aloud.

Making Tough Choices
https://www.cdc.gov/bam/life/tough.html
Ask students to raise their hands to give examples of the four main pieces of advice:
1. Be prepared
2. Avoid it
3. Be proud
4. Be a good friend

Part C. Role Playing: Act It Out! (Grades 4–5)

Time Frame: 40 minutes

Students engage in problem-solving and decision-making with the help of creative storytelling prompts.

Instructions:
Have students work in small groups to create or practice and then act out skits. They may use one of the scenarios below or write a new one.

Each skit must include the 3 C's: Challenge, Choices and Consequences

Sample Scenarios:
- CC, JJ and KK are neighbors and friends. They spend a lot of time together and sometimes get in tricky situations.
- JJ and KK are thinking about skipping school. CC isn't so sure. What should she do?
- KK has a lot of homework, but JJ wants him to come over and play games on the computer instead. What should he do?
- CC went to a friend's house after school without telling her mother where she was going. It's nearly dark and her mom will be home soon from work. Should she ride her bike or walk home in the dark? What else can she do?
- KK is going to ride his bike to the store after school. Three friends show up to meet him. KK is the only one wearing a bike helmet. What should he do?

Work in small groups to come up with a scenario of your own. Choose a topic, write a script, and act it out for the class.

General topics: birthday party invitations, bullying, gossip, rumors, cyberbullying, lying to a parent, not doing homework, finding money or a wallet
5th grade topics: also include shoplifting, smoking, vaping, being offered drugs or alcohol

Part C. Tales with Two Endings (Grade 3)

Time Frame: 40 minutes

Consider this activity for Grade 3–4 students. Fairy tales are a useful teaching tool for elementary students of all ages! See K–2 Thoughts & Feelings > Activity B: Tales with Two Endings for lesson instructions

Community Connection: Invite a police officer or safety official to school to talk about age-appropriate risk-related decisions, like wearing bicycle helmets.

Standards Alignment | Students will:

National Health Education Standards
Standard 3. Demonstrate the ability to access valid information, products, and services to enhance heath.
Standard 4. Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
Standard 5. Demonstrate the ability to use decision-making skills to enhance health.

SHAPE America, National Physical Education Standards
Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Common Core Standards > English Language Arts > Speaking & Listening

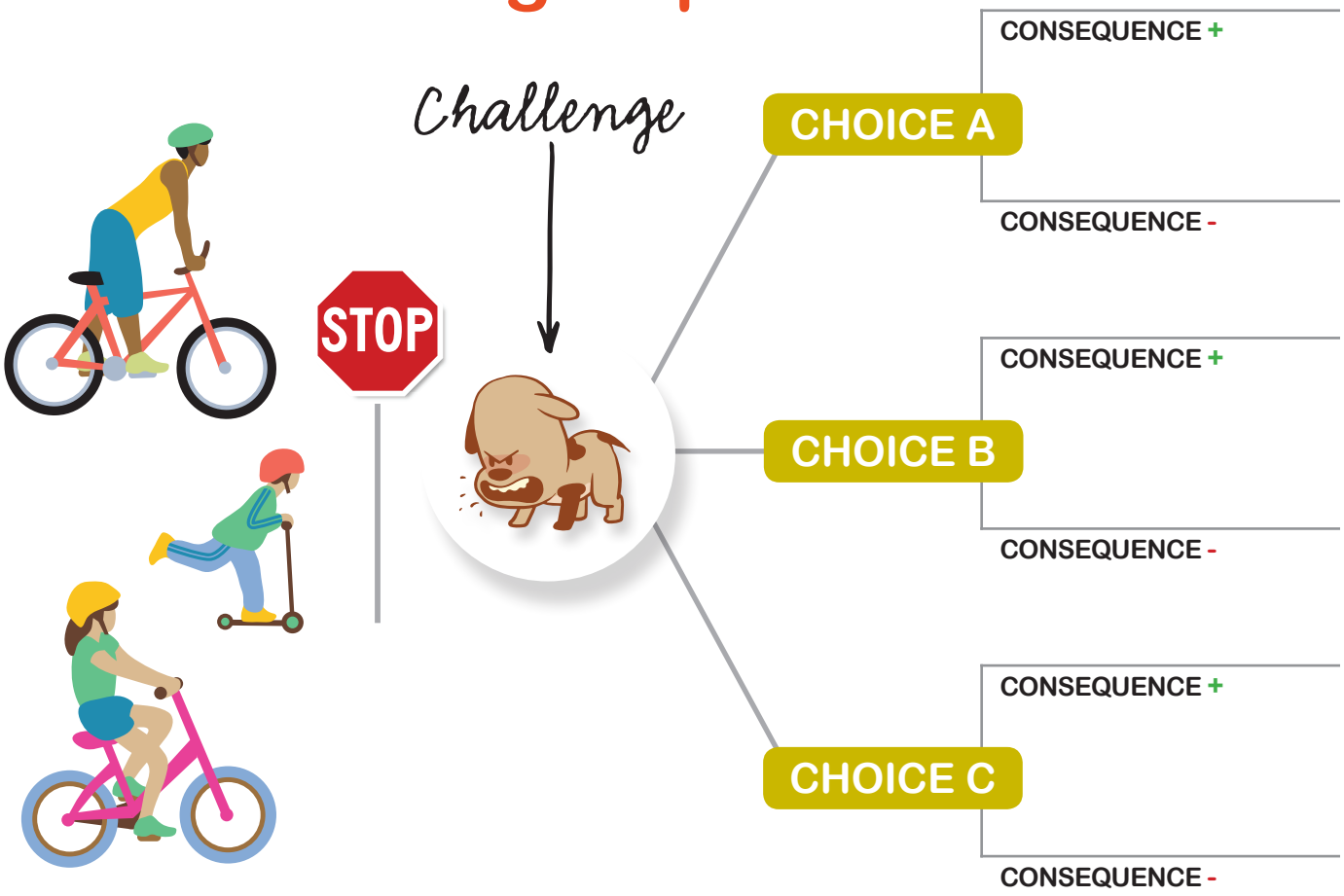
Comprehension and Collaboration:
CCSS.ELA-Literacy.SL.4.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

SL.4.1.c - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

Presentation of Knowledge and Ideas:
CCSS.ELA-Literacy.SL.4.4 - Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
CCSS.ELA.LITERACY.SL.1.4 - Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
CCSS.ELA-LITERACY.SL.1.5 - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Worksheets & Downloads:

Decision Making Map



1. What is the challenge?
2. What are your choices?
3. What is the consequence of each choice?

LESSON PLAN D

Be Your Own Goalie

Time Frame: Four 40-minute sessions

Learning Objectives:

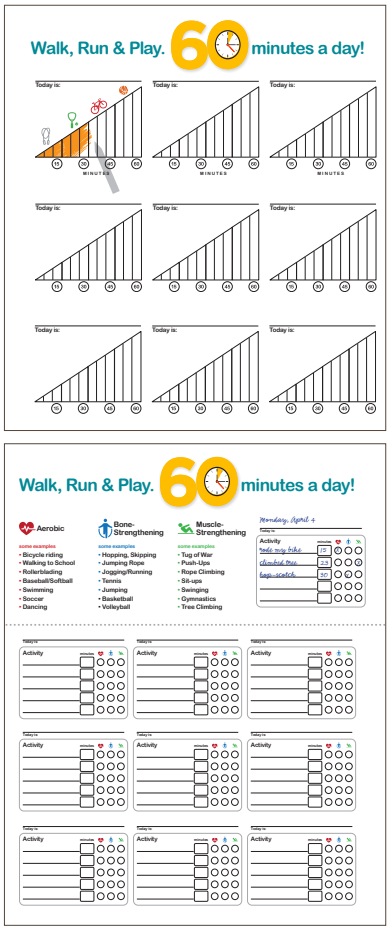
- Set a personal health goal and track progress toward its achievement.
- Practice goal-setting skills to improve physical and social OR mental and emotional wellness.
- Develop resources to help reach a personal health goal.
- Reflect on your health behaviors and their effectiveness in achieving your goal.
- Describe ways that technology can influence personal health.

Materials for Lesson Plan:

- Copies of "60 a Day" chart
- Copies of "Sleep: Every Hour Counts" chart
- Pencils and erasers
- Clock
- Computer with Internet Access (optional)

Overview:

This lesson revolves around explaining the printouts: Charts for making and tracking your personal goals for wellness. The overarching lesson is that every step counts; every healthy choice counts; and that small steps add up to bigger results. Students will be motivated by seeing their results on paper. They will also be empowered by seeing that they can set and achieve their own goals —or even surpass them.



60 Minutes A Day

Part A. Track Your 60 a Day – Every Minute Counts!

Time Frame: 40 minutes

Part 1. Start your "60 a Day" chart!

Give each student a copy of the "60 a Day" chart. Have them answer the questions at the bottom about what physical activities they like to do and which new ones they'd like to try.

Discussion:
What do we mean by "vigorous" activity and why is it important for good health?
- Vigorous activities make your body work harder and your heart beat faster.
- Students should spend at least 60 minutes per day doing vigorous activity.
- What kinds of physical activities do you like to do during the day? Are there any activities you've never done but would like to try? (Running, biking, martial arts, gymnastics, playing sports like baseball, skating, etc.)

Part 2. Get started!
Give students 10-15 minutes of free play time to fill their first day of activity on their charts. Ask what kind of indoor or outdoor activities they could do in the next half of class time to add to their charts? Explain that it has to be moderate to vigorous physical activity in order to count. (Speed walking vs. slow walking is an example.) Here are some ideas:
- Do some activities that get your heart pumping: March in place, jog in place, dance, play jump rope games with an "invisible jump rope" (use your imaginations!).
- If you're able to go outside, you could just instruct students to run around the perimeter of the playground or field. As long as they're moving and doing their personal best, every step counts!
- Now fill out your time on your 60 a Day chart.

C. "60 Is the Magic Number" Video (Optional)
If you have access to a computer and projector, watch this quick video with your class. (You may watch this video online or download it to your computer from this link in advance.) Use the discussion questions below as a guide to facilitate conversation.

Video: Cyberchase: 60 Is the Magic Number | PBS Learning (1:40 mins)
In this activity, students learn that 60 minutes of moderate to vigorous activity a day contributes to a healthy lifestyle that can keep you fit. Activities can take place in smaller chunks throughout the day to add up to a total of 60 minutes. Students use addition and a running tally to keep track of activity minutes that add up to 60 minutes. (Grades 3-5)

Discussion Questions:
While Watching the Video:
As students watch the video, ask them to think about and keep notes on these questions:
- What kind of physical activities did the CyberSquad do?
- How did the Jackie and Scanner keep track of their minutes?
- Which activities did Jackie and Scanner count toward their 60 minutes? How did they decide?
- How did they know if they had reached 60 minutes?

After Watching the Video:
- Have students share their notes and answers to the video questions.
- Record answers on a board or chart and discuss together.

Teacher Reference:
Youth Physical Activity Guidelines Toolkit | CDC
https://www.cdc.gov/healthyschools/physicalactivity/guidelines.htm

Physical Activity for Children Age 5–12 | Shape America
https://www.shapeamerica.org/standards/guidelines/pa-children-5-12.aspx

Teacher's Toolbox | Shape America
https://www.shapeamerica.org/publications/resources/teachingtools/teachertoolbox/Teachers_Toolbox.aspx?hkey=10cff162-c377-4a71-9182-3373635d9626
Family Connection:
Youth Physical Activity: The Role of Families | CDC
https://www.cdc.gov/healthyyouth/physicalactivity/toolkit/factsheet_pa_guidelines_families.pdf

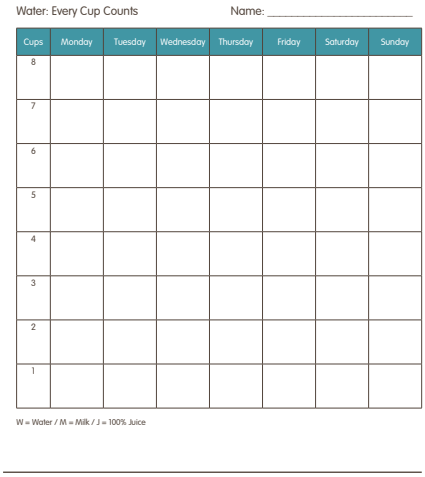
Part B. Stay Hydrated – Every Cup Counts!

Time Frame: 40 minutes

Materials for Activity:

- Plain white paper
- Rulers
- Pencils and pens
- Colored pencils
- Computer and printer (optional)
- Pitcher of water and cups for all students

Students make their own chart, using pen and paper or on a computer, to set daily goals for water consumption. Teacher notes will contain talking points about why water is a healthy choice for drinks and the science behind why our bodies need water to be healthy and energetic.


Water: Every Cup Counts Name: _____

Cups	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8							
7							
6							
5							
4							
3							
2							
1							

W = Water / M = Milk / J = 100% Juice

Stay Hydrated

Part 1. Discussion

For many years we followed the official recommendations of 8–10 glasses a day. Now doctors say it's a bit more flexible, and based more on weight, activity and other factors. But for the sake of simplicity, it's still smart to aim for 8 a day.

To be precise, it is recommended that school-age children drink approximately 6-8 glasses of fluid a day in addition to the water included in the food in their diet.

All this talking about water is making me thirsty. Who'd like a glass of water? [Pour cups of water and ask for volunteers to pass them out to each student.]

Fast facts about water:

More than 70% of our brain is made of water – so we need to stay well hydrated to keep our brain in shape! Otherwise, we might feel tired, distracted or forgetful during school.

- More than half of your body weight is water.
- Every cell in our bodies needs water to live.
- Water lubricates your joints (like knees and elbows) so they don't creak like the Tin Man!
- Dehydration can affect your energy level and mood.

What is dehydration? That's what happens when your body has used up more water than it's taken in. Water is naturally lost from our body all day long (when we go to the toilet and even when we breathe!) — so if we don't drink enough we become dehydrated. When we sweat in the heat or when doing sports, it's even more important to drink.

Brainstorm tips as a class to help you to drink more water:

- Bring a water bottle to school each day.
- Be sure to drink water throughout the day, especially at school.
- Pack a water bottle whenever you go out.
- In summer, pack a frozen water bottle in your lunch box.
- Dilute sweet drinks by adding water and ice to them.
- Add slices or orange or other fruit to your water. Experiment to see which fruits add the most flavor.
- Drink extra water when playing sports or running around in hot weather.

Part 2. Activity: Make Your Own Water Chart

Make your own chart to set and track your daily goals for water consumption.

1. You may use a pencil and ruler with either plain or graph paper, or you may do this exercise on a computer. [Teacher's discretion]
2. There are no rules, other than to include the 7 days of the week and enough space to mark 6–8+ glasses a day.
3. Ideas include:
   a. Outline squares on graph paper to represent cups, then fill them in with light blue pencil or marker.
   b. Draw one pitcher of water with 6-8 lines on it. Color in a line for each cup of water you drink.
   c. Along with your water cup symbols, add another row of symbols for milk and other drinks. Then look back and think which ones you could have swapped for water to make a healthier choice.
   d. Along with circles for cups of water, add some squares for servings of water-rich fruits and veggies (like melon and cucumbers).
4. Bring your chart home, hang it in your kitchen, and ask family members if they'd like you to make one for them!
5. Bring back to school after one week to share your results.

Extensions:

Add a space below your water count each day to include water-rich foods you've eaten – like cucumbers, melon, and others that contain high amounts of water. Do research to find other types of fruits and vegetables that help keep us hydrated and share with the class.

Make a poster or collaborate to create a bulletin board about all the benefits of drinking water. Make sure to hang or decorate this in a visible, central location.

Resource for Teachers:

CDC: Water & Nutrition *https://www.cdc.gov/healthywater/drinking/nutrition/index.html.*

Family Connection:

Tips for getting kids to drink more water:

- Fill up pitchers of tap water and keep them in the fridge. Cold water is much tastier than lukewarm!
- Fill up ice-cube trays so you have a supply of ice on the ready.
- Fun cups and straws entice kids to drink. Stock up at the end of the season sales.
- Drink lots of water yourself. Make water the thirst-quencher of choice for the family.

Tips for making better beverage choices:

- Make water, milk, or 100% juice an easy option in your home. Have ready-to-go containers available in the refrigerator. Place them in lunch boxes or backpacks for easy access when kids are away from home. Depending on age, children can drink ½ to 1 cup, and adults can drink up to 1 cup of 100% fruit or vegetable juice each day.
- Don't forget your dairy! Select milk or fortified soy beverages.

- They offer key nutrients such as calcium, vitamin D, and potassium. Older children, teens, and adults need 3 cups of milk per day.
- For additional tips, check out MyPlate's *10 Tips to Make Better Beverage Choices*

Community Connection:
Reach out to community businesses and corporations to ask for donations of water bottles for students and teachers. In exchange for publicity in your school newspaper and local newspaper, they'll be ensuring kids have access to drinking water throughout the day to stay hydrated for optimal academic performance and overall health.

Part C. Balance Your Screen Time – Every Minute Counts!

Time Frame: 40 minutes

Materials for Activity:

- Simple board games like checkers, Connect Four that can be done during a 15-minute session
- Paper and pencilsan

Lead a discussion about different types of screen time (cell phones, computers, video games, television) and how it all adds up. Then brainstorm other activities kids can do when they're bored or when they've run out of screen time minutes. Take some time to let the kids play some traditional games at the end of the session.

Discussion & Math Activity:
How much time do you think you spend in front of a screen each day? What's our guesstimate? Is that every type of screen? Let's break it down.

Outside of school, how many hours a day do you think you spend in front of a screen?
1) watching TV, 2) using cell phone, 3) playing video games, 4) playing on a computer?

Part 1. Let's do the math.
- How many hours are there in a day? Answer: 24 hours
- How many hours do you need to sleep? Answer: 9–12 hours
- How many hours are you in school? Answer: 7 hours
- How many hours should you do vigorous physical activity? Answer: at least 1 hour
- How many hours do you like to play with friends? Answer: 1-2 hours?
- How many hours do you need for homework? Answer: 1 hour?
- How about reading time before bed? Answer: half an hour?

Part 2. How much time does that leave?
How much time do you think doctors recommend school-age kids spend on screen time? The answer is 2 hours. That's not counting the time you need to use a computer during school or for homework. Does that sound like a lot or a little?

What's the recommended amount of screen time?
- Children under 2: no screen time
- Children 2–5 years old: one hour per day
- Children 6 years and older: two hours per day

The American Academy of Pediatricians says that digital media should never replace healthy activities — particularly sleep, social interaction and physical activity.

Part 3. Brainstorm a list of non-electronic alternatives
Lead a brainstorming activity by throwing out different categories of activities and ideas for each category if kids get stuck. Write a list on a board or easel while students give answers.

- Make cootie catchers
- Arts and crafts
- Reading books
- Doing puzzles
- Draw or doodle in a notebook
- Cook or bake
- Dance in your bedroom
- Play board games
- Learn to make origami
- Learn to weave a friendship bracelet
- Make something with clay

Part 4. Play some simple games
Imagine you were stuck on a desert island and have no phones, no computer, no TV or video games. All you have is some paper and pencils. What could you do to entertain yourself?

Pick a partner to play a game with, or draw, doodle or make a cootie catcher on your own. You could play Tic Tac Toe or Hangman. Can you think of something else?

Demo a game of Tic Tac Toe and then a game of Hangman on the board. Don't assume everyone knows how to play! Can you think of any others?

Homework (Optional):
Over the next week, I'd like you to track your time using any type of device with a screen. Break it down by device and what you do (cell phone: texting, talking, using social media).
Track it on paper, using carefully tracked start and stop times. Make your own chart or keep notes in your daily assignment planner. Find a tracking system that works best for you!

Next week you'll bring your chart or notebook records back in, all filled in. Then we'll brainstorm as a class about trade-offs. (For example, "Instead of texting with a friend, you could invite them over to ride bikes, play catch or chat in person!")

We can also play some board games, so if you have any easy ones like checkers or Connect Four that can easily be done in 15 minutes, please bring them in.

Teacher Reference:
Recommendations for Children's Media Use | American Academy of Pediatrics
https://www.aap.org/en-us/about-the-aap/aap-press-room/Pages/American-Academy-of-Pediatrics-Announces-New-Recommendations-for-Childrens-Media-Use.aspx

Family Connection:
Screen Time Vs. Lean Time
https://www.cdc.gov/nccdphp/dch/multimedia/infographics/getmoving.htm

Screen Time Poster Printout – to hang near home computer or TV or game console
http://www.actionforhealthykids.org/storage/documents/parent-toolkit/skipthescreen.pdf

We Can! Screen Time Chart | U.S. Department of Health & Human Services (DHHS)
https://www.nhlbi.nih.gov/health/educational/wecan/downloads/screen-time-log.pdf

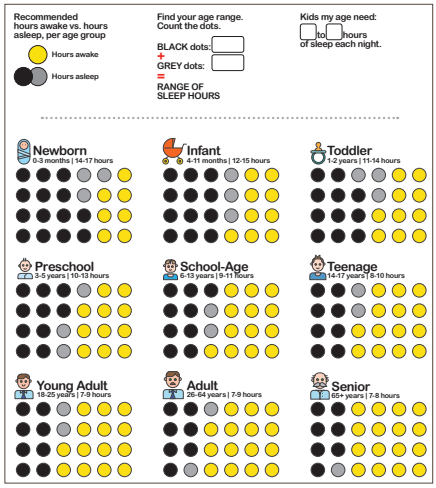
Part D. Clock Your Sleep Time – Every Hour Counts!

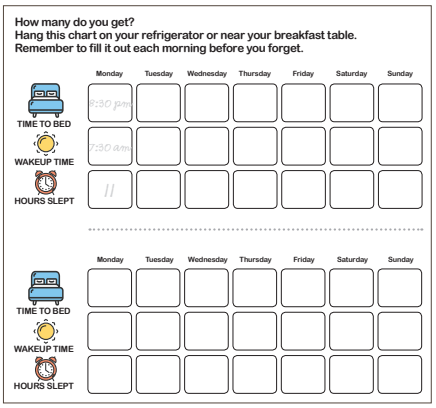
Time Frame: 40 minutes

Materials for Activity:

- Copies of Sleep Worksheet: Every Hour Counts!
- Pencils
- Computer with internet access and projector

The focus of this activity is a classroom challenge: Make a sleep chart and track how many hours you sleep each night for a week. If you get enough points as a class [make the target fairly easy to attain] you'll earn a pajama party! [The next class they'll be able to change into pajamas and play games and have healthy snacks.]





Clock Your Sleep Time

Discussion Questions:

How much sleep do you need each night? Take a guess.

- School age children should get 9–11 hours of sleep each night. Are you getting enough sleep? Raise your hand if you think you are. Raise your hand if you think you are not.

[Pass out copies of the Sleep Worksheet.]

Raise your hand if you have an older brother or sister. How old are they? Do you ever try to stay up with them on a school night? What if there's a fun show on TV and you're watching it together?

Raise your hand if you have a younger brother or sister. Look at the chart to see how much sleep they need.

So why do we need so much sleep? Let's watch this video about the science behind sleep to find out.

Video: Sleep | Science Trek (PBS Learning)
(You may watch or download the video in advance from this link.)

We spend about a third of our lives sleeping, but what do scientists really know about sleep? In this video, a doctor and a family nurse practitioner specializing in sleep issues answer students' questions about sleep.

Video Talking Points:

Sleep is especially important for our brains. Sleep goes through different cycles, both light and deep. The deep sleep cycle, also known as REM, is tied to learning and development. Doctors think this is when our brain stores memories and helps us solve problems.

What happens when you don't get enough sleep?

- You get tired and have trouble paying attention in school. You don't learn as well. You may get grumpy and overeat, feel sore and stressed, and your reaction time is impaired.
- Even missing just one hour of sleep a night can cause a whole host of problems. If you don't sleep enough over a long period of time, you can get very sick.
- How can you improve your sleep?
- Avoid electronic devices in the hour before bed. Don't text, watch TV or play video games. The light from these devices can stimulate your brain and make it harder to fall asleep.
- Establish a regular bedtime and sleep schedule. Go to bed and wake up at the same time every day, even on weekends.

Extension: Play the *"Pillow Pitch" online game* to test your sleep smarts and then answer the true-or-false questions below:
Pillow Pitch Online Game – BAM! Body and Mind | CDC https://www.cdc.gov/bam/body/pillow-smarts.html

Follow Up Questions:

True or False? Shut-eye is important downtime, and your body and brain do nothing while you're asleep.

- **A: False!** While sleep is important, it's definitely not downtime. Your entire body is repairing itself, growing, and fighting any germs you picked up during the day. Your brain is as busy when you're sleeping as when you're awake. Your brain is helping you grow and filing all the stuff you learned during the day. Your brain has tons to do before dawn!

True or False? I always fall asleep with the TV on and sleep fine. It doesn't really matter if you're in a quiet place.

- **A: False!** You might be able to fall asleep, but distractions like light and noise can keep you from getting the really good, deep sleep that helps you rebuild energy. Even if they don't wake you up completely, noise and light force your body to stay aware of what's going on around you. That keeps you from dropping way down into the deep sleep that's the most restful.

Even if you can fall asleep in a loud or bright place, these distractions will make it harder for you to get very deep sleep—and that's the best kind. Very deep sleep is when your body restores energy to get you ready for the next day. Noise and light force your body to stay aware of what's going on around you. That keeps you from dropping way down into the deep sleep that's the most restful.

True or False? Being physically active helps you sleep.

- **A: True!** If you're regularly active and make sure to slow down several hours before going to bed, you'll burn off extra energy and sleep better. But, being really active within a few hours of bedtime can wind you up and make it hard to fall sleep. So, make sure you wrap up your basketball game or swim practice at least three hours before bedtime.

True or False: Time spent sleeping is wasted—it's nine hours you could be playing video games, practicing your free-throw, or even studying!

- **A: False!** You know that sleep is an important a part of your health and energy—it ranks right up there with diet and exercise. Sleep gives you the energy to play video games and basketball, and to study.

Getting enough sleep the night before class will help you stay sharp and remember what you've already learned. Even if you could study for 9 hours straight without getting tired, you'd be much more likely to remember what you studied if you sleep after studying. While you sleep, your body stores memories. Studying without sleeping is like typing on a computer all day, but then not pressing save.

And not sleeping enough can make you clumsy—that's no good while you're on the court. While you sleep, your brain releases the hormones that control your growth. If you don't sleep enough, you may be tired, cranky, klutzy, and forgetful.

While scientists are a little baffled about why all this recharging can happen only when we sleep, they all agree that we do need to sleep.

Teacher Reference:
National Sleep Foundation: New Sleep Time Recommendations
https://sleepfoundation.org/press-release/national-sleep-foundation-recommends-new-sleep-times

Family Connection:
Watch this video or PPT slide show at this link as a family.
"Skip the Screen" Getting Healthy Together | Action for Healthy Kids

Community Connection:
Invite a fitness coach or leader from the YMCA to talk about tips on leading an active, healthy lifestyle – and how goals can help.

Standards Alignment | Students will:

National Health Education Standards
Standard 3. Demonstrate the ability to access valid information, products, and services to enhance health.
Standard 5. Demonstrate the ability to use decision-making skills to enhance health.
Standard 6. Demonstrate the ability to use goal-setting skills to enhance health.

SHAPE America, National Physical Education Standards
Standard 3. Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
Standard 4. Exhibit responsible personal and social behavior that respects self and others.
Standard 5. Recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Common Core Standards > English Language Arts > Speaking and Listening

Comprehension and Collaboration:
CCSS.ELA-LITERACY.SL.4.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics and texts, building on others' ideas and expressing their own clearly.
CCSS.ELA-LITERACY.SL.4.1.C - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

English Language Arts Standards > Writing

Research to Build and Present Knowledge:
CCSS.ELA-LITERACY.W.4.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

Math > Measurement & Data

Solve problems involving measurement and conversion of measurements:
CCSS.MATH.CONTENT.4.MD.A.1 - Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.
CCSS.MATH.CONTENT.4.MD.A.2 - Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit.
CCSS.MATH.CONTENT.4.MD.A.3 - Apply the area and perimeter formulas for rectangles in real world and mathematical problems.

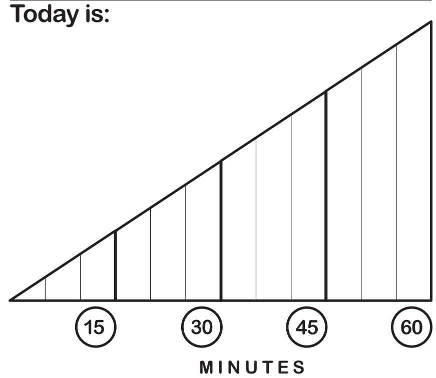
Solve problems involving measurement and estimation:
CCSS.MATH.CONTENT.3.MD.A.1 - Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

Worksheets & Downloads:

Walk, Run & Play. 60 minutes a day!

Today is:

Today is:



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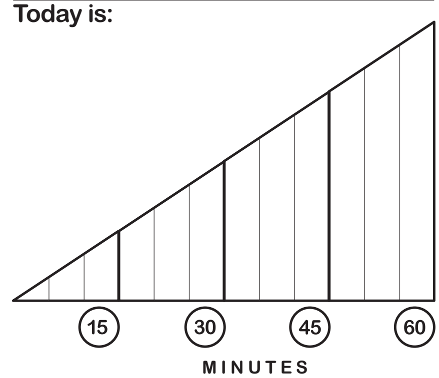

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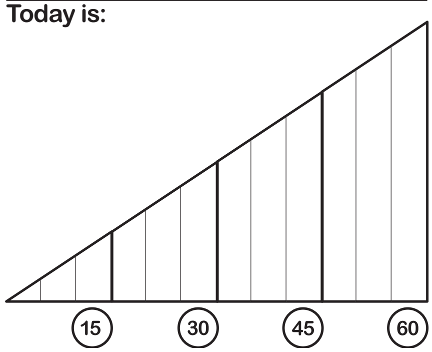

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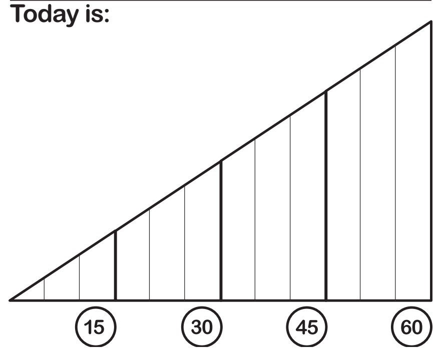

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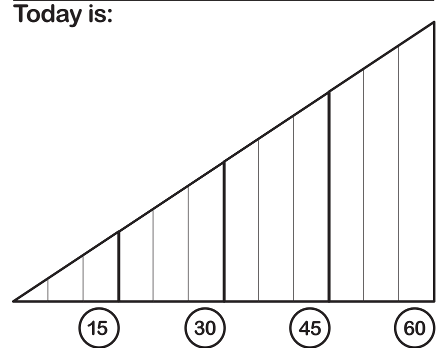

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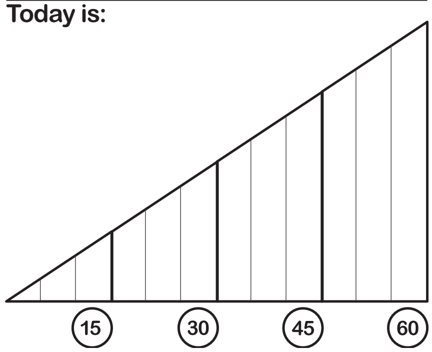

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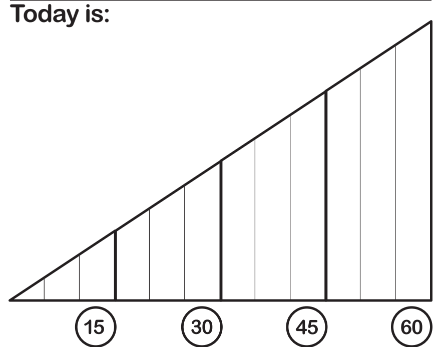

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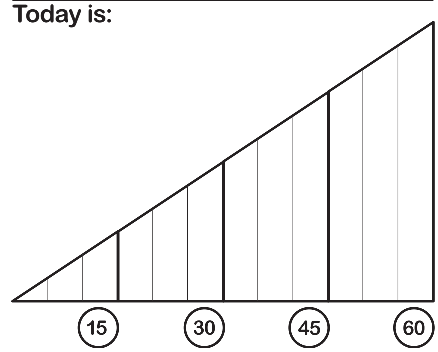


Walk, Run & Play. 60 minutes a day!

Aerobic

some examples

- Bicycle riding
- Walking to School
- Rollerblading
- Baseball/Softball
- Swimming
- Soccer
- Dancing

Bone-Strengthening

some examples

- Hopping, Skipping
- Jumping Rope
- Jogging/Running
- Tennis
- Jumping
- Basketball
- Volleyball

Muscle-Strengthening

some examples

- Tug of War
- Push-Ups
- Rope Climbing
- Sit-ups
- Swinging
- Gymnastics
- Tree Climbing

Today is: Monday, April 4

Activity	minutes	Aerobic	Bone	Muscle
rode my bike	15	X		
climbed tree	23			X
hop-scotch	30		X	

Today is:

Activity	minutes	Aerobic	Bone	Muscle

Today is:

Activity	minutes	Aerobic	Bone	Muscle

Today is:

Activity	minutes	Aerobic	Bone	Muscle

Today is:

Activity	minutes	Aerobic	Bone	Muscle

Today is:

Activity	minutes	Aerobic	Bone	Muscle

Today is:

Activity	minutes	Aerobic	Bone	Muscle

Today is:

Activity	minutes	Aerobic	Bone	Muscle

Today is:

Activity	minutes	Aerobic	Bone	Muscle

Today is:

Activity	minutes	Aerobic	Bone	Muscle

Water: Every Cup Counts

Name: _____

Cups	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8							
7							
6							
5							
4							
3							
2							
1							

W = Water / M = Milk / J = 100% Juice

Sleep: Every Hour Counts

Recommended hours awake vs. hours asleep, per age group

Hours awake

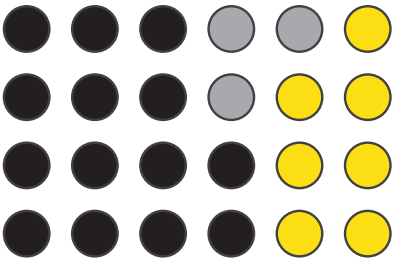
Hours asleep

Find your age range. Count the dots.

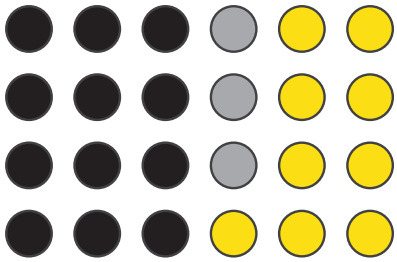
BLACK dots: ☐
+
GREY dots: ☐
=
RANGE OF SLEEP HOURS

Kids my age need:
☐ to ☐ hours of sleep each night.

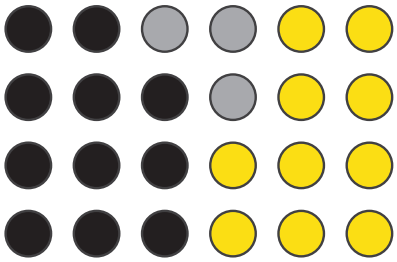
Newborn
0-3 months | 14-17 hours



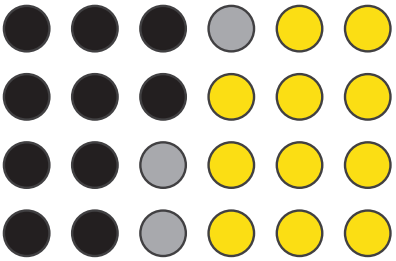
Infant
4-11 months | 12-15 hours



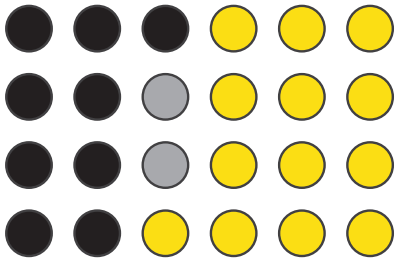
Toddler
1-2 years | 11-14 hours



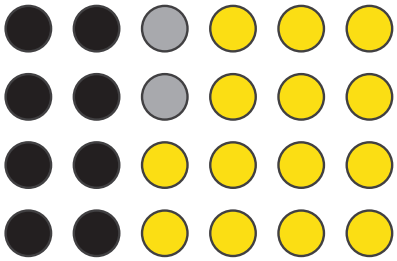
Preschool
3-5 years | 10-13 hours



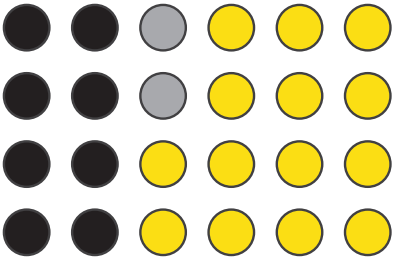
School-Age
6-13 years | 9-11 hours



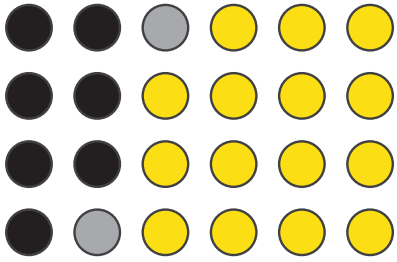
Teenage
14-17 years | 8-10 hours



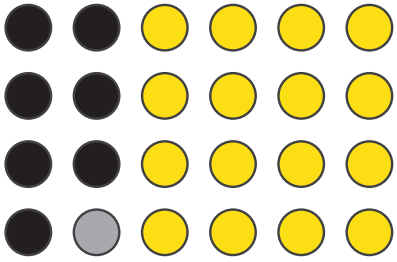
Young Adult
18-25 years | 7-9 hours



Adult
26-64 years | 7-9 hours



Senior
65+ years | 7-8 hours



Sleep: Every Hour Counts

How many do you get?
Hang this chart on your refrigerator or near your breakfast table.
Remember to fill it out each morning before you forget.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
 TIME TO BED	8:30 pm						
 WAKEUP TIME	7:30 am						
 HOURS SLEPT	11						

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
 TIME TO BED							
 WAKEUP TIME							
 HOURS SLEPT							

Word Jumble:

1. Sleep is especially important for our ___ ___ ___ ___ ___ ___ [srinab].
2. Very deep sleep is when your body restores ___ ___ ___ ___ ___ ___ [reenyg] to get you ready for the next day.
3. While you sleep, your body stores memories. Studying without sleeping is like typing on a computer all day, but then not pressing ___ ___ ___ ___ ! [vesa]

Fill in the Blanks:

4. Students my age should get between ___ and ___ hours of sleep per night.
5. To improve your sleep, you should avoid electronic devices for ___ hours/minutes before bed. (Fill in the blank and then circle either hours or minutes.)
6. What's your strategy for getting more sleep each night? _____
_____

Draw an Emoji:

What do you look like after you have had enough sleep?	What do you look like when you have *not* had enough sleep?

Answer Guide for Teachers:

Word Jumble: 1 – brains, 2 – energy, 3 – save

Fill in the Blanks: 4 – between 9 and 11, 5 – 1 hour or 60 minutes

LESSON PLAN A

Fill Your Plates

Time Frame: Three 40-minute sessions

Learning Objectives:

- Identify different types and sources of information pertaining to health.
- Understand concepts that promote health and prevent disease.
- Make and reflect on goals related to personal health.
- Advocate for personal, family and community health.

Overview:

These activities all center around the MyPlate recommendations from the USDA. Use them to introduce or reinforce key concepts in an engaging, hands-on way. Each activity comes with creative snack ideas to serve during class time. These align with key teaching points in the curriculum but are optional.

Part A. Make-Your-Own Plate

Time Frame: 40 minutes

Materials for Activity:

- Compasses
- Rulers
- Pencils (plain and colored)
- Plain Paper
- Colored construction paper
- Paper plates and cups (optional)

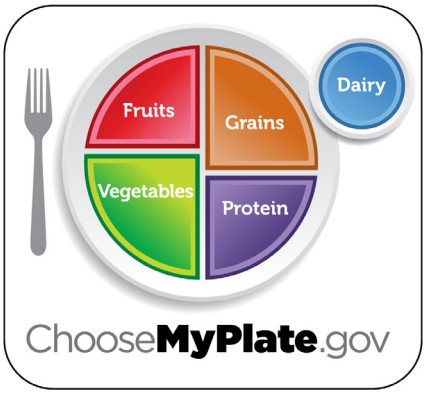
Project Options: Depending on time and resources, choose the option that works best for your class. Or let your students choose for themselves, based on age, ability and interest. Teacher can decide which based on supplies (such as compasses) and grade (grades 3–5 are studying geometry at different stages). Here are some options:

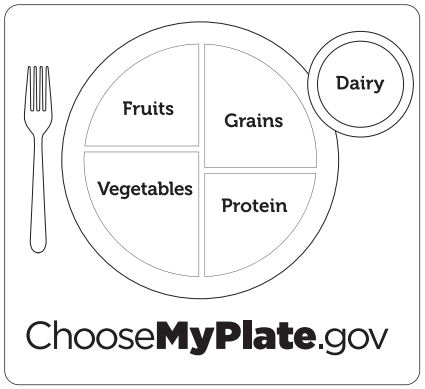
Paper Plate Method:
Use a ruler and pencil to measure and draw the MyPlate pattern on a white paper plate. You may choose to cut off the rim of the plate to have a flat circle. Use an upside-down paper cup to trace a small circle on white paper (to represent the dairy), then cut it out with scissors.

Compass Method:
Use a compass and pencil to draw a large circle on one piece of white paper, and a small circle on another (to represent the dairy). Now use a ruler to measure and draw the outlines for each food group section, paying attention to relative size since not all sections are equal.

Freehand/Make-Your-Own Compass Method:
See the methods shown in Lesson 1 of "Wellness: All Parts Count!" and use one to draw your own circles for this project.

Express Method:
Provide a photocopy of the MyPlate template for each student.





ChooseMyPlate.gov

Instructions:
1. Show the MyPlate graphic on an overhead projector for all to follow as a guide. Or print out a color copy to show as a display.

Present students with at least two options for making their plate. (See Project Options under Materials list above.)

After finishing their outlines, tell them to label each section with a marker or pen.

Under each label, they should write the daily amounts recommended for ages 9 and older:
- Fruit: 2 cups
- Vegetables: 2.5–3 cups
- Grains: 3–4 ounces
- Protein Foods: 5–6 ounces
- Dairy: 3 cups

Time permitting, they may color in each section, using the same colors to match the MyPlate sections. Or, skip to the next step, as it's more important.

Now students should color some of the items on their Meal Planning worksheet. Ask them to color in at least two items from each food group. Next, they should cut out each item, so they can use them for menu-planning activities on their plate.

Challenge students to plan some meals by placing food items in each category on their MyPlate page. Encourage them to experiment with different combinations and then choose what looks like a perfect meal to them. Suggest they choose things they like to eat — or would like to try to eat — from each group.

Optional: Take a picture of each student's chosen meal. Then, after learning more and doing more lessons, they can compare that meal with a later one.

Extension:
Make a placemat for your cup and plate shapes. Use colored construction paper or scraps of recycled paper taped together to make one big enough to fit your cutouts. You will use this for the next activities. Decorate your mat with doodles, positive messages or graphic elements if you have time to spare.

Talking Points:
Essential Question: Why is each food group a different size?
- Because we need different amounts of each kind for a balanced diet. These are the amounts recommended by doctors and scientists. This combination of different foods gives our bodies the nutrients and energy we need to grow and be healthy.

As students are coloring and cutting out their plates, talk about the five food groups:
- Fruit Group:* Along with being sweet and delicious, fruits contain vitamins, minerals and fiber that keep us healthy and help to prevent disease. Citrus fruits are especially high in vitamin C.
- Vegetable Group:* Vegetables are important sources of many nutrients, including potassium, fiber, folate (folic acid), vitamin A and vitamin C. Most vegetables are naturally low in fat and calories.

*Fruits and vegetables are a healthy way to get the nutrients and energy your body needs to feel and look good. Try to eat more of these two food groups every day by making half your plate fruits and vegetables!
- Protein Foods Group: Protein-rich foods keep us feeling full. They also build bones, muscles, blood and other body parts. This food group includes more than just meat, poultry and fish. Other foods like eggs, beans, peas, soy products, nuts and seeds all fall into this category as well.
- Dairy Group: Products in this group contain calcium, which is very important for children and teens who are still growing. The dairy group includes most foods made from milk, including yogurt and cheese. However, it does not include butter, cream cheese and cream. Calcium-fortified soy milk also counts as a dairy food.
- Grains Group: This includes any foods made from a cereal grain such as wheat, rice, barley or cornmeal. At least half of all your grain servings should come from whole-grain foods, as they provide more fiber and nutrients.

In the next lesson you'll research just how big a portion is for each of the five food groups.

Student Worksheet (Optional):
Word Search: Have Fun with Fruits and Vegetables

Family Connection:
Make homemade placemats for each member of your family. Have your siblings help out as well. This is a fun way to get families more committed to eating together at the dinner table. Ideas: 1) Cut one piece of colored construction paper into horizontal strips. Cut another piece of construction paper (a different color) into vertical strips. Weave the two of them together and secure them in place with glue or clear tape on the back. 2) Make a collage on a piece of construction paper, using cutout pictures of colorful fruits and vegetables. 3) Use your compass to make geometric designs on different colors of construction paper. 4) Write compliments and positive messages on construction paper and decorate with cheerful illustrations. Use these placemats at your family dinner table for a meal or two, or laminate them to make them last all year long.

Additional Resources:
MyPlate: 10 Practical Tips
www.choosemyplate.gov/ten-tips-choose-myplate

MyPlate Kids Place

www.choosemyplate.gov/kids

Resources for Parents and Educators
www.choosemyplate.gov/kids-parents-ducators

Part B. Serve Yourself!

Time Frame: 40 minutes

Materials for Activity:

- Copies of MyPlate template (black-and-white) – 3 copies per student
- Copies of Student Reference Material – 1 copy per small group of students
- Blank paper, pencils and erasers
- Ask students to bring in any of the following from home:
  - baseball, hockey puck, ping pong ball, golf ball
  - deck of cards, CD cover, bar of soap
  - bottle cap from 16-oz water bottle
  - postage stamp, checkbook cover, 9-volt battery

Teacher Preparation:

Print the MyPlate template (see Worksheets & Downloads at the end of this lesson plan) and make enough photocopies to distribute 3 to each student in your class. Print out copies of the Student Reference Material as well, to be shared among students working in small groups. Bring any items you might have from home in the Materials list to help illustrate the portion sizes described in the Student Reference Material.

Talking Points:

Part 1. Crunch the Numbers

How much should we eat each day?
To review, these are the daily amounts recommended for ages 9 and older:

- Fruit: 2 cups
- Vegetables: 2.5–3 cups
- Grains: 3–4 ounces
- Protein Foods: 5–6 ounces
- Dairy: 3 cups

How much is a portion?

Counting cups and ounces gets confusing! That's why we depend on food scientists to find the exact measurements and recommendations.

Take some time to research the 5 different food groups and familiarize yourself with portion sizes for specific foods. (For example, a serving of lettuce will be larger in volume than a serving of peas.)

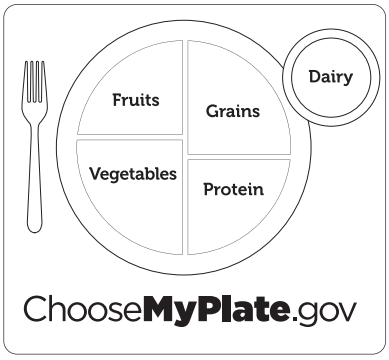
Refer to the Student Reference Materials (one copy per group) for a breakdown of the food groups and examples of serving sizes for each. Or, using computers with Internet access, visit ChooseMyPlate.gov and other reliable sites to view different ways to visualize a portion. (Example: A 3-ounce piece of chicken is the size of a deck of cards.)

Part 2. Pick your favorites

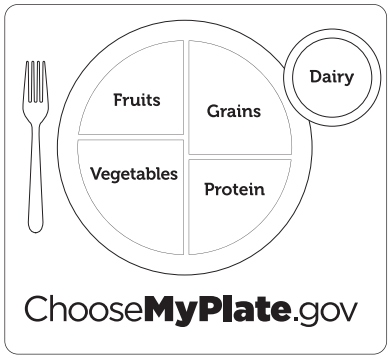
- Turn a piece of paper lengthwise and write the 5 food group names and oils across the top. Under each heading, list the items and amounts you'd like to eat/drink in a day.
- You may choose whatever you like on the lists, but you must follow the recommended guidelines.
- Use the Student Reference Material for guidance on measurements.
- Check your math!

Discuss: Was it hard to find enough things you like to fill each food group? Which was the easiest to fill? Would you want to eat this daily menu every day for a week or do you think you'd get bored of eating the same things every day?

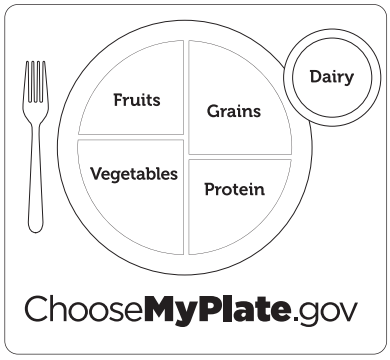
Part 3. Plan the Perfect Meal



Breakfast



Lunch



Dinner

Instructions:

1. Put on your Nutritionist hat and plan a perfectly balanced day of balanced meals. Spread them out over three full meals: Breakfast, Lunch and Dinner.
2. Use the Student Reference Materials or online research to calculate sizes and portions of each food type.
3. Use the MyPlate templates to write down the selected foods and portions in the correct places.
4. Double-check your math to make sure you've written down the right size portions and that all food and drink servings add up to the total recommended quantities. Show your math problem-solving work on a separate sheet of paper.

Discussion Points:
Describe their Breakfast, Lunch or Dinner menu plan.

Then ask for general feedback:
Raise your hand if this looks like a typical day's worth of meals. Does this look like what you ate yesterday? Raise your hand if you think it would be easy to eat a diet like this every day. Raise your hand if you think it would be hard.

Let's write a title at the top of your Daily Meal Plan: "A Perfect Day"

This means you've all created a perfectly balanced meal plan. But here's an important thing to remember: Nobody's perfect!

Some days we might be in more of a rush. Other days we might not have the right foods at home. Some days we might make a poor choice. So, what can we do to fix it? We can look at the big picture and make up for it over the week. Ask for some examples and provide some yourself.

Part 4. Key Points to Remember

Continue the conversation about food choices and meal planning by offering these 4 key points.

- **Look at the big picture.**
  It's the eating pattern that matters, not just the choices you make on one particular day. What's an eating pattern? The combination of all the foods and beverages a person eats and drinks over time.

- **Strive for Five.**
  Eat a mix of foods across all food groups. Choose foods and beverages from all 5 food groups — vegetables, fruits, grains, dairy, and protein foods — not just 1 or 2 of them.
- **Mix it up!**
  Eat a mix of foods within each food group. For example, each week try eating several types of vegetables, including dark green, red and orange, starchy ones, legumes, and others. Switch up the protein foods you eat, too — for example, consider fish, black beans, and peanut butter, not just lean meats and poultry.
- **Aim for balance and moderation.**
  Try to eat and drink the right amounts for you. How many calories you need to eat depends on your age, gender, height, weight, and how active you are. Use the MyPlate Plan at *www.choosemyplate.gov/GetMyPlan* to find a plan that is right for you.

Here's a quiz question:
You've finished your lunch and a friend offers to share a cookie with you. What do you do?
a) Say, "No, thanks."
b) Throw away your apple and eat the cookie instead.
c) Say, "Yes, please," then eat your apple AND share the cookie.

If you answered c, that's perfectly fine! Healthy eating is all about balance. As long as most of your meals include whole grains, vegetables, fruits, and low-fat dairy foods, plus some lean meats, fish, poultry, and beans, there is room for a few occasional treats.

Extra Credit: What's To Eat?
Online Dining Decision Game | CDC: BAM! Body and Mind
(This can be done as a class, led by the teacher with an overhead projector. Or, students may do it on their own or in small groups.)

Main takeaways from the Dining Decision Game:
- Healthy eating is like a larger puzzle, where there is a spot for everything. As long as most of your puzzle has whole grains, vegetables, fruits, and low-fat dairy foods, plus some lean meats, fish, poultry, and beans, there is room for a few less-healthy choices.
- Fruit and vegetables are a healthy way to get the vitamins, minerals, fiber, and energy your body needs to feel and look good.
- Whole grains deliver fiber, vitamins, and minerals.
- Protein is the building block for bones, muscles, cartilage, skin, and blood. Your body uses it to repair injuries and to make body chemicals like hormones and enzymes.

Optional Extensions:

Discussion: "Let's Make a Swap!"
Small changes can bring big benefits! Change should be gradual, not extreme! Small shifts in your daily eating habits can improve your health over the long run. Tips: Try swapping out white bread for whole-wheat bread and reach for a handful of nuts when you're craving something salty. For more tips, see:
Shift to Healthier Choices | U.S. Dietary Guidelines
health.gov/dietaryguidelines/2015/resources/DGA_Shift-to-Healthier-Choices.pdf

Make Small Changes | MyPlate

www.choosemyplate.gov/make-small-changes

Classroom Snack (Optional):
Fresh, frozen, canned and dried are all fine! Any fruit or 100% fruit juice counts as part of the Fruit Group. Fruits may be fresh, canned, frozen, or dried, and may be whole, cut-up, or pureed. [Note: Students will be quizzed on this in Lesson 2.]

Drive home this point by trying samples of fruit in three or all four forms. For example:
- Orange segments or slices, canned mandarin oranges, dried apricots and cups of orange juice
- Dried banana chips, fresh banana chunks, canned pineapple chunks, orange juice blended with frozen bananas
- Smoothie made with frozen orange juice concentrate with water and frozen strawberries, peaches or mangoes

Part C. Head Chef Challenge

Part 1. Plan a Meal & Menu
Plan a creative meal (either breakfast, lunch or dinner) with foods from all 5 food groups. Include correct portions of nutrient-dense foods and beverages, and remember to limit fats and oils to the recommended amounts. How can you make it especially colorful or full of flavor?

Add details in your list of ingredients, such as:
- Pinto Beans (canned, low-sodium brand)
- Chicken (baked)
- Spinach (steamed)
- Peaches (fresh, frozen, or canned in juice)

Write a menu-style description of the meal and give your meal a creative name.

Part 2. Save Room for Dessert!
Plan the ultimate dessert, using minimal sugar and as many food groups as possible. Think of creative ways to make it look and taste appealing. Give it a fun name that would make people want to order it in a restaurant.

Present your plan to the class, describing all the ingredients. At the end of the presentations, have students vote on the dessert they'd most like to try.

Optional: Make that dessert during your next class so all classmates can have a serving.

Extensions:
Cooking Demos **| Kids Cooking Network**
Watch some of these online videos as a class to get inspired!

Picky Eater Challenge
Watch this video together as a class. Or skip it and go straight to the challenge below.
D.W. The Picky Eater | PBS Learning (6:05 mins)

Discussion: Afterward, start a discussion by asking students to raise their hands and name two foods they love and two they've never tried.

The challenge: Over the next two days, try two different foods you've never tried before. You may find these at home, in the school cafeteria or on a trip with your family to a local store or supermarket. It's okay if it's only one bite! Follow up and report your findings to the class. Share the following about the food item: Which Food Group does it belong in? What did it taste like? Would you eat it again?

Family Connection:
Kids in the Kitchen
Watch this *"Kids in the Kitchen" video* at school or at home with your family. Would you like to make one or both of the dishes? (chicken packet or fruit parfait). Does it inspire you to try cooking something else?

Healthy Eating Patterns – Sample Recipes
A variety of meals and snacks can fit within healthy eating patterns. Many meals have several food groups within one dish. Check out this *Healthy Eating Pattern guide* for examples like Taco Salad, Vegetable-Tofu Stir Fry and Tuna Salad Sandwich.

Standards Alignment | Students will:

National Health Education Standards
Standard 1. Comprehend concepts related to health promotion and disease prevention to enhance health.
Standard 3. Demonstrate the ability to access valid information, products, and services to enhance health
Standard 6. Demonstrate the ability to use goal-setting skills to enhance health.

SHAPE America, National Physical Education Standards
Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

English Language Arts Standards > Speaking & Listening

Comprehension and Collaboration:
CCSS.ELA-LITERACY.SL.4.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
CCSS.ELA-LITERACY.SL.4.1.C - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

English Language Arts Standards > Reading: Informational Text
Integration of Knowledge and Ideas:
CCSS.ELA-LITERACY.RI.4.7 - Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Math > Measurement & Data
Solve problems involving measurement and conversion of measurements:
CCSS.MATH.CONTENT.4.MD.A.1 - Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec.
CCSS.MATH.CONTENT.4.MD.A.2 - Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

Math > Operations & Algebraic Thinking
Use the four operations with whole numbers to solve problems:
CCSS.MATH.CONTENT.4.OA.A.2 - Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.

Worksheets & Downloads:

Student Reference Materials:

Portion Sizes – Cups and Ounces Equivalents
Examples: 1 slice of bread = 1 ounce-equivalent grains,
¼ cup of raisins = ½ cup-equivalent fruit
A 3-ounce piece of chicken is the size of a deck of cards

Fruit Group
1 medium bunch of grapes (about 50 grapes) = 1½ cup-equivalent
¼ cup of raisins = ½ cup-equivalent fruit
1 small apple counts as 1 cup-equivalent
1 snack container of applesauce (4oz) = ½ cup-equivalent fruit
1 large banana = 1 cup-equivalent
8 large strawberries = 1 cup-equivalent
1 small orange counts as ½ cup-equivalent
½ cup of 100% orange juice (4 fluid ounces) counts as ½ cup-equivalent

Vegetable Group
6 baby carrots or 1 medium carrot = ½ cup-equivalent (Red and Orange subgroup)
1 large stalk of celery = ½ cup-equivalent (Other Vegetables subgroup)
1 small ear of corn (6" long) = ½ cup-equivalent (Starchy subgroup)
1 large baked sweet potato = 1 cup-equivalent (Red and Orange subgroup)
1 medium baked or boiled potato = 1 cup-equivalent (Starchy subgroup)
1 cup of baby spinach (raw) = ½ cup-equivalent (Dark-Green subgroup)
1 cup of romaine lettuce = ½ cup-equivalent (Dark-Green subgroup)
1 cup of iceberg lettuce = ½ cup-equivalent (Other Vegetables subgroup)
½ cup of pinto beans (cooked) = ½ cup-equivalent (Beans and Peas subgroup*)

Grains Group
1 slice of 100% whole wheat bread = 1 ounce-equivalent (Whole Grains subgroup)
1 flour tortilla (8" diameter) = 2 ounce-equivalents (Refined Grains subgroup*)
½ large bagel = 2 ounce-equivalents (Refined Grains subgroup*)
1 large muffin = 3 ounce-equivalents (Refined Grains subgroup*)
2 whole-grain waffles = 2 ounce-equivalents (Whole Grains subgroup)
1 cup of cooked macaroni, noodles or pasta = 2 ounce-equivalents (Refined Grains subgroup*)
1 sandwich roll (2½ ounces) = 2½ ounce-equivalents (Refined Grains subgroup*)
1 piece of cornbread (2½" by 2½") = 2 ounce-equivalents (Refined Grains subgroup*)
3 cups of popcorn = 1 ounce-equivalent (Whole Grains subgroup)
5 whole wheat crackers = 1 ounce-equivalent (Whole Grains subgroup)
7 saltine crackers = 1 ounce-equivalent (Refined Grains subgroup*)
½ cup of oatmeal (cooked) = 1 ounce-equivalent (Whole Grains subgroup)
1 cup of whole wheat cereal flakes = 1 ounce-equivalent (Whole Grains subgroup)
1 cup of corn flakes = 1 ounce-equivalent (Refined Grains subgroup*)
½ cup portion of cooked brown rice = 1 ounce-equivalent grains (Whole Grains subgroup)
1 cup of white rice (cooked) = 2 ounce-equivalents (Refined Grains subgroup*)

Dairy Group
1 cup of yogurt (made with milk or soymilk) = 1 cup-equivalent dairy
1 snack size container of yogurt (4 ounces) = ½ cup-equivalent dairy
1½ ounces portion of cheddar cheese = 1 cup-equivalent dairy
1 cup frozen yogurt = 1 cup milk
1 slice of processed cheese = □ cup milk

Protein Foods Group
1 large egg = 1 ounce-equivalent protein foods
2 tablespoon of peanut butter = 2 ounce-equivalents protein foods
1 ounce portion of walnuts = 2 ounce-equivalents protein foods
½ cup portion of black beans = 2 ounce-equivalents protein foods
4 ounce portion of pork = 4 ounce-equivalents protein foods

Food	Portion Size	About the Size of...
Grains Group		
Bread	1 ounce or 1 regular slice	CD cover
Dry cereal	1 ounce or 1 cup	Baseball
Cooked cereal, rice or pasta	1 ounce or ½ cup	½ baseball
Pancake or waffle	1 ounce or 1 small piece (6 inches)	CD
Bagel, hamburger bun	1 ounce or ½ piece	Hockey puck
Cornbread	1 piece	Bar of soap
Fruits Group		
Orange, apple, pear	1 small fruit (2½ inches in diameter)	Tennis ball
Raisins	¼ cup	Golf ball
Vegetables Group		
Baked potato	1 medium	Computer mouse
Vegetables, chopped or salad	1 cup	Baseball
Dairy Group		
Fat-free or low-fat milk or yogurt	1 cup	Baseball
Cheese	1½ ounces natural cheese or 2 ounces processed cheese	9-volt battery
Frozen yogurt	½ cup	½ baseball

Protein Foods Group		
Lean beef or poultry	3 ounces	Deck of cards
Grilled or baked fish	3 ounces	Checkbook
Peanut butter	2 tablespoons	Ping-pong ball
Oils		
Margarine	1 teaspoon	Standard postage stamp
Oil or salad dressing	1 teaspoon	Standard cap on a 16-ounce water bottle

Source: Academy of Nutrition and Dietetics
https://www.eatright.org/food/nutrition/dietary-guidelines-and-myplate/kids-and-portion-control

LESSON PLAN B

Food Scientists

Time Frame: Three 40-minute sessions

Learning Objectives:

- Identify the importance of nutrients and learn about the role they play in physical health.
- Learn about the nutrients found in different foods in the five food groups.
- Understand the importance of a balanced diet.

Materials for Lesson Plan:

- Bite-sized samples of each food group (for Activity A)
- Supermarket circulars from newspapers, pictures of food items from magazines collected from home (for Activity B)
- Copies of activity cards (for Activity C)

Overview:
In this lesson plan you'll use direct instruction to teach students about the nutrients found in different foods in the five food groups: Dairy, Protein Foods, Fruit, Vegetables and Grains. The following notes are based directly on the content older students will be quizzed on in Activity A. All students will benefit from learning key points in this content, whether or not they go on to do the quizzes.

Follow your lessons on the five food groups with Q&A sessions to reinforce learning. Optional: Pass out bite-sized samples of each food group after the Q&As.

Part A. Feed Your Brain

Time Frame: 40 minutes

Materials for Activity:

- Bite-sized samples of each food group
- Paper plates, cups and utensils to go with food/drink samples

Part 1. Discussion
Lead a discussion to cover key content about the nutritional value of foods found in the five food groups.

Fruits: All kinds count!
What kinds count? Any fruit or 100% fruit juice counts as part of the Fruit Group. Fruits may be fresh, canned, frozen or dried, and may be whole, cut-up or pureed. Eating the whole fruit is better than drinking just its juice. This is because fiber is lost during the juicing process. Learn more here: *About the Fruit Group | MyPlate*

[Pass out bite-sized samples of food from the Fruit Group. It can be fresh, canned, frozen or 100% juice.]

Vegetables: Who's in your group?
Veggies are divided into different subgroups — each with different types and amounts of vitamins and minerals. That's why it's important to mix things up! Learn more here: *About the Vegetable Group | MyPlate*

Vegetable subgroups:
- Dark-green vegetables: Broccoli, kale, bok choy, and romaine lettuce
- Red and orange vegetables: Red peppers, tomatoes, sweet potatoes, pumpkins
- Beans and peas
- Starchy vegetables: Corn, potatoes

Variety is the spice of life! Eat a variety of:
- Vegetable subgroups
- Raw and cooked vegetables
- Colors of vegetables (eat the rainbow!)

[Pass out bite-sized samples of food from the Vegetable Group. Raw, crunchy veggies are the most popular.]

Protein Foods: Don't get stuck in a rut!

Top Tips on Getting Your Protein
- Vary your protein routine
- Eat seafood twice a week

Raise your hand if you like peanut butter. That's a good source of protein, but what if you had a peanut butter sandwich every day for an entire year? Do you think you'd get tired of that? What about a hamburger? Would it be a balanced diet to eat 365 hamburgers in a year? Probably not. Chicken is a leaner meat, but you'd probably get tired of that too if you ate it every single day.

What are some other kinds of protein foods? In addition to lean meats, other healthy options include seafood, beans and peas, nuts, nut butters, and soy products such as tofu, tempeh, and veggie burgers. Learn more here: About Protein Foods | MyPlate *https://www.choosemyplate.gov/protein-foods*

[Pass out bite-sized samples of food from the Protein Foods Group. Be sure to check your school or classroom food policy if serving any foods containing nuts.]

Grains: Hit your goal – make sure half are whole!
Do you know the difference between Whole Grains and Refined Grains? Whole includes whole-grain flour, bread and brown rice, while refined includes white flour, white bread and white rice. Grain products with high levels of solid fats and/or added sugars (e.g., donuts, cakes) should be occasional treats and chosen less often.

How's your balance? When it comes to eating whole grains, most Americans are falling short. **Remember: At least half of all the grains eaten should be whole grains.** This is a smart way to ensure you get the fiber and nutrients you need for a healthy, balanced diet.
Learn more here: About the Grains Group | MyPlate https://www.choosemyplate.gov/grains

[Pass out bite-sized samples of food from the Grains Group. Choose a whole-grain snack like crackers or pretzels.]

Dairy: Drink (and eat) up!
True or false, raise your hands!
- All dairy foods contain calcium. (F)
- All calcium-rich foods are also dairy foods. (F)
- All foods in the Dairy Group contain calcium. (T)

Maybe we should call this the "Dairy with Calcium" food group. Yes, it's confusing! That's because there are some dairy foods – like cream cheese, butter and ice cream – that do not contain enough calcium to be part of the club!

All foods in the Dairy Group contain calcium – a mineral that is important for building and maintaining strong bones and teeth, regulating blood pressure, and is also important for the nervous system. Milk, yogurt and cheese are all good examples.

Calcium can also be found in non-dairy sources like: tofu made with calcium, in canned salmon and sardines (if bones are eaten), in some leafy greens (collards and spinach), in soybeans and green soybeans (edamame), and in calcium-fortified foods and drinks like soymilk, other plant-based "milks" and cereals.

Low-fat and fat-free (skim) milk has all of the vitamins, minerals and protein found in whole milk or other reduced fat milks, but with less solid fat. Learn more here: About the Dairy Group | MyPlate https://www.choosemyplate.gov/dairy

[Pass out bite-sized samples of food from the Dairy Group. Calcium-fortified cereal with choice of milk or soymilk in a paper cup is always a fun choice!]

Heads Up: Moderation is the Key

Sodium (Salt)
Packaged and prepared meat, poultry, canned beans and vegetables and seafood products are common sources of sodium (salt). Sodium is added to packaged foods sometimes during processing such as in curing meat, enhancing flavor, or as a preservative. In canned beans and vegetables, rinsing and draining them can significantly reduce the sodium levels while still retaining important nutrients. While you need sodium to survive, it is important to pay attention to your overall sodium intake. Children and adults should eat less than 2,300 mg of sodium per day. Explain that 1 teaspoon of table salt is equal to 2,300 milligrams of sodium.

Oils (liquid) and fats (solid)
Oils are fats that are liquid at room temperature, like the vegetable oils used in cooking. Oils are not a food group, but they do provide essential nutrients and are therefore included in USDA recommendations for what to eat. For ages 9–13, the daily allowance for oils is 5 teaspoons. A number of foods are naturally high in healthy oils, like nuts, olives, some fish, and avocados. In addition to essential fatty acids, oils are a major source of vitamin E.

Other foods that are mainly oil include mayonnaise, certain salad dressings, and soft (tub or squeeze) margarine. Check the Nutrition Facts label to find margarines with 0 grams of trans fat. Amounts of trans fat are required to be listed on labels.

Saturated and Trans Fats vs. MUFAs and PUFAs

Solid fats are fats that are solid at room temperature, like beef fat, butter, and shortening. Solid fats contain more saturated fats and/or trans fats than oils. Saturated fats and trans fats tend to raise "bad" (LDL) cholesterol levels in the blood, which in turn increases the risk for heart disease. To lower risk for heart disease, cut back on foods containing saturated fats and trans fats.

Most of the fats you eat should be polyunsaturated (PUFA) or monounsaturated (MUFA) fats. Oils are the major source of MUFAs and PUFAs in the diet. PUFAs contain some fatty acids that are necessary for health – called "essential fatty acids." The MUFAs and PUFAs found in fish, nuts, and vegetable oils do not raise LDL ("bad") cholesterol levels in the blood.

Part B. Nutri-Pro Quizmasters

Time Frame: 40 minutes

Part 1. Fun Food Facts

Start with some fun facts to get students' brains in gear. These facts will prepare them for the Charades/10 Questions game (grades 3–5) and/or the MyPlate quiz (grade 5).

Q: Which two food groups should you try to eat more of every day?
A: Fruits and vegetables
Fruits and vegetables are a healthy way to get the **nutrients** and **energy** your body needs to feel and look good.

Q: Which food group is most important for building strong bones and teeth?
A: Dairy
Dairy products contain **calcium**, which is very important for children and teens who are still growing. The Dairy Group includes most foods made from milk, including yogurt and cheese. Calcium-fortified soy milk also counts as a dairy food.

Q: Name a type of nut or a vegetable that's high in **calcium**.
A: Almonds and broccoli are both good sources.

Q: Name something that's high in protein and is also a dairy.
A: Yogurt or cheese

Q: Fill in the blank: Make sure half of your grains are _____.
A: Whole grains
Grains include any foods made from a cereal grain such as wheat, rice, barley or cornmeal. At least half of all your grain servings should come from whole-grain foods, as they provide more **fiber** and **nutrients**.

Q: Meat and chicken are part of the Protein Foods Group. Name another kind of protein that swims in the rivers or the sea.
A: Fish
Protein builds bones, muscles, blood and other body parts. Protein-rich foods keep us feeling full. The Protein Foods Group includes more than just meat, poultry and fish. Other foods like eggs, beans, peas, soy products, nuts and seeds all fall into the protein food group.

Q: Name a kind of protein food that grows on trees or in the ground.
A: Beans, peas, soybeans, peanut butter, nuts and seeds.

Q: Name some foods that most people assume are vegetables — but are actually fruit!
A: Peppers, tomatoes, squash, cucumbers and pumpkins

A fruit is something that contains the seeds of a plant. Have you ever scooped the pulp and seeds out of a pumpkin to carve a jack-o-lantern? The seeds are a clue. A pumpkin is a fruit, not a vegetable!

Q: Name something that counts as both a vegetable and a protein food?
A: Peas and beans!

Q: Name something that's high in protein and also a dairy product.
A: Yogurt or cheese

Q: Name something that comes from a cow but is NOT part of the dairy group.
A: Butter, cream cheese and ice cream

Q: Name a type of food that you can cook with, spread on bread, drizzle on salads, or fry potatoes with.
A: Oils and fats. Examples are salad dressing, butter, margarine or liquid oil that comes in a bottle. Try to keep this type of food to 4 teaspoons a day.

Part 2. Nutrient Nerd Study Guide
The following list contains terms that students will find encounter on the MyPlate quiz.

VITAMINS & VOCABULARY
Vitamin A is good for your eye health and immune system. Beta-carotene, a form of vitamin A, is what gives carrots and sweet potatoes their orange color.

Vitamin C is an important nutrient that is needed for the growth and repair of tissues in all parts of your body. **All fruits (and vegetables, too)** contain some amount of vitamin C.

Folate is one of the B vitamins and is needed by all of our cells for growth. **Fruits, vegetables and some whole grains** are a good source of folate.

Fiber is found in plant foods – like fruit, vegetables, whole grains and legumes. It keeps our digestion systems healthy and regular (to avoid constipation) and can help prevent some diseases. And fiber-rich foods make us feel full, so we're not tempted to eat too much.

Fructose is a natural sugar found in **fruit**. Fructose is what makes fruit taste sweet! Sometimes called fruit sugar, fructose is also found in some vegetables, honey, and other plants. Fructose is a carbohydrate, a source of energy for the body.

Lactose is the sugar found naturally in **milk**. It has a low glycemic index, meaning it doesn't raise your blood sugar as much as some other types of sugars. Lactose also helps your body absorb minerals like calcium, magnesium, and zinc.

Lactose-intolerant individuals can get calcium from sources such as lactose-free milk, calcium-fortified soy milk, yogurt and some cheeses, and kale and collard greens.

Potassium is an important nutrient found in a wide variety of foods – from **fruits** like bananas, dried apricots and orange juice to **vegetables** like spinach and potatoes. Some **beans** (white beans, soy beans), **fish** (halibut, tuna), and types of **dairy** (low-fat yogurt and milk) are good sources, too. Potassium supports our blood pressure, heart health, and muscle strength.

Pulp is the part of fruit that contains fiber. When fruit is made into juice, the pulp (and fiber) is usually removed. That's why eating whole fruit is best.

Part 3. Test Your Food Smarts!

Next, have 4th and 5th grade students complete each of the 5 quizzes online. Alternatively, you may do this as a group, using an overhead projector. You'll likely find less pressure, more collaboration, and better discussion questions as a result. Click on the link below:

MyPlate Plate "Food Group" Quizzes
https://www.choosemyplate.gov/quiz

Extension: Read-Aloud Book / Lesson Alternative
Good Enough to Eat: A Kids Guide to Food and Nutrition by Lizzy Rockwell
This informative book is a good choice for a read-aloud if you are not interested in the quiz portion of this lesson plan.

Teacher Reference:

Fruits vs. Vegetables
Why does the ChooseMyPlate.gov website include tomatoes and avocados in the Vegetable Group instead of the Fruit Group?

A number of foods that are considered fruits by botanists are part of the Vegetable Group. For example, tomatoes, avocados, eggplants, cucumbers, green peppers, zucchini, butternut squash and others are classified as fruits by botanists because they are the fleshy plant part surrounding its seeds. However, for nutritional and culinary purposes, these foods are considered to be vegetables rather than fruits. The nutritional classification of foods considers not just botany, but a food's nutrient content, use in meals, and taste. The Fruit Group includes botanical fruits that are sweet and/or tart in taste — those which are usually thought of as fruits by consumers. The Vegetable Group, on the other hand, includes those botanical fruits that are not sweet or tart and are usually consumed along with other vegetables or as a vegetable.

Part C. 10 Questions Game: What Am I?

Time Frame: 40 minutes

Materials for Activity:

- Copies of "10 Questions Game Cards" page
- Scissors (for cutting pages into squares)

Students play 10 Questions, using the printable activity cards at the end of this lesson plan. Classmates have to guess which nutrient or food they are. In addition to reinforcing content learned thus far, this game helps develop strategic thinking and communication skills.

Teacher Preparation:
Print 3–4 copies of the Activity Cards found at the end of this lesson plan. Keep one page of cards for yourself to use as reference. Cut the other pages into "cards" for playing the game. Fold each card in half, with the text inside. Put them in a box or bowl and have each student take one card out.

Instructions:
- Cut out game cards and hand one to each student, face down on their desk. Or, fold each card in half, put in a bowl or box and have each student reach in and take one. Each card has the name of a type of food, along with some key facts.
- Tell students to look at their cards but to keep the information a secret!
- Offer students the opportunity to come to your desk for help if they have questions.

How to Play:
- Students take turns going to the front of the class to play the role of the food on their card.
- They may do this individually or in pairs.
- Classmates ask simple questions and try to guess the food type based on the answers given.

Give students ideas for possible questions to ask, such as:

Yes or No Questions:
- Are you an animal?
- Are you a plant?
- Do you belong to the Dairy Group? (repeat for other food groups)
- Are you sweet?
- Are you crunchy?
- Do you have seeds?

Simple Questions / One-Word Answers:
- What's your main nutrient?
- What do you taste like?
- Are you usually eaten raw or cooked?
- Are you an animal or a plant?
- Do you have feathers/fur?
- Where do you come from?

Family Connection:
Use the 10 Questions game cards in the activity above to teach and test your family members. Make more game cards yourselves, using reference sources and information learned at school.

Extension:
Play the "Picnic Pick-Up" online game:
https://www.cdc.gov/bam/body/picnic-game.html
Test your smarts in the Picnic Pickup Game! Look for foods that will help you maintain your energy level.

Community Connection:
Visit a local farm or farmer's market. Or ask a local farmer or farmer's market representative to visit your classroom to present examples of different types of fruit and vegetables and to explain how they're categorized into different groups (root vegetables, dark-green leafy vegetables, etc.).

Standards Alignment | Students will:

National Health Education Standards
Standard 1. Comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 3. Demonstrate the ability to access valid information, products, and services to enhance heath.
Standard 5. Demonstrate the ability to use decision-making skills to enhance health.
Standard 7. Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

SHAPE America, National Physical Education Standards
Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.
Common Core State Standards

English Language Arts Standards > Speaking and Listening

Comprehension and Collaboration:
CCSS.ELA-LITERACY.SL.4.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts,* building on others' ideas and expressing their own clearly.
CCSS.ELA-LITERACY.SL.4.1.C - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

English Language Arts Standards > Reading: Informational Text

Key Ideas and Details:
CCSS.ELA-LITERACY.RI.4.3 - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Worksheets & Downloads:

10 Questions Game Cards: "What am I?"

I am high in potassium and a good source of fiber. Many athletes like to eat me as a snack to keep their energy levels steady and to prevent muscle cramps. What am I? (Answer: Banana)	I am something many people don't get enough of, especially during the winter. That's why I'm often called the "sunshine vitamin." People can eat cheese, eggs, fortified orange juice or fortified cereal with milk to add me to their diet. What am I? (Answer: Vitamin D)
Milk, yogurt and cheese are full of me. Broccoli, kale and bok choy, too! I'm best known for building strong teeth and bones. What am I? (Answer: Calcium)	We're small and round or oval-shaped. We're kind of like cousins. We're high in fiber and nutrients and belong in two different food groups — Vegetables and Protein Foods. What are we? (Answer: Beans and Peas)
I'm high in protein and calcium. One cup of me equals one serving of dairy. Many people like to mix me with fruit. What am I? (Answer: Yogurt)	I'm a good source of low-fat protein food. One serving of me is about the size of a deck of cards. A silly human named a dance after me. What am I? Answer: (Chicken)
I'm made with cream from a cow, but I'm not part of the Dairy Group. People sometimes spread me on bread and I melt when I get hot. What am I? Answer: (Butter)	People from all over the world cook meals with me every day. Many people combine me with peas and beans for a high-protein meal. I come in white and brown varieties. What am I? (Answer: Rice)
We're from a subgroup of vegetables that includes spinach and romaine lettuce. We're rich in nutrients. What are we? (Answer: Dark-Green Vegetables)	Pumpkins and red peppers are part of our veggie group. We're high in vitamins A and C. What are we? (Answer: Red and Orange Vegetables)
When you eat hummus or falafel, you're eating foods from our vegetable subgroup. What are we? (Answer: Beans and Peas)	Our veggie subgroup includes corn and white potatoes but not sweet potatoes. What are we? (Answer: Starchy Vegetables)

LESSON PLAN C

Eat to the Beat

Time Frame: Three 40-minute sessions

Learning Objectives:

- Understand how to plan a balanced meal with all the food groups included.
- Make connections between physical activity and choosing healthy food options.
- Develop healthy and routine eating habits using simple and accessible ingredients.
- Plan and prepare snacks that include 2-3 of the food groups.

Materials for Lesson Plan:

- Paper
- Pens or pencils
- Computer with Internet access (optional)
- Salad ingredients for Garden Party (Activity B)
- Snack ingredients for Snack Attack (Activity C)
- Serving and eating utensils
- Paper plates or bowls

Part A. Songwriting Contest

Time Frame: 40 minutes

Materials for Activity:

- Paper, pens or pencils
- Computer with Internet access (optional)

A jingle is another word for "catchy tune." And a catchy tune can really make a message stick! In this activity students compose a jingle focused on one of the MyPlate slogans and then make it their own. As an extension they can spread their message and lyrics on a flyer.

Instructions:
Play some of the food songs listed below to get students inspired. Challenge your students to write an advertising jingle (song) focused on one of the slogans from MyPlate below:

- Vary your veggies
- Focus on fruit

- Get your calcium-rich foods
- Go lean with protein foods
- Make at least half your grains whole grains

They may also choose a longer one from the "MyPlate Champions List" here:
- Eat more fruits and veggies. Make half your plate fruits and vegetables every day!
- Try whole grains. Ask for oatmeal, whole-wheat breads, or brown rice at meals.
- Re-think your drink. Drink milk or water.
- Focus on lean protein foods. Choose protein foods like beans, fish, lean meats, and nuts.
- Slow down on sweets. Eat sweets, like cakes or cookies, once in a while and in small amounts.
- Be active your way. Find ways to exercise and be active for at least 1 hour a day like walking to school, riding your bike, or playing a sport with friends.

Give These Guidelines:
- Your song must include one of the MyPlate slogans from the list above.
- Be sure to add at least 5 science/nutrition-based facts to your song.
- You may set your lyrics to music or just write down the words in the style of a poem.

For the Contest:
- Sing, rap or read your songs in front of the class, or ask a family member to record you at home and then bring it in.

Teacher Awards:
Come up with some awards in advance (ideas: Most Information, Best Beat, Most Creative, Best Spoken Words, etc.) and let students know the criteria and categories. Consider different types of awards for students who may be uncomfortable performing or offer the extension activity as an alternative.

Food Songs:
Spark ideas in advance by listening to some of these songs together as a class.

Eat a Variety of Colors: A PSA from the Produce for Better Health Foundation

PBS Kids: Fizzy's Lunch Lab | Food Songs & Videos

The Whole Grain Train Song

You can also check out the three audio files found at the bottom of this webpage, under "Songs" *https://www.choosemyplate.gov/videos*

Extension: Spread Your Message
Make a flyer with your slogan and key messages. Write some sample lyrics from your song as well. Add your own illustrations or images if you like. Hang them up in the classroom, share them at a community event, or combine them all together on a bulletin board.

Part B. Garden Party

Time Frame: 40 minutes

Materials for Activity:

- Salad greens
- Vegetables
- Olive oil
- Sea salt
- Salad spinner or colander
- Bowl and serving spoons
- Paper plates or bowls
- Plastic forks
- Knives and cutting board
- Serving and eating utensils
- Paper plates or bowls
- Music player and playlist

Even if you don't have a school garden of your own, you can still have a "garden party" to celebrate and sample all sorts of produce.

Part 1. Assign Kitchen Tasks

- Assign different tasks, such as: lettuce washing, vegetable scrubbing/cleaning, vegetable peeling, passing out napkins and utensils, clean-up, etc.
- Identify the names of each type of vegetable they'll be preparing and each variety of lettuce or salad greens.
- Model each task before handing it off to an individual or group. Explain why you use a gentle stream of water to wash delicate lettuce leaves, show how dry the lettuce leaves in a colander or salad spinner or simply with a paper towel.
- Set up stations where kids can help wash and chop veggies like bell peppers, cucumbers and carrots. They can then be "add-ons" for the salad during serving time.
- If there's enough food, allow students to have some small samples and ask them to describe the particular flavors of each.

Part 2. Make-Your-Own Salad

When tasks are finished, come back together to create one big salad. First mix the salad greens together in a large bowl, and then simply drizzle some olive oil over it and lightly sprinkle with sea salt. That's it! The main teaching point: Salad is simple! You can make it with just these three ingredients (lettuce, olive oil and salt) or use this as a base and add a variety of different colored veggies to make it more interesting (and nutritious).

Before you add any chopped veggies, allow each student to take a forkful of the plain dressed leaves. Many will be pleasantly surprised to find how much they like salad!

Now allow students to serve themselves a spoonful of each type of veggie. Dig in and enjoy!

Part 3. Relax and Reflect

Download and play some garden songs while you're eating or cleaning up. Or listen while preparing different vegetables as a class to make salad from different "veggie stations." Here's an old classic to get you all in a mellow mood:

The Garden Song performed by John Denver or Peter, Paul and Mary

Extension:
Watch this video about city gardens with your class. You may watch it online or download it to your computer in advance.

PBS Kids in Action: Community Gardening
http://pbskids.org/arthur/health/nutrition/kids-action.html
CitySprouts is a community gardening program that promotes healthy eating, hard work, and nature education in urban communities. Hear from the kids in the program as they plant and harvest vegetables and learn to cook new foods.

Community Connection:

Visit a Local Garden or Farmer's Market
Or invite a farmer to come join your garden party and give a talk and demonstration.

Create a School/Community Garden
Here's a clever idea from KidsGardening.org: Why make your school garden a community garden? Such partnerships enrich academic learning, nurture relationships, and create a positive neighborhood environment that enhances students' lives outside of school.

A community garden is a garden that is planned, planted, maintained and sustained by individuals within a community. The "community" may be defined by physical location, such as a neighborhood or a city, or as individuals linked by a common organization or cause, such as a church or food bank.

Community gardens come in all shapes and sizes. They can be as small as a raised bed in front of a town hall or library or as large as a couple of acres outside of town. They may be located on empty lots, on land owned by nonprofits or government agencies, or acreage owned collectively by the gardeners. In some community gardens, each gardener has his/her own plot to maintain; in others, gardeners work cooperatively on group plots and then share in the harvest; some offer both options. Learn more at this link:
Starting a Community Garden on School Grounds

Teacher Resources:
School Gardens Lesson Plans | American Heart Association

Part C. Snack Attack!

Time Frame: 40 minutes

Materials for Activity:

- Cups, plates, toothpicks, utensils
- Food for your choice of recipes

This optional activity can serve as a culminating celebration of the many foods and food groups you've learned about in this unit. Here are some ideas for inspiration. Pick and choose what works best in your classroom. Theme ideas include:

Nutrient Boosters

Teachers: See information about Vitamin Deficiencies* below and think of ways to encourage children and their families to incorporate more of these nutrients into their diets.

- Potassium — Dried apricots, banana chunks, melon, baked potato chunks (white or sweet) edamame (green soybeans)
- Vitamin D — Mini cups of orange juice, low-fat yogurt, mini bowls of fortified cereal with milk (or soy milk)
- Fiber — Apples with skin, avocado, hummus, whole-grain crackers
- Calcium — Cheese chunks, tiny bathroom-size cups filled with vanilla yogurt, homemade kale chips

Variety is the Spice of Life!

Prepare some snacks using recipes in the *EZ Recipe Basket* (see pages 6–9). Choose from healthy, balanced recipes including Salsas, Snack Mixes, Chips, Sweet Treats, Wellness Beverages and Rainbow Recipes.

Food Group Frenzy

Make a recipe for a smart snack (one combining 2 or 3 of the food groups). For an extra challenge, make a "perfect snack" – one that includes something from all 5 food groups. Write the recipe down on paper.

Teacher Resources:

*Vitamin Deficiencies

When the 2010 Dietary Guidelines for Americans were released, it was noted that there were four nutrients of concern based on data that suggested as Americans we don't get enough of them. **Potassium, calcium, vitamin D and fiber** were the four nutrients on the list. Potassium has been a focus because of its health associations and its benefits. The goal for Adequate Intake set by the National Academy of Sciences is 4,700 milligrams per day.

Foods in the Dairy Group provide nutrients that are vital for the health and maintenance of the body regardless of age. These nutrients include **calcium, potassium and vitamin D,** all of which help keep bones strong and reduce the risk for bone fractures and breaks.

Part C. World Food Fiesta!

Time Frame: 40 minutes

Materials for Activity:

- Computer with Internet access and projector
- World map
- Books for reference (see suggestions below)
- Foods for your choice of recipes
- Cups, plates, toothpicks, utensils

Virtual Tour of International Foods

Take Your Taste Buds on a World Tour

Listen to this *song about foods from around the world* — falafel, gyros and more. You may watch the short video as a class or just listen to the music. Afterward, talk about the different kinds of foods in the song. Ask:

- Can you name a food from the song?
- Do you remember where this food comes from?

Point to the regions or countries on a world map when students correctly identify them. Or ask students to take turns pointing them out on the map while you help guide them to the correct areas. Then ask:

- Have you ever tried this food? Would you like to try it sometime?
- Does it remind you of another type of food? How are they similar?
- Can you think of another type of food from another part of the world?
- Do you need to travel far to try international foods? (No, you can find many different world foods in local city restaurants or supermarkets. Or, you can go to the library to find cookbooks and then make recipes at home with your family.)

Examples of Snacks in Video:

- Hummus and pita bread (Middle East)
- Quesadillas (Mexico)

Examples of World Fruits in Video:

- Pomegranate (Iran)
- Kiwi (national fruit of China)
- Mangoes (national fruit of India, Philippines and Pakistan)
- Lychee (canned) – Japan

World Fruits: Sips & Samples

Prepare mini size cups of mango lassi and pomegranate juice drinks. Serve with kiwi slices and lychee fruit on toothpicks. Supplement or substitute with some other fruits from other regions if you like.

Mango Lassi (India)
These cold yogurt drinks are a popular staple in India. Makes 12 small servings.

- 2 ripe mangoes (peeled and seeded)
- 2 cups plain yogurt
- Handful of ice cubes

- 1 cup milk
- 2 tablespoons honey or sugar
- ½ teaspoon cardamom (optional)

Additional Resources:

4-H Food, Culture and Reading
Food, Culture and Reading is a nutrition education curriculum that uses literature to teach youth about food, healthy living, and different cultures. (Grades 3-5)
Link: *4-h.org/parents/curriculum/food-culture-reading/*

Click for recipes from the following 4-H units:
- *Mexico and Grains*
- *Russia and Vegetables*
- *Kenya and Fruits*
- *Greece and Milk*
- *Japan and Beans*

The International Cookbook for Kids *by Matthew Locricchio*

The Kids' Multicultural Cookbook: Food & Fun Around the World by Deanna F. Cook

Asia Society | Center for Global Understanding
Follow the Food: Cooking Our Way to Global Understanding

Global Food Education | National Geographic
Resources for Teaching about Food and Food Issues

International School Meals Day
A joint program between U.S. and U.K. schools.

Oxfam Education: Our Food, Our World
This set of lesson plans looks at foods from around the world, and builds understanding of other children's cultures and lives.

Family Connection:
Video: Cooking With Kids
Bring kids into the kitchen to learn lifelong cooking and food safety skills. Start with these age-appropriate tasks and enjoy spending time together! Check out other videos and resources as well from *Kids Eat Right*, part of the Academy of Nutrition and Dietetics.

Food Safety Tips:
- Wash hands well with warm, soapy water.
- If anyone has long hair, be sure to tie it back in a pony tail.
- Remember to supervise kids in the kitchen.
- Remind them to not lick their fingers or eat any raw ingredients.

Age-Appropriate Tasks:

- Kids age 6–7 year can help peel raw fruits and vegetables, crack eggs into a bowl, measure dry ingredients, and shuck corn on the cob.
- Kids age 8–9 can do a wide range of tasks, such as using a can opener, pounding chicken on a cutting board, beating eggs, and juicing a lemon.
- Kids age 10–12 can be your sous chef – with your supervision. They can slice and chop vegetables for a recipe, boil pasta, use the microwave, and bake food in the oven.

Healthy Kid Recipes
Creative and kid-friendly fruit and vegetable recipes from the *Fruit & Veggies: More Matters* website (Produce for Better Health Foundation).

Standards Alignment | Students will:

National Health Education Standards
Standard 1. Comprehend concepts related to health promotion and disease prevention to enhance health.
Standard 4. Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
Standard 5. Demonstrate the ability to use decision-making skills to enhance health.
Standard 7. Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
Standard 8. Advocate for personal, family, and community health.

SHAPE America, National Physical Education Standards
Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

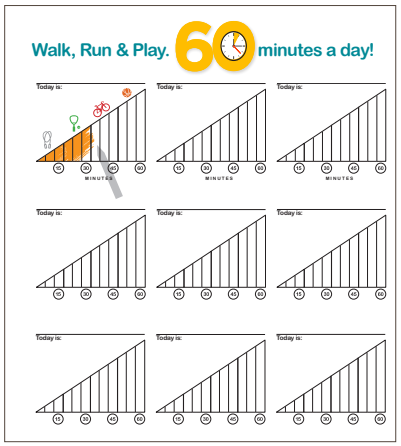
Common Core Standards

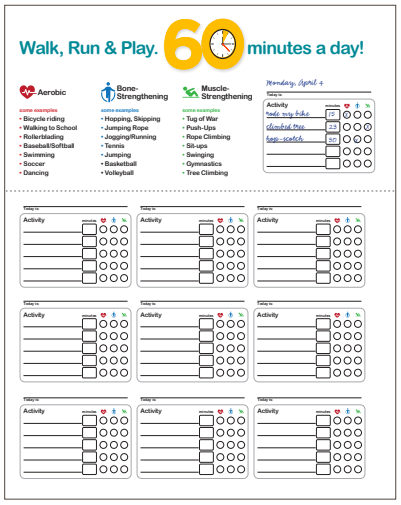
Math > Measurement & Data
Solve problems involving measurement and conversion of measurements:
CCSS.MATH.CONTENT.4.MD.A.1 - Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.

Math > Number & Operations: Fractions
Extend understanding of fraction equivalence and ordering:
CCSS.MATH.CONTENT.4.NF.A.1 - Explain why a fraction *a/b* is equivalent to a fraction *(n a)/(n b)* by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

LESSON PLAN A

Big Goals, Mini Goals





60 Minutes A Day

Time Frame: Three 40-minute sessions

Learning Objectives:

- Define "physical activity" and its importance for everyday health.
- Identify three basic types of physical activity and the importance it has on mental health.
- Complete and analyze personal physical activity calendar
- Set personal goals that incorporate physical activity.

Materials for Lesson Plan:

- Copies of the "60 a Day" worksheet, one for each student
- Watch or clock with second hand
- Copies of the What's Your Activity IQ? worksheet
- "60 a Day" worksheets from Unit 1, Activity A
- Computer with Internet access
- Projector

Overview:

All students should have a common goal: engaging in 60 minutes of physical activity a day. Both the CDC and the American Heart Association recommend this be moderate-to-vigorous activity. In this lesson plan, students learn the three basic types of physical activity — aerobic, bone-strengthening and muscle-strengthening — and then break down the aerobic category into light, moderate and vigorous to learn the distinction between them.

Part A. Strive for 60

Time Frame: 40 minutes

Materials for Activity:

- Copies of the "60 a Day" worksheet, one for each student
- Watch or clock with second hand

Part 1. Discussion: Why is it so important to be active?

Talking Points:

Today we're going to focus on the benefits of daily physical activity. What do we mean by "physical activity?" Exercise, running around, playing sports are all types of physical activity.

What are the benefits of being physically active every day?

Regular physical activity keeps your heart healthy and strong. It also helps you build healthy muscles, bones and joints.

1. Physical activity is good for **both your body and your mind**! It can improve your mood, give you more energy during the day, and help you sleep better at night.
2. It is also a good way to help achieve and maintain a **healthy body weight**.

It's important to be physically active every day. Physical activity should be as important to your daily routine as brushing your teeth, bathing and getting enough sleep.

So how many minutes should we all be physically active each day?
A: **60 minutes** – at least!

According to doctors, most of those 60 minutes should be spent doing **aerobic** activities. Some people call this "cardio" as well. This is activity that gets your heart pumping, which makes you breathe harder and sweat.

What's the big deal about aerobic activity?

You're probably not thinking about this while you're running around or playing tag, but you're strengthening both your **heart** and your **lungs**. Your heart is pumping oxygen-rich blood to your arms, legs and head — getting you in shape for sports, play and doing your school work. **Keeping your heart in shape helps keep your whole body in shape!**

Q: Name two important reasons why you should strive to be physically active every day?
A: It's good for your heart. It's good for your mind. (Refer to the three points above.)

Part 2. Warm-Up Activities

Whole-Body Circle

Cross your arms in front of you, now reach up over your head and sweep them down to your thighs. You're making a big heart shape around your body with your arms. Now do it in the opposite direction. We'll call this the "Whole-Body Circle."

We're going to go out and do some running around in a few minutes, so first we're going to warm up our leg muscles. Have you ever done warm-up exercises in PE class? Warming up gets muscles moving slowly at first, helping them to stretch and move more smoothly. Let's do some easy ones here. Stand up beside your desks.

10-Step Warm-Up

Lead the class in this warm-up. Use a stop watch and do each sequence for 10 seconds:

- March In Place: March at a regular pace.
- Run In Place: Run at a regular pace. If you find this difficult, keep your toes on the ground and lift your heels while running in place.
- Run Wide: Place your feet further apart from each other and run in place.
- March In Place: March at a regular pace.
- High-Knee March: March in place slowly while lifting your knees as high as they can go.

- March & Reach: Now lift your hands over your head while you march.
- Sway Side to Side: Keep your hands up and sway them side to side as you march in place
- March In Place: March at a regular pace.
- Bounce in Place: You may hop or bounce on your toes.
- Walk In Place: Cool down while walking slowly.

End with another Whole-Body Circle, one in each direction.

Why do warm-ups? They stretch your muscles and make you more flexible. It's good to do them before doing vigorous activities like team sports but they're also good as "wake-ups" when you're feeling sleepy or low-energy and want a break while doing homework. You can also do them while you're watching TV or if you're bored. Do five minutes of warm-ups or wake-ups and mark them on your "60 a Day" worksheet. Every minute counts!

Now, who feels like running around?

Part 3. Outdoor or Indoor Physical Activity
Go outside and tell students to run around the playground or small field area for 5 minutes. Some can run in a large circle while others run in a different pattern. Tell kids it's not a race! Students who don't have proper shoes can jump rope, do jumping jacks or jog in place, in their stocking feet. Alternatively, you can do 5 minutes of aerobic activity in your classroom. Jogging in place, dancing, jumping jacks and pretending to jump rope are all good choices.

Part 4. Cool-Down Activity
Back in the classroom, pass out copies of the "60 a Day" worksheet to each student.

Okay, time to cool down! If you're feeling out of breath, walk in place next to your desk for the next minute to cool down.

Now let's sit and take a look at your "60 a Day" worksheet. Write your name at the top. Now write down the number of minutes you just spent running around. Was it 5 minutes? What type of activity was it? A: Aerobic! Running, jumping rope and jumping jacks all count as aerobic activities, so write the letter A next to your 5 minutes of activity.

What about your warm-up activity? That was 2 minutes. Make sure to write that down, too. Every minute counts!

Think about what activities you might do today and this week.
- What are a few of your favorite ways to get active?
- What are two new things you can try to get active?

Color the worksheet if you like and fill in the blanks. Hang on to your worksheet to use in the next lesson and to track your physical activity over the next week.

Extensions:
NFL Play 60 Challenge: What's Your Game Plan?
Join the NFL PLAY 60 Challenge and design your own game plan to get moving.

VIDEOS: NFL Play 60 Challenge Workouts
Encourage your students to get their recommended 60 minutes or more of physical activity a day with these quick videos, featuring NFL players. Appropriate for classroom or home use, these videos focus on movements that increase coordination, stabilization, flexibility, cardiovascular health, and strength.

Part B. Whole-Body Workout

Time Frame: 40 minutes

Materials for Activity:

- Copies of the What's Your Activity IQ? worksheet
- "60 a Day" charts from Activity A
- Watch or clock with a seconds hand

Instructions:
On a chalkboard or white board, write down the three categories of physical activity: Aerobic, Bone-Strengthening and Muscle-Strengthening. Tell students that today's lesson will focus on the three types of activity and that all three count for overall health.

Part 1. "Take 3" Activity
Heavy Lifting
Take two heavy textbooks and hold one in each hand. Raise them over your head and down 10 times, like you're lifting weights. No books handy? Then pretend you're at a playground and doing pull-ups or chin-ups on the monkey bars. Clench your fists in the air and pull down slowly for 10 times, imagining you're straining as your chin reaches the top.
Q: Which type of exercise was that? A: **Muscle-strengthening**

Jumping
Now let's do 10 star jumps.
Q: Which type of exercise was that? A: **Bone-strengthening**

Jogging
Now jog in place for 10 seconds.
Q: Which type of exercise was that? A: **Aerobic**
Q: Which other categories could this belong to?
A: **Bone-strengthening and Muscle-strengthening**

Instruction Continues:
Let's make a list of different sports, games and physical activities you like to do. We're going to put them into 3 categories.

	Aerobic	Bone-strengthening	Muscle-strengthening
Pull-ups and chin-ups			✓
Push-ups			✓
Bike riding	✓		✓
Swimming	✓		✓
Volleyball	✓	✓	
Basketball	✓	✓	
Gymnastics		✓	
Running	✓	✓	✓
Playing Tag	✓	✓	✓

After giving one example of each, ask the class to give further examples. They can use the list on their "60 a Day" chart for ideas. As they'll see, many can fit under more than one category. (Teachers can also use the CDC chart at the end of this lesson for reference.)

Q: Which type is most important?
A: All 3 types are important for your health.

Q: Which type should you do the most often?
A: Aerobic should be done every day. Experts say you should strive for 60 minutes of aerobic activity a day. On days when you can't do that, 30 minutes is okay.

Q: What about the other types?
A: Make sure to include 60 minutes of muscle- and bone-strengthening activities three times a week. The best way to make sure you do all three types is just to go out and play!

Q: Do you need to categorize the different kinds of aerobic activity?
A: Just run around and have fun. Bike riding, swimming and fast walking all count. Jogging, soccer, playing tag or dancing count too! Find a physical activity that you enjoy and that gets your heart pumping at the same time.

Part 2. Can you feel the beat?
Q: Here's a question: What is the most important muscle in our bodies?
A: The heart!

Point to your heart. It's about the size of your fist and is located right about here. [Place your hand over your heart.] Can you feel your heart beating? Let's check our heart rate. That way we can see how it changes when we exercise.

What is your pulse? What is your heart rate?
Your pulse and your heart rate are the same thing. Both terms refer to the number of times your heart beats in one minute. Your pulse is lower when you are at rest (like when you're sitting at your desk) and higher when you're physically active.

Why do you think your heart rate might increase when you're running around?
Because your muscles are going to be working harder, which means they'll need more oxygen, which they get from blood. To get more blood to the muscles, the heart needs to work harder, too! The heart's job is to pump blood to everywhere in the body.

How to take your pulse:
- Turn one hand palm side up. Touch your wrist with your other hand, placing the tips of your index, second and third fingers right below the base of the thumb. Move them around gently until you feel your blood pulsing.
- If you have trouble, try your neck instead. Place the tips of your index and second fingers on your lower neck on one side of your windpipe. Can you feel your pulse?
- Now count the beats you feel for 10 seconds, using a watch or clock with a second hand. Multiply this number by six to get your pulse per minute.

Keep in mind that pulse rates vary from person to person. School age children average 70 – 100 beats per minute.

Count your pulse: _____ beats in 10 seconds x 6 = _____ beats/minute

Okay, enough talking. Let's get moving!

Part 3. "Take 5"
Take 5 minutes to do your choice of physical activities in the classroom. Choose two or more activities that fall under two or more categories. Look at the clock in the classroom or take turns watching the time with a partner. For example:

Muscle-Strengthening: Push-ups, Planks
Bone-Building/Aerobic: Jumping Jacks, Invisible Jump Rope

At the end of five minutes, mark your activity on your "60 a Day" worksheet. Place an A, B or M next to the activities to indicate the activity type. Remember, every minute counts!

Alternate Activity: Play Tag!
If time and space allow, take your students outside or into the gym to play tag. Before leaving the classroom, brainstorm a list of all the different types of tag kids can think of. Then throw in a few ideas of your own. Tell them that playing tag includes all 3 types of physical activity. Plus, it can be done anytime, anywhere!

3 Key Takeaways:
- Be physically active at least 60 minutes every day.
- Make at least half of those minutes Aerobic. (30 minutes is good, 60 minutes is great!)
- Mix in both Muscle-Strengthening and Bone-Strengthening activities 3 times a week.

Now complete the following worksheet:

Worksheet: What's Your Activity IQ? (American Heart Association)

Extension:
Video: *The Heart: Heart Basics* |PBS Learning
Learn facts about the heart as you take a video tour of the famous two-story heart at the Franklin Institute in Philadelphia.

Teacher Reference:
Aerobic, Muscle- and Bone-Strengthening: What Counts? | CDC Chart
https://www.cdc.gov/physicalactivity/basics/children/what_counts.htm

All About Heart Rate (Pulse) | American Heart Association
http://www.heart.org/en/health-topics/high-blood-pressure/the-facts-about-high-blood-pressure/all-about-heart-rate-pulse

Pulse and Heart Rate – Range for Children | Cleveland Clinic
https://my.clevelandclinic.org/health/diagnostics/17402-pulse--heart-rate

Family Connection:

Adults: Know Your Target Heart Rates for Exercise, Losing Weight and Health
http://www.heart.org/en/healthy-living/fitness/fitness-basics/target-heart-rates

Part C. Mini Goals Matter Too!

Time Frame: 40 minutes

Materials for Activity:

- Computer with Internet access and projector

Part 1. Personal Best

As students keep learning, every little bit adds up! Encourage them to set their own personal goals and see if they can beat their personal best.

Think of activities that are fun to do on your own and challenge yourself to get better at them over time. There's no one to compete against except yourself! Or, if you feel like you get tired or winded easily and want to build up stamina, start slow and pick up speed. For example, you can keep a record of the number of:

- Jump roping minutes or number of jumps before stopping
- Basketball bounces while dribbling in place or while walking
- Tennis ball tosses in the air
- Jogging in place or marching in place
- Number of minutes jogging
- Distance jogging
- Stairs climbed each day
- Steps walked each day
- Minutes dancing

Once you've decided your activity and personal goal, write that down on a small piece of paper, fold it up, and keep it in your pocket or backpack. You don't have to share it with anyone if you don't want to. It's personal!

Part 2. Classroom Jam

JAM (Just a Minute) Videos: Watch some of these "energizer" videos and learn some of the moves. Over time you'll get better and better! Your class can do them when you're tired, restless, anxious about a test, excited about an upcoming vacation — whatever and whenever you need to energize!

You can start by teaching a few simple moves, like Toe Taps. Click on these links for videos:

Toe Taps, Toe-Knee-Shoulders, Bottom Kickers, Shoot the Hoop

Knee Lift, March & Punch, Toe Touch, Jump Ropes, Side Stretch

Squat Jumps, Elbow to Knee, Heel to Bottom, Toe to Chair, Toe Reach

JAM One-Minute Workout Sessions – 3rd and 4th grade classes demonstrate

These one-minute classroom routines are called *JAMmin' Minute*®, a free physical education resource from Health-E-tips

Part 3. Screen Test

Who here has ever been told they've had too much "screen time." [Raise your hand.] Is it hard for you to break free from digital devices? Do you ever find yourself glued to your phone, laptop or video game controller? Do you go into a trance once you turn on the TV?

Let's think of some ways you can take breaks from the screen and incorporate activity into your tech time.

- **Take a Commercial Break:** Do you like to watch TV after school or in the evening? Whenever an ad break comes on the TV, jump up and exercise. You can easily clock up 15 minutes during one hour of watching! Run in place, dance, do push-ups, planks or jumping jacks during each commercial. Encourage everyone in your family to do the same! Add up your physical activity during breaks and add it to your Calendar.
- **Blend Tech With Play:** Do you like video games? Try boxing, dancing, tennis or bowling games that get you in on the action! Games like Dance, Dance Revolution revolutionized the way we can play in physically active ways. Do this on your own, with a family member, or invite a friend to join you for added fun.
- **Add a JAMmin' Minute to the Mix:** Have you been playing on the computer for a half hour? Jump up and do a JAMmin' Minute routine! Do four more and you can add 5 mins of physical activity to your Calendar.

Can you think of another way to break up your screen time? Our eyes, brains, hands and wrists all need to take breaks from tech, and too much tech takes time out of our day for physical activity to keep us healthy. Brainstorm some ideas as a class!

Teacher Resources:

SPARKabc (Activity Break Choices)
Exercises that use physical activity to improve academic achievement and foster healthy behaviors.

Family Connection:

Watch some of these JAMmin' Minute videos and learn the steps so you can all do them as a family. Have children be the leaders and call out the steps for family members to follow. How many minutes can you all clock together? Click on these links for videos:

Toe Taps, Toe-Knee-Shoulders, Bottom Kickers, Shoot the Hoop

Knee Lift, March & Punch, Toe Touch, Jump Ropes, Side Stretch

Squat Jumps, Elbow to Knee, Heel to Bottom, Toe to Chair, Toe Reach

Standards Alignment | Students will:

National Health Education Standards

Standard 1. Comprehend concepts related to health promotion and disease prevention to enhance health.
Standard 2. Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
Standard 5. Demonstrate the ability to use decision-making skills to enhance health.
Standard 6. Demonstrate the ability to use goal-setting skills to enhance health.
Standard 7. Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

SHAPE America

Standard 1. Demonstrate competency in a variety of motor skills and movement patterns.
Standard 3. Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
Standard 4. Exhibit responsible personal and social behavior that respects self and others.
Standard 5. Recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Common Core Standards

English Language Arts Standards > Speaking & Listening

Comprehension and Collaboration:
CCSS.ELA-LITERACY.SL.4.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
CCSS.ELA-LITERACY.SL.4.1.B - Follow agreed-upon rules for discussions and carry out assigned roles.
CCSS.ELA-LITERACY.SL.4.1.C - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
CCSS.ELA-LITERACY.SL.4.1.D - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CCSS.ELA-LITERACY.SL.4.3 - Identify the reasons and evidence a speaker provides to support particular points.

English Language Arts Standards > Writing

Research to Build and Present Knowledge:
CCSS.ELA-LITERACY.W.4.8 - Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
CCSS.ELA-LITERACY.W.4.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

Worksheets & Downloads:
Worksheet: What's Your Activity IQ? (American Heart Association)

NAME _____

American Heart Association®
Fighting Heart Disease and Stroke

What's Your Activity I.Q.?

See how much you know about participating in physical activity for a healthy heart. Circle the letter next to each correct answer.

1. Which of the following is an aerobic activity?

   a. bicycling
   b. fishing
   c. racing your sister to the telephone

2. How much total time in a day do you need to participate in an aerobic activity to keep your heart healthy?

   a. at least 5 minutes
   b. at least 30 minutes
   c. at least 2 hours

3. How many times each week should you do an aerobic activity to have a healthy heart?

   a. at least 7
   b. at least 1
   c. at least 4

4. Before you do a physical activity, you should

   a. take your pulse.
   b. warm up.
   c. blow your nose.

5. Physical activity does which of the following?

   a. improves your breathing
   b. makes the blood rush to your head
   c. makes your hair grow faster

6. A good activity for strengthening your leg muscles is

   a. push-ups.
   b. curl-ups.
   c. climbing.

7. Which is the best reason for choosing a physical activity?

   a. All your friends do it.
   b. You enjoy doing it.
   c. You might become a professional and make a lot of money doing it.

8. Which of these household chores is also an aerobic activity?

   a. cleaning your room
   b. washing the dishes
   c. mowing the lawn

Walk, Run & Play. 60 minutes a day!

Aerobic

some examples

- Bicycle riding
- Walking to School
- Rollerblading
- Baseball/Softball
- Swimming
- Soccer
- Dancing

Bone-Strengthening

some examples

- Hopping, Skipping
- Jumping Rope
- Jogging/Running
- Tennis
- Jumping
- Basketball
- Volleyball

Muscle-Strengthening

some examples

- Tug of War
- Push-Ups
- Rope Climbing
- Sit-ups
- Swinging
- Gymnastics
- Tree Climbing

Today is: *Monday, April 4*

Activity	minutes	Aerobic	Bone	Muscle
rode my bike	*15*	X		
climbed tree	*23*			X
hop-scotch	*30*		X	

Today is:

Activity	minutes	Aerobic	Bone	Muscle

Today is:

Activity	minutes	Aerobic	Bone	Muscle

Today is:

Activity	minutes	Aerobic	Bone	Muscle

Today is:

Activity	minutes	Aerobic	Bone	Muscle

Today is:

Activity	minutes	Aerobic	Bone	Muscle

Today is:

Activity	minutes	Aerobic	Bone	Muscle

Today is:

Activity	minutes	Aerobic	Bone	Muscle

Today is:

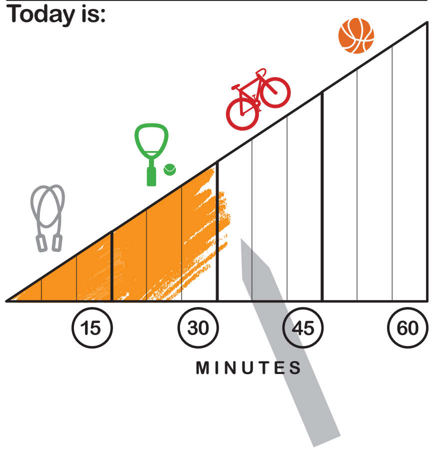
Activity	minutes	Aerobic	Bone	Muscle

Today is:

Activity	minutes	Aerobic	Bone	Muscle

Walk, Run & Play. 60 minutes a day!

Today is:



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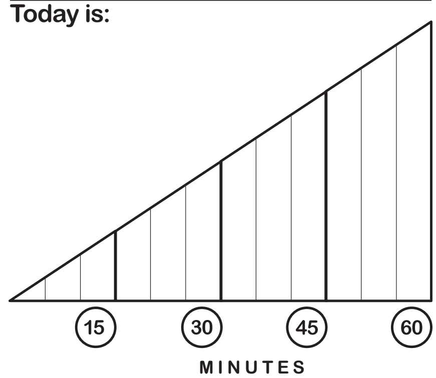

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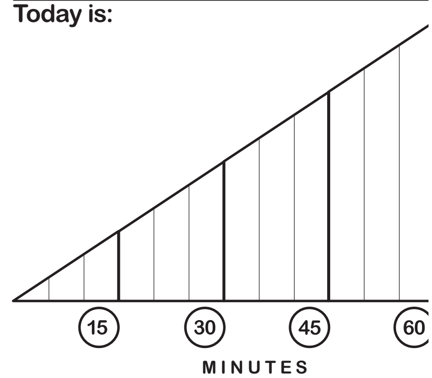

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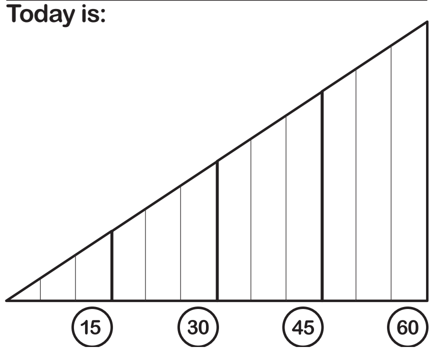

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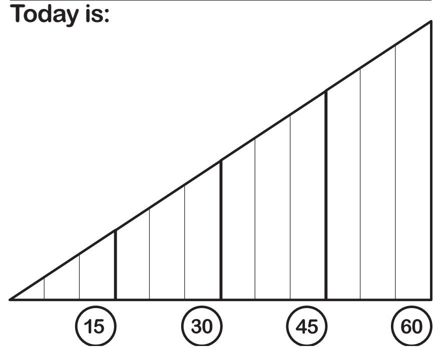

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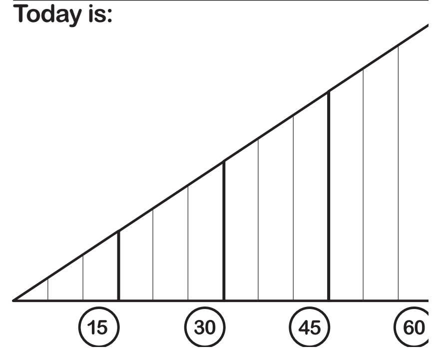

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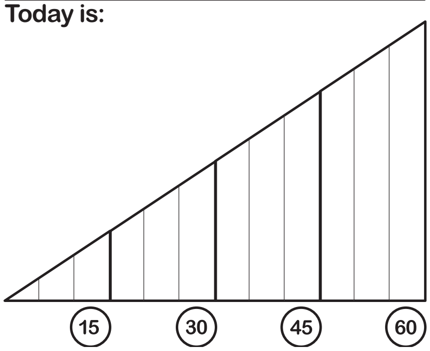

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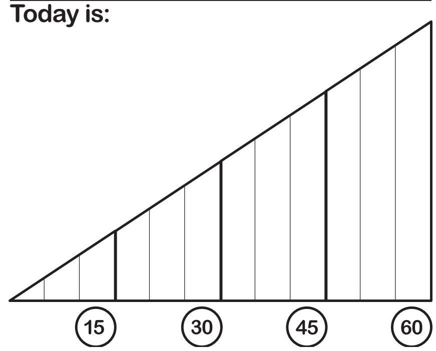

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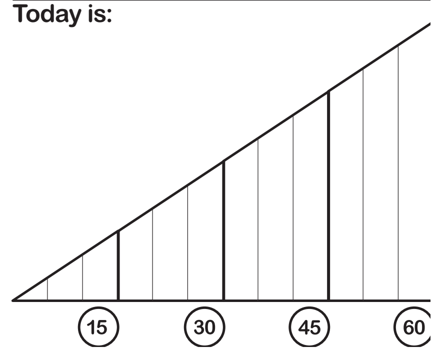

A B C

LESSON PLAN B

Desk Exercises

Time Frame: Two 40-minute sessions

Learning Objectives:

- Explore and learn how fitness activities can be done anywhere.
- Track daily physical activity through personal goal-setting.
- Discover ways to energize the mind and body.

Overview:

Fitness doesn't only happen at the gym! You don't need a sports field or court either. These activities can be done in the classroom or during homework breaks in your living room, at the kitchen table or wherever you do your studying. In addition to adding to your 60-minutes-a-day goal, they are a great way to energize your body and mind.

Part A. Everyday Desk Exercises

Time Frame: 20 minutes

Demonstrate a set of basic desk exercises that all can follow while sitting at their desks or tables or standing next to them. Make sure students keep a safe distance from furniture and from each other.

Seated Stretches

- Stretch your legs, one at a time, until they are perfectly straight with pointed toes. Hold for 10 seconds at a time, then slowly lower them back to the floor.
- Rest your heels on the floor and flex your toes straight up toward the ceiling. Hold for 10 seconds, then release and repeat.
- Lift both feet and do 5 ankle circles to the right, then 5 to the left.

Leg-Lifts

Stand sideways behind your chair. Hold the back of the chair with your left hand and slowly lift your left leg. Keep your knee bent straight ahead at a 90 degree angle. Now lower your leg until it almost hits the ground, but slowly raise it up again. Repeat for a total of 10 times and then switch to the other side.

Forward Crawl

Stand next to your desk and do forward arm circles for one minute. Follow with backward arm circles for 30 seconds.

Now do the opposite! Do backward arm circles for one minute. Follow with forward arm circles for 30 seconds.

Teacher Resources:
Check out the Tips and Additional Resources sections here for more creative ideas:

Brain Breaks, Instant Recess and Energizers (from Action for Healthy Kids)
http://www.actionforhealthykids.org/game-on/find-challenges/classroom-challenges/1252-brain-breaks-instant-recess-and-energizers

Also see these ideas for In-School Activity Breaks (from the American Heart Association) *https://www.heart.org/idc/groups/heart-public/@wcm/@fc/documents/downloadable/ucm_455767.pdf*

Health E-Tips: Movin' Minute – Seated Exercises
http://www.healthetips.com/pdf/a_movin_minute_example_seated.pdf

Meet the Challenge: Physical Activity for Children with Disabilities
https://www.cdc.gov/bam/activity/challenge-disabilities.html

Family Connection:
Teach some desk exercises to your family members!

Community Connections:
Visit a senior center and demonstrate your creative exercises while seated in a row. Teach some seniors how to do select exercises, along with their on-site physio therapist.

Part B. Healthy Bodies, Healthy Minds!

Time Frame: 20 minutes

Part 1. Relax and Unwind

Shoulder Shrug
Take a slow, deep breath in while shrugging your shoulders, lifting them high up to your ears. Hold 3 seconds and then release. Repeat three times.

Yes and No
Shake your head slowly from side to side and then up and down. Pretend you're saying No, No, No 6 times and then Yes, Yes, Yes 6 times. Repeat.

Bear Hug
Give yourself a great big hug and release the tension in your back while you're at it. Put your right hand on your left shoulder and your left hand on your right shoulder.
Now breathe in and out deeply, gently squeezing the area between your shoulder blades.

Part 2. Brain Exercises: Get both hemispheres in shape!

Double Cross
Grab your left ear with your right hand, keeping your right arm tucked close to your body. Now take your left hand and touch your nose. Uncross your arms and do the opposite, grabbing your right ear with your left hand and touch your nose with your right hand. Switch back and forth as fast as you can!

Cross Crawl
Exercise the information flow between the right and left hemispheres of the brain with this simple activity. While slowly marching in place, touch each knee as you raise it with your opposite hand. Do this for one minute. As an extra challenge, continue for another minute, this time with your eyes closed.

Focus Pocus
Standing straight, cross your right ankle over your left ankle. Now cross your right wrist over your left wrist and align your fingers, keeping your right wrist on top. Extend your elbows outward and turn your fingers in and rest them in the center of your chest. Stay in this position, breathe deeply and focus for one minute.

Lazy Eights
Draw a sideways figure eight (an "infinity sign") over and over again on a horizontal piece of paper, on a blank desk or straight ahead of you in the air. This causes your hand to repeatedly cross the midline of your body, increasing the energy flow and coordination between the right and left sides of the brain.

Double Handed
Mix things up and increase coordination by using your non-dominant hand for writing or drawing. Fold a piece of paper in half and write with one hand on one side, followed by the other hand on the other side. Then "double doodle": Draw shapes like circles, squares or triangles with both hands at the same time!

Part C. Zen at Your Desk

Time Frame: 40 minutes

Materials for Activity:

- Computer with Internet access (for teacher reference)
- Projector (optional)

Many basic yoga poses can be done at or beside your desk. Yoga breathing, good posture and simple stretches can alleviate stress and help you focus.

Use these yoga teaching videos from PBS Learning to teach different poses to children in grades 2–6.

Group Yoga Poses | PBS Learning
This video captures children and their yoga instructor working as a group to complete various yoga poses. Together, they use their whole bodies to stretch, breathe and improve posture with moves that involve using the people next to them.

Breathing and Stretching | PBS Learning

Learn about different breathing and stretching techniques. Following along with their instructor, children take ocean breaths and move their arms in various motions to follow along with their breath in order to calm and center themselves.

Yoga Builds Confidence: Teaching Videos | PBS Learning
In this video, children build their self-confidence through a series of poses within Tadasana or mountain pose. Following along with their instructor, children use their body strength to bend stretch and pivot while maintaining good posture.
- Inhale through the nose, and exhale through the nose.

- Stand and lift your toes high off the floor and spread them really wide and push them.
- Pretend your toes are the roots of a tree and they're really grounding into the earth.
- Send your left foot back, about 2 feet, so both your feet are facing forward.
- We're going to call this pyramid.
- Open up your arms to the side take up as much space as you can.
- Exhale and send your arms behind your back and try to clasp your elbows.
- Now stand up tall and inhale.

Focused Breathing
- Focused breathing forces you to slow down for a bit and pay attention to each breath. It helps you calm down before a test and relax when you're feeling tense or worried. It is also a good way to warm up before doing yoga.

Belly Breathing
- Take a deep breath. Now take another deep breath but stay as still as possible and do not move your shoulders. Breathe very slowly through your nose and put your hands on your stomach. Your stomach should be the only thing you feel moving. Pay close attention while you breathe and feel your hands going up and down with each breath.

Balanced Breathing
- Now do Belly Breathing but count to develop an even rhythm. Breathe in for 3 seconds, then breathe out for 3. Then repeat for 4 seconds, then repeat for 5 seconds. How does it make you feel?

Stork Stand
Stand next to your desk. Place your hands on your hips, then stand on one leg and position your other foot against the inside knee of your standing leg. Take a deep breath and see how long you can balance. Now switch legs. After a few successful stands, try it with eyes closed!

Resources:
Teaching Yoga in the Classroom | Action for Healthy Kids

Tips for Doing Yoga with Children with Disabilities | PBS Learning

Standards Alignment | Students will:
National Health Education Standards
Standard 6. Demonstrate the ability to use goal-setting skills to enhance health.
Standard 7. Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

SHAPE America
Standard 1. Demonstrate competency in a variety of motor skills and movement patterns.
Standard 3. Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
Standard 4. Exhibit responsible personal and social behavior that respects self and others.
Standard 5. Recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Common Core Standards
English Language Arts Standards > Speaking & Listening

Comprehension and Collaboration:
CCSS.ELA-LITERACY.SL.4.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts,* building on others' ideas and expressing their own clearly.
CCSS.ELA-LITERACY.SL.4.1.C - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
CCSS.ELA-LITERACY.SL.4.3 - Identify the reasons and evidence a speaker provides to support particular points.

LESSON PLAN C

Multicultural Movement

Time Frame: Choice of two to three 40-minute classes

Learning Objectives:

- Identify the benefits of dance.
- Dance and the role it plays in different cultures around the world.
- Learn simple dance moves that incorporate music and fitness from around the world.

Materials for Lesson Plan:

- Computer with Internet access and projector

Overview:

What are the benefits of dance? Dance keeps you fit. Dance makes you happy. It can be done with a group or all by yourself. It fits into two of the activity categories (aerobic and bone-strengthening) and since it's fun to do, you can easily rack up many minutes without even thinking about it.

Just as with most sports, dance has many benefits beyond the physical. It has been shown to improve a child's social and emotional skills, with teachers reporting that dance made their students more accepting of one another and respectful of their body and that of others. Dance is also a good means of fitness for children who may shy away from team sports, where coaches and competition can be a bit much to handle for younger students.

Part A. Dance Around the World

Time Frame: 40 minutes

Materials for Activity:

- Computer with Internet access and projector

Watch a few short videos about different types of dance from around the world (links to be provided). What do they have in common?

Kou Kou: African/African-American Culture | PBS Learning Media (3:07 minutes)
This is a demonstration of the Kou-Kou dance from the Ivory Coast. Moha Dosso, the lead dancer, explains: "The Kou Kou dance is a social dance, just for fun, to help teach children the basics of African dance. We can do that type of dance any time, in the village or the big city. And it's not just adults — kids do these dances and old people, too."

Discussion Questions:
- Does this remind you of any type of dance you've seen before?
- In the Kou-Kou dance, Dosso did the dance moves in slow motion to teach others how to do them. Do you think you could follow along?
- Should we watch it again and all try to learn some of the dance moves?

We Are the Music | PBS Learning Media
A mashup of dance sequences from 11 different cultural groups that have settled in Sant Fe, NM: Native Americans, Spanish, Mexicans, Crypto-Jewish, Celtic, German, Greek, Japanese, Tibetan, Sikh and the Central Americans.

Discussion Questions:
- Which dances did you like best?
- These are dances from all over the world, but they all share things in common. Name some things you see in all of the dances.

Part B. Learn the Basics

Time Frame: 40 minutes

Materials for Activity:

- Computer with Internet access and projector

Use videos to teach a handful of dance moves. Basic slides, steps and pivots can improve coordination and give kids more confidence before moving on to more complicated dance elements. These can be done at one's own pace, without music, and then with music.

Instructional Videos:
Irish Jig (Grades 3–6) | SPARK PE
The traditional dance from Ireland is all about the fancy footwork.

Mambo Mambo (Grades 3–6) | SPARK PE
This Latin dance originated in Cuba and later spread to Mexico and the U.S.

3 Easy Dance Moves | Full-Time Kid | PBS Parents
Learn the Moonwalk, Running Man and Cabbage Patch dance moves.

Part C. Global Dance Craze

Time Frame: 40 minutes

Materials for Activity:

- Computer with Internet access and projector

Part 1. Practice Your Moves
Watch the dance videos from Activity B and practice them again. How much did you remember? Can you imagine doing those dance steps to a different style of music? Try doing one of the dance moves to one of your favorite (teacher-approved) songs.

Part 2. Dance Video: *Do the Sid Shuffle*!
This fun video is multicultural and intergenerational. It shows people of all ages, from all over the world, doing an easy-to-learn dance routine. You can make the "Sid Shuffle" the centerpiece of a class lesson on dance if the kids really like it. Follow their cues, practice your moves, "and walk it out like Granny!"

"Homework" Assignments:
Just Dance! Are you always listening to music on headphones or watching music videos on a phone or computer? Dance every time to listen to a song and watch the minutes add up! Dance in your bedroom, in your living room, on the playground, wherever and whenever you feel like it. Just keep your eye on the clock so you can write it down on your Calendar.

Make it social! Invite a friend over to dance. How many minutes can you clock together for your charts?

Family Connection:
Watch the Sid Shuffle video at home with your family and teach them the moves. Practice together until you've got the routine down! If you don't have internet access at home, learn the moves at school. Then teach the moves at home and try it to different songs. Find a tune with a similar beat and dance! **Dance Video: *Do the Sid Shuffle*!**

Community Connection:
Read this article about *Zumba classes for adults held at public schools* via Kaiser Permanente's "Thriving Schools" Can you think of a similar idea that might work at your school?

Teacher Resources:
SPARK PE Blog Post: *The social/emotional benefits of dance for students*

There's a reason why it feels so good when you have an uninhibited dance party in your bedroom. As well as being a great way to release tension — not to mention have a lot of fun — there are studies showing that dance is also an excellent way to foster the emotional and social growth of children.

Dancing combines all the benefits of physical activity with those of educating children about music and the arts. From an emotional and social standpoint, dance classes for kids between the ages of kindergarten and grade 12 are proven to have an impact when it comes to acceptance of others, respect, teamwork, and cooperation.

This could be because dance gives children the opportunity to express themselves freely and creatively, which allows an outlet for emotional and physical release. While children are still developing full cognitive abilities, it could be that they choose to send messages through dance rather than having to articulate their thoughts in speech.

Dance creates a social environment where kids need to cooperate with and trust one another to complete the moves and avoid stepping on toes. At a very young age, it also instills a greater respect for one's body, and the bodies of others. Socially, it teaches children how to hold one another appropriately, how to be aware of someone else's movement, and how to understand the physical abilities and limits of one's own body.

Dance teaches the aforementioned skills in a language children understand: movement. Kids learn by doing, and there's nothing better than moving through a dance routine to synthesize the lessons learned.

Standards Alignment | Students will:
National Health Education Standards
Standard 4. Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
Standard 8. Demonstrate the ability to advocate for personal , family, and community health.

SHAPE America
Standard 1. Demonstrate competency in a variety of motor skills and movement patterns.
Standard 2. Apply knowledge of concepts, principles, strategies and tactics related to movement and performance.
Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.
Standard 5. Recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Common Core Standards
English Language Arts Standards > Speaking & Listening

Comprehension and Collaboration:
CCSS.ELA-LITERACY.SL.4.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts,* building on others' ideas and expressing their own clearly.
CCSS.ELA-LITERACY.SL.4.1.C - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
CCSS.ELA-LITERACY.SL.4.1.D - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CCSS.ELA-LITERACY.SL.4.2 - Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.