

Foundations of Wellness

Grade Band: 3-5

Student Objectives:

- Describe and analyze the three components of wellness: physical, social, and mental/emotional
- Reflect on personal levels of well-being
- Set a goal to enhance personal wellness

Materials:

- Student Activity Sheet: Wellness Inventory – one per student
- Student Activity Sheet: The Wellness Triangle – one per student or group
- Student Activity Sheet: Wellness Cards – one per student or group (split into separate cards)
- Grapes, apple slices, or cheese stick pieces – 3 per group
- Toothpicks – 7 per group
- Three different-colored sticky notes per student

Suggested Time Frame: 2-3 class sessions (based on 45-minute intervals)

Instant Expert:

According to the Centers for Disease Control and Prevention (CDC), **health literacy** is defined as “the degree to which individuals have the capacity to obtain, process, and understand basic health information and services needed to make appropriate health decisions.” For children, this translates into the ability to make healthy choices, to think about and practice health-enhancing skills, to say kind words, and to learn about feelings and how to express them.

An important foundation of helping children become health literate is teaching them about **wellness**. Wellness is more than just being healthy. It is the active process of becoming aware of and making choices toward a healthy and fulfilling life.

Striving to achieve optimal wellness decreases stress, reduces the risk of illness, and strengthens social and emotional health. It is important for students to learn about wellness as a foundational piece because statistical data shows that these are areas of need by the time students reach high school. (YRBSS Data: Mental Health, Physical Health, Social Health)

Several different dimensions of wellness have been defined including social, physical, mental, environmental, academic, spiritual, and occupational. For young children, it is often best to introduce the idea of enhancing wellness by balancing three of these dimensions: physical, social, and mental. Those are the three dimensions that will be explored in this lesson.

To illustrate and reinforce balance of the three dimensions of wellness, the lesson includes a visual triangle. The triangle includes:

- **Physical Wellness** - Examples include:
 - Taking care of your body
 - Getting physical activity
 - Having good personal hygiene
 - Having healthy eating patterns and nutrition intake
 - Being safe
- **Social Wellness** – Examples include:
 - Interacting with people around you
 - Getting along with others in a variety of settings and online
- **Mental/Emotional Wellness** – Examples include:
 - Liking who you are and accepting yourself
 - Expressing and processing emotions
 - Coping with the demands of daily life
 - Managing stress and pressure

Balance equates to the equal proportion of physical, social, and mental/emotional health on the sides of the wellness triangle. For example, if they have not slept or eaten breakfast (physical wellness), students' ability to manage stress will be impacted (mental/emotional wellness), and interactions with friends, teachers, and others could be affected (social wellness).

It is important to help students understand that **balance** can be very difficult to accomplish, but knowing what wellness is and how to work toward making appropriate choices will help them throughout their lives. Note: This may be the first time that students are introduced to the term stress. **Stress** is how our body changes in response to changes around us. Stress can be good and helpful, but it can be bad if it stops us from participating in daily life (hanging out with friends, going to school).

Within this activity, students evaluate their own behaviors related to wellness and set personal goals to improve their balance. Ideas could include:

Physical Wellness Examples:

- Focus on eating a variety of foods (include fruits, vegetables, whole grains, lean protein, and dairy – USDA’s 2015-2020 Dietary Guidelines for Americans)
- Engage in physical activity daily
- Get at least eight hours of sleep every night
- Maintain good hygiene (wash hands, brush teeth)

Social Wellness Examples:

- Practice good communication with friends and family
- Show respect to other people
- Be dependable (do chores, keep promises)
- Support friends making good choices
- Share emotions with friends or family
- Participate in activities that improve social wellness (sports, clubs, or activities that include several people)

Mental/Emotional Examples:

- Show emotions by communicating with others
- Talk to friends or family when you need to
- Know what you are really good at (reading, sports)
- Handle stress effectively to solve problems
- Be open to new ideas and new ways of doing activities

In the final session, students are asked to apply what they have learned to make decisions in authentic wellness-related situations. You may give all scenarios to the students or let students choose one that matches their area of growth based on the “Wellness Inventory.”

Note: As always, you will want be sensitive to individual students’ unique situations and follow your school or district’s policy when it comes to the collection of personal information related to minors.

Additional Resources

- Substance Abuse and Mental Health Services Administration: <http://www.samhsa.gov/>
- Physical Activity Guidelines: (chapter 3 – Active Children and Adolescents) <http://health.gov/paguidelines/guidelines/chapter3.aspx>
- USDA’s 2015-2020 Dietary Guidelines for Americans <http://health.gov/dietaryguidelines/2015/guidelines/>

Procedure:

Session 1: Introducing Wellness

1. Distribute seven toothpicks and three grapes, apples, or cheese stick pieces to small-student groups. Challenge each group to develop a freestanding structure with a solid foundation using only the materials you have provided.
2. Invite groups to present their structures and explain how and why they made decisions about materials and construction.
3. After all groups have presented, discuss the following questions:
 - a. Other than the same materials, what do all or most of the structures have in common?
 - b. Why is a solid foundation so important for a structure to stay standing?
 - c. What could happen if a foundation isn't strong or sturdy enough?
 - d. How could this exercise relate to health? Remind students that a foundation is a strong base for something. What do they think a foundation for their health could be? Note: This abstract question may be difficult for some students so you may need to share examples.
4. Introduce the term, "wellness" by writing it on the board. Ask students what word is contained in the word, "wellness." Circle the word "well." Ask students what it means to be well. Accept all wellness-related answers. Explain that "wellness" is all about making choices that can help them stay healthy now and in the future. Invite volunteers to share or draw examples of what they think the term "wellness" means.
5. Tell students there are different types of wellness. Show students the image of the "Wellness Triangle" (student activity sheet) to illustrate the three types of wellness covered in this lesson and the balance between them. Review each "side" of the wellness triangle. (Note: You may want to explain that triangles are a great base of support because they have equal, balanced sides. This is a great way to look at wellness.)
6. Ask which types of wellness students think that the images they drew or the words they wrote represent. Note: Examples you can reinforce or share are listed below:
 - a. Physical – Walking, playing sports, recess, jumping rope, eating a variety of foods, how we take care of our bodies, regular bathing and showering, brushing hair and teeth, getting enough sleep, limiting screen time.
 - b. Social – Talking to friends, playing with someone on a sports team or at recess, online games, social media, speaking and listening, conflict resolution, making

friends, respecting self and others, loving who you are, doing your best in school, completing your homework, helping with chores around the house.

- c. Mental/Emotional – How I feel/emotions, goal-setting, decision-making, managing stress, coping with difficult situations and daily tasks (school work, homework, etc.), believing in yourself, having a positive attitude, being able to learn from mistakes or failures.
7. Once students understand the three types of wellness, distribute the three separate wellness cards (student activity sheet) to each student or to each student group. Read the statements below, and challenge students to hold up the card that reflects the matching type of wellness. Review answers after each one and ask students to explain the reasons for their answers. Note that some statements could belong to more than one dimension, but the primary dimension is given as the correct answer.
- a. My family is important to me. (Mental/emotional wellness)
 - b. I have at least one good friend I talk to. (Social wellness)
 - c. I sleep at least eight hours every night. (Physical wellness)
 - d. I eat a variety of fruits, vegetables, proteins, grains, and dairy. (Physical wellness)
 - e. I am a responsible person. (Mental/emotional wellness)
 - f. I tell others how I feel. (Mental/emotional wellness)
 - g. I can get along with different people. (Social wellness)
 - h. I do well in most subjects at school. (Mental/emotional wellness)
 - i. I am physically active almost every day. (Physical wellness)
 - j. I can say no to people. (Social wellness)
 - k. I listen to people when they speak. (Social wellness)
 - l. I can talk about problems. (Mental/emotional wellness)
 - m. I enjoy doing many different activities. (Mental/emotional wellness)
 - n. I wear a helmet when I ride my bike. (Physical wellness)
 - o. I enjoy doing things with my family. (Social wellness)
8. Challenge students to share risks of not maintaining physical wellness (they could get sick or injured), social wellness (they may not have friends and be sad), and emotional wellness (they may feel stressed or upset).
9. End the session by asking each student to share one thing they learned about wellness.

Session 2: Wellness and Your Life

1. If you are starting a new session, review what students learned in Session 1 about wellness. This may be a good time to reinforce learning by introducing the three decision-making scenarios from the “It’s Your Decision” section below.

2. Tell students that they are going to explore more information about wellness and analyze how they can improve or maintain their personal wellness. Distribute the “Wellness Inventory” (student activity sheet) to each student. Review directions, and invite students to complete the activity sheet and then add up “Yes” and “No” answers for each component of wellness.
3. Refer students to the reflection section of the “Wellness Inventory.” Ask them why it’s important to reflect on areas where they are really strong as well as areas where they need to work harder. Direct students to complete this section.
4. Distribute two sticky notes of different colors to each student. Direct them to write the area of wellness where they are really strong in one color and the area of wellness where they need to work harder in another. Then, invite students to hang their sticky notes in an area of the room. In which area of wellness are most students in the class strong? For which area of wellness do most students want to work harder?
5. Explain to students that balance can change from day to day. Everyone is different and that is okay. We have to take time to think about personal wellness and try to make decisions that help us maintain balanced wellness each day. What’s important is that we consistently do the best we can in all areas.
6. Now, refer students to the goal-setting section on p. 2 of the “Wellness Inventory.” Explain that, now that they have reflected on their own wellness strengths and areas of improvement, it’s time to come up with some ideas for how they can do better in one area of wellness.
7. Once they are finished completing this section, invite them to tell a partner one thing they do really well when it comes to wellness and one thing they could do better to change some of the “No” answers to “Yes.” They should think about balance as they do this. Note that students will have an opportunity to focus on goal-setting in Lesson 3.
8. On a third sticky note, invite students to write at least one wellness goal they have created for themselves and someone who can help them reach this goal. Remind students that there are a lot of people who care about them and want them to be happy and successful. Identifying who can help them meet their goal and sharing their goal with that person is important. Invite students to place this sticky note anywhere they choose. They should pick a place where they will be reminded of the goal and who can help them.

9. Finally, give students the following exit journal prompt:
I can take care of my health (physical, social, mental/emotional wellness) by doing the following things...

You Decide: *This feature helps to reinforce decision-making with students and can be integrated into the lesson or serve as an extension.*

Physical Wellness:

Xavier is playing outside a couple of days a week on his scooter, but he can't play on the other days of the week. He loves to ride down hills. He does not have a helmet. What is the component of wellness that Xavier may need help with? Using the goal-setting steps from the Wellness Inventory, help Xavier set a goal to improve this area of wellness.

Social Wellness:

Sara is having a hard time making friends at her new school and no one plays with her at recess. What is the component of wellness that Sara may need help with? Using the goal-setting steps from the Wellness Inventory, help Sara set a goal to improve this area of wellness.

Mental/Emotional Wellness:

Jose loves reading and playing on the basketball team. Sometimes he feels sad and does not know how to tell people. What is the component of wellness that Jose may need help with? Using the goal-setting steps from the Wellness Inventory, help Jose set a goal to improve this area of wellness.

Family Connection:

Have students share their "Wellness Inventory" with their families and identify a family member who can help them achieve their goal.

For other tools to extend learning outside of the classroom, refer to the School-to-Home activities on TogetherCounts.com. Begin these activities together at school and then encourage students to continue them with their families.

Community Connection:

It's important for children to know that there are many people in their communities that can help them maintain wellness throughout their lives. Assign student groups an area of wellness and challenge them to research community organizations that focus on helping others in that area. Compile a list of all organizations and related contact information that could be shared with families and others in the school community.

Standards Correlations:

National Health Education Standards

- Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- Students will demonstrate the ability to use interpersonal skills to enhance health and avoid or reduce health risks.
- Students will demonstrate the ability to use decision-making skills to enhance health.
- Students will demonstrate the ability to use goal-setting skills to enhance health.
- Students will demonstrate the ability to practice health-enhancing behaviors to avoid or reduce health risks.

SHAPE America, National Physical Education Standards

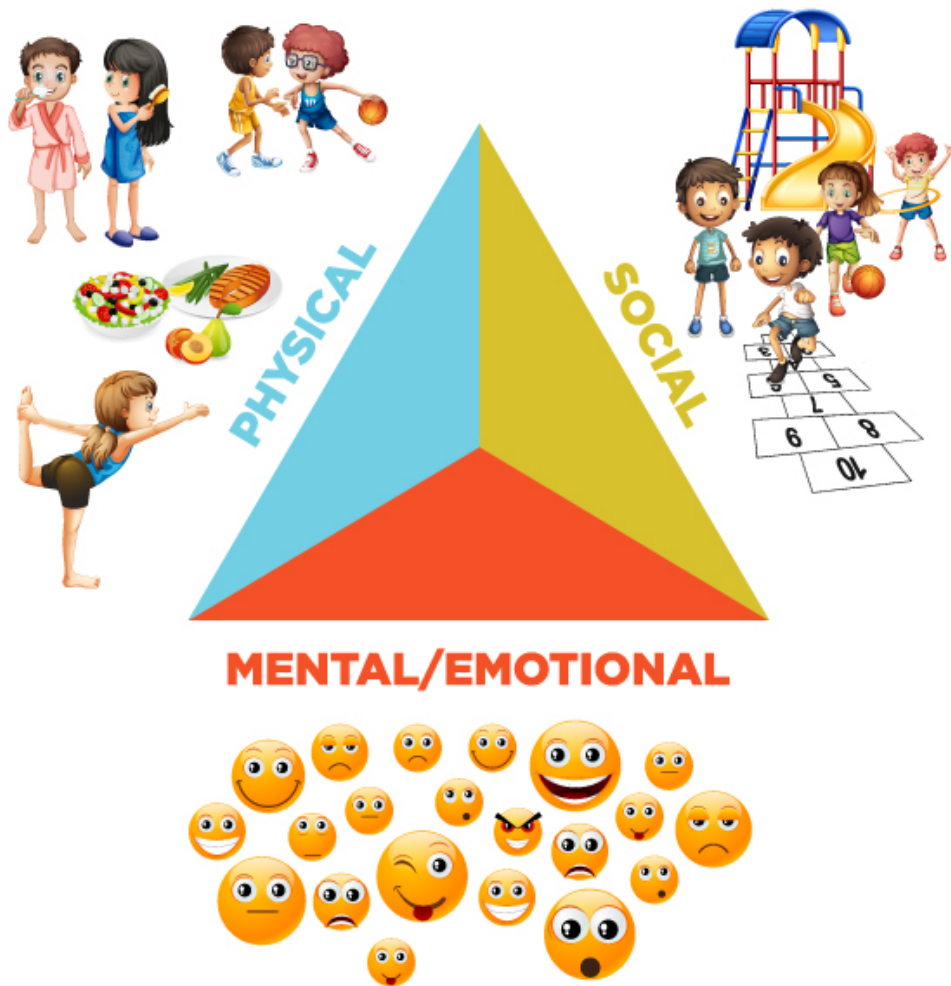
- Identifies physical activity benefits as a way to become healthier.

Common Core State Standards, Speaking and Listening

- 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.

Student Activity Sheet

THE WELLNESS TRIANGLE



Student Activity Sheet: Wellness Inventory

Physical Wellness		
1) I play or move for at least 60 minutes every day.	Yes	No
2) I keep my body, hair, and teeth clean.	Yes	No
3) I sleep at least eight (8) hours each night.	Yes	No
4) I go to the doctor and dentist regularly (even when I am not sick).	Yes	No
5) I wear a seatbelt when in a car.	Yes	No
6) I eat fruits, vegetables, grains, proteins and dairy foods each day.	Yes	No
7) I use a helmet when riding my bike or scooter.	Yes	No
Add the number of "Yes" and "No" answers		

Social Wellness		
8) I have a friend or someone I can talk to when I am happy or sad.	Yes	No
9) I care for and respect important people in my life.	Yes	No
10) I can disagree with others and not get angry.	Yes	No
11) I say "no" when people ask me to do something that can hurt me or others.	Yes	No
12) I am happy when I can help others.	Yes	No
13) I am dependable.	Yes	No
14) I am a good listener.	Yes	No
15) I ask for help when I need it.	Yes	No
Add the number of "Yes" and "No" answers		

Mental/Emotional Wellness		
16) I feel good about myself and like who I am.	Yes	No
17) When I am angry or upset, I can tell people how I feel.	Yes	No
18) I listen to others and let people help me when I do not understand a concept.	Yes	No
19) I have a favorite activity I like to do (sports, music, games, art, reading)	Yes	No
20) When I make a mistake, I am able to learn from it.	Yes	No
21) When I feel sad, I can talk to someone.	Yes	No
22) I like to learn new information and skills.	Yes	No
Add the number of "Yes" and "No" answers		



Put the total number in the columns	Yes	No
Physical Wellness		
Social Wellness		
Mental/Emotional Wellness		

Student Activity Sheet: Wellness Inventory (p. 2)

Reflection:

- 1) What area of wellness has the most “Yes” answers?
- 2) What area of wellness has the most “No” answers?
- 3) Does your triangle have equal or balanced sides? Yes No Almost
- 4) Is there an area that you are really good or strong?

Physical Wellness

Social Wellness

Mental/Emotional Wellness

- 5) Is there an area where you need to grow or work harder?

Physical Wellness

Social Wellness

Mental/Emotional Wellness

Goal-Setting:

- 6) Where do you want to do better and grow? Circle the area below.
Physical Wellness Social Wellness Mental/Emotional Wellness
- 7) What do you want to improve (i.e., eat breakfast every day, make a new friend)?

-
- 8) Write three ways you can do better in the area selected

a:

b:

c:

Who will help you along the way?

Student Activity Sheet

WELLNESS CARDS

✂



 **PHYSICAL WELLNESS** 

PHYSICAL
SOCIAL
MENTAL/EMOTIONAL


✂





 **SOCIAL WELLNESS** 

PHYSICAL
SOCIAL
MENTAL/EMOTIONAL

✂



 **MENTAL/EMOTIONAL WELLNESS** 

PHYSICAL
SOCIAL
MENTAL/EMOTIONAL

Decisions, Decisions!

Grade Band: 3-5

Objectives:

- Identify ways that decisions they make now impact their future
- Apply a decision-making model to various authentic scenarios
- Identify how thoughtful decisions can help them reach their goals

Materials:

- Posters or construction paper of different colors
- Student Activity Sheet: So many options! – one per student
- Student Activity Sheet: Decisions and Choices – one per student

Suggested Time Frame: 2-3 class sessions (based on 45-minute intervals)

Instant Expert:

Throughout their lives, students will be faced with a multitude of decisions regarding their health and wellness. What to eat, whether to be physically active, whether to apply sunscreen, wear a seatbelt or bike helmet, and how much sleep to get are just a few. To maintain personal wellness, students must make decisions about balancing physical, social, and mental/emotional wellness. Learning how to make informed, confident decisions is an important foundational aspect of this unit.

In this lesson, students will learn about a decision-making process and have an opportunity to apply that process to several decisions related to wellness. As students learned in Lesson 1, the three components of the wellness triangle are:

1. Physical Wellness – Total care of your body; physical activity (60 minutes per day); hygiene; healthy eating patterns and nutrition intake per USDA’s 2015-2020 Dietary Guidelines for Americans)
2. Social Wellness – Getting along with others in a variety of settings and online – including friends, family, and teachers
3. Mental/Emotional Wellness – Liking who you are and accepting yourself; expressing emotions in a healthy way; managing stress; and managing pressures, goals, and decisions

The decision-making model that is introduced in this lesson is:

Step 1: Identify the decision you have to make.

Step 2: Consider your choices.

Step 3: List the benefits (positive impacts) and consequences/trade-offs (negative impacts) of each choice. With some choices, you may need to gather information or help from an adult or trusted friend with this step.

Step 4: Make your decision. Try to make the best decision for you.

Step 5: Evaluate your decision and change it if you think there is a better one.

You may want to share with students that:

- There are more than just one or two options for many decisions. Be creative!
- Decision-making is often an ongoing process. With many decisions, you can change your mind if you realize you have made a mistake.
- If you are gathering information to help you make an important decision, make sure it is from a trusted source or a person who will want the best for you.
- When thinking of consequences, make sure that you can accept the ones that relate to the decision you've chosen.

Note: As always, you will want to be sensitive to individual students' unique situations and follow your school or district's policy when it comes to the collection of personal information related to minors.

Additional Resources

- The Centers for Disease Control and Prevention BAM! Body and Mind:
 - <http://www.cdc.gov/bam/safety/index.html>
 - Choices and Consequences <http://www.cdc.gov/bam/life/choices.html>
 - Feeling left out (risky behaviors activity) <http://www.cdc.gov/bam/life/leftout.html>
 - KABAM! Comic Creator – Help solve scenarios <http://www.cdc.gov/bam/life/kabam.html>
- The Centers for Disease Control and Prevention, Health Literacy: <http://www.cdc.gov/healthliteracy/learn/>
- Substance Abuse and Mental Health Services Administration: <http://www.samhsa.gov>
- USDA's 2015-2020 Dietary Guidelines for Americans <http://health.gov/dietaryguidelines/2015/guidelines/>

Procedure:

Session 1: Introducing the Decision-Making Process

1. Before class, hang construction paper of different colors in different spots around the room.
2. Show students the different-colored papers around the room, and invite them to stand by their favorite. Ask each color group to talk about how they decided on their favorite color. Ask them if they have ever changed what their favorite color was and why? Remind students that making decisions is sometimes easy and sometimes hard. Would they consider this decision easy or hard, and why? Was there any negative result of choosing one color over another? If so, what? Sometimes, we need to think really hard about a decision and what could happen after we make it. Explain that today, students are going to learn about a process for making decisions that can help them with more difficult decisions (e.g., When should I do my homework? When should I study for a class test? Who will I play with at recess? Where do I sit at lunch?).
3. In color groups or new small groups, present one of the following decision-making situations. Challenge each group to reach a decision.
 - Physical Wellness Topic:** Our class has earned a class party and we can choose between extra recess or a pajama party. Which should we choose?
 - Social Wellness Topic:** You are sitting with two friends, Jamie and Chris, at lunch. When Jamie leaves to throw away his trash, Chris makes fun of Jamie's sneakers. What should you do?
 - Mental/Emotional Topic:** A lot of your friends are allowed to watch a television show that you are not allowed to watch because it comes on past your bedtime. You feel left out when your friends talk about the show. What can you do so that you don't feel left out?
4. Give student groups a set amount of time (no more than five minutes) to reach a decision. Have each group present its answers. Then discuss:
 - Was it easy or hard to reach a decision?
 - Were you happy with the decision your group reached?
 - Did all group members agree?
 - What steps did your group take to reach your decision?
 - What steps do you use when you have to make an important decision?
 - What are some important decisions you have had to make?

5. Tell students that many of the decisions they make *today* can affect them as they get older. Can they think of any decisions they currently make that will affect them next month? Next year? In middle school? In high school?
6. Distribute the “So Many Options” student activity sheet, and challenge students (individually or as a class) to create a list of six decisions they made the day before or in the past week. Ask them to consider the three areas of wellness (physical, social, mental/emotional) as they write down their decisions. You may need to give younger students some examples such as deciding what time to get up, what to eat for breakfast, what to wear, or what time to do their homework. Then have them follow the directions to complete the rest of the activity sheet. *At this age, students may not understand how what they eat, how active they are, how much sleep they get, whether they brush their teeth, or whether they complete their homework can affect them later in life. You may need to help them recognize some of the long-term effects.*
7. Ask student volunteers to choose one decision from their list and share the steps they took to make it. If possible, highlight a decision related to personal wellness (physical, social, or mental/emotional wellness). You may want to write some of these steps on the board. Ask students why it might be important to have a step-by-step process on which they can rely when they have to make important decisions.

Session Two: Give Decision-Making a Try!

1. Distribute the “Decision-Making Process” student activity sheet and review the decision-making process on the second page with students. Allow students to choose from the scenarios on the first page or provide a different scenario to each group to discuss. If students have access to computers, students may have the options to review the scenarios on KABAM! Comic Creator Share (<http://www.cdc.gov/bam/life/kabam.html>). Remind students that, while there may be other processes with other steps, any process should include considering the positives and negatives of each possible option.
2. Read the story on the activity sheet aloud to students and have them complete the worksheet individually, in groups or as a class. Review answers together.
 - a. What are the options?
 - b. What decision do they think the person should make?
 - c. What were the strongest influences for the decision they chose?
 - d. If students do not agree, have them justify their decisions using the model they’ve worked through.
3. Ask student groups to go back to the decision-making situation from the beginning of the lesson and apply the decision-making model to that decision. Use the Activity Sheet

- 3 Sample Capture Sheet. Did students come up with the same decision after using the model or did their answer change?
4. Share with students that many decisions are made by thinking about what we want our lives to be like or what things we want in the future. For example, students may decide to save their money instead of spending it so they can buy a bike, game, or toy. Or they may decide to eat a nutritious breakfast so they do well on their science test and have enough energy to play basketball. Or they may want to exercise each day so that they have a healthy heart later in life. Have students share some decisions they have made that will help them in the future.
 5. Distribute the slips of paper. Have each student write:
 - a. Something they want to have or achieve in the future that relates to wellness. (The future could be this week, one month, one year, or even when they are in middle school or high school)
Examples may include:
 - Physical** – Join a sports team; use safety equipment while riding a bike; sleep 8 hours every night; exercise or play every day for 60 minutes or more; eat a variety of foods (fruit, vegetables, whole grains, lean protein, and dairy)
 - Social** – Make new friends at recess; join a club or activity at school, the recreation department or local library; say no to tobacco, alcohol, or other drugs
 - Mental/Emotional** – Read daily; share happy or sad feelings with family or friends; learn a new math concept (even when it is really hard); complete homework daily; identify a chore I can do at home to help my family and complete it
 - b. At least one decision they could make now that could help them reach that goal.
 - c. A person or source that could help them.
 6. If students are comfortable, ask them to share. If not, find a safe place where students can keep their slips and refer back to them in the future.

You Decide: *This feature helps to reinforce decision-making with students and can be integrated into the lesson or serve as an extension.*

Alone or with a partner, challenge students to apply the decision-making model they explored with the decision they have to make or one of the decisions below.

Physical Wellness:

You have to make up some work that you missed when you were sick. Your teacher asks you if you want to make up the work after school or during recess. What do you do?

Social Wellness:

Two of your friends are arguing over who gets the ball first in your basketball game. What do you do?

Mental/Emotional Wellness:

Your friend always stresses out and gets worried when she has a test. What do you do?

Family Connection:

Challenge students to work with family members to identify a decision they must make that will affect all of them. Ideas include what they will do on their next day off together, how they can be physically active, what they will eat for dinner, or whether or not the family should get a pet. Then have them work through the decision-making process to make the best decision considering benefits and consequences of each choice.

For other tools to extend learning outside of the classroom, refer to the School-to-Home activities on TogetherCounts.com. Begin these activities together at school and then encourage students to continue them with their families.

Community Connection:

Invite a local pediatrician, police officer, or athlete to the class to talk about the consequences of making poor decisions. Identify what area of wellness example decisions are linked to (physical, social, mental/emotional). Have students prepare questions ahead of time to ask the guest speaker. Encourage students to share what they learned with other classes.

Standards Correlations:

National Health Education Standards

- Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- Students will demonstrate the ability to use decision-making skills to enhance health.
- Students will demonstrate the ability to use goal-setting skills to enhance health.
- Students will demonstrate the ability to advocate for personal, family, and community health.

SHAPE America, National Physical Education Standards

- Discusses the relationship between physical activity and good health.

- Gives corrective feedback respectfully to peers.

Common Core State Standards, Speaking and Listening

- 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.
- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Student Activity Sheet: So Many Options!

What should I eat? What time should I go to bed? Should I wear a bike helmet? Have you ever tried to make decisions like these? It's hard to believe but many of the decisions you make today will affect your life even when you get older! So, it's important to make sure that you really think about the best decision for you.

A) First make a list below of five decisions you made yesterday or in the past week. Ex: Yesterday, I decided to play soccer outside with my friends or I read a book during recess.

1)

2)

3)

4)

5)

B) Put a (P) next to physical wellness decisions.

C) Put a (S) next to social wellness decisions.

D) Put a (M) next to mental/emotional wellness decisions.

E) Put a check (✓) next to the decision that was easiest to make.

F) Put a star (★) next to the decision that was hardest to make.

G) Circle all of the decisions that you think could make a difference in your life when you get older.

H) Choose one of the circled decisions and complete the following sentences.

My decision could affect my life when I get older because:

I would/would not make this decision again because:

Student Activity Sheet: Decisions and Choices

Decisions can be hard to make! Read the story below and then apply the decision-making process to help our friends decide what to do.

Scenario 1:

Every morning, Reuben's dad takes him to school. Most days, his dad does not make him breakfast because he expects Reuben to make it himself. Reuben says he does not have any lunch money to buy breakfast at school. What can Reuben do to make sure he eats breakfast every morning?

Scenario 2:

At recess, Juniper plays games with the same group of friends and is always on the same team when they pick teams. People do not understand why she will not play with other people at recess and ask her, "Why don't you play with us? Why do you always play with the same people?" What should Juniper do?

Scenario 3:

Every day at lunch, we get to choose who we get to sit next to at Ms. Gilbert's class table. Everyone always argues about who gets to sit with Juan and Bryce. No one wants to sit with MacKenzie. What should you do?

Scenario 4:

Tyrell loves to play the piano. He has a music performance on Friday night at school and is really excited. Tyrell also plays football for the Gators. He has football practice three nights a week Monday, Wednesday, and Friday. Football practice and his piano concert are both on Friday. What should Tyrell do?

Scenario 5:

At College Park Elementary School, students have daily homework. They have to read for 30 minutes and complete a math activity. This week, they have a project to design and create a life-like caterpillar. Marisol leaves her homework at school and does not complete it. Her parents do not know she is doing this. Marisol's parents get a phone call home, letting them know she has not been doing her daily homework. What should Marisol do?

Decision Making Process

Step 1: Identify the decision you have to make.

Step 2: Consider your choices.

Step 3: List the benefits (positive impact) and consequences (negative impact) of each choice.

With some choices, you may need to gather information or help from an adult or trusted friend with this step.

Step 4: Make your decision. Try to make the best decision for you.

Step 5: Evaluate your decision and change it if you think there is a better one.

Let's Help Our Friends Make a Decision

Step 1: What is the decision? Is it Physical, Social, or Mental/Emotional Wellness or are there multiple areas?

Step 2: What are the choices?

Choice 1:

Choice 2:

Choice 3:

Step 3: List the advantages (+) and disadvantages (-) of each choice below.

Choices	Advantages (+)	Disadvantages (-)
Choice 1:		
Choice 2:		
Choice 3:		

Step 4: What decision would you make if you were the person in the scenario?

Step 5: How might they know if the decision was a good one or a bad one? Consider balancing physical, social, and mental/emotional wellness in your response.

Ready, Set, GOAL!

Grade Band: 3-5

Student Objectives:

- Develop or adapt a personal wellness goal
- Practice goal-setting skills to improve physical, social, or mental/emotional wellness

Materials:

- Several soft balls and goals (or masking tape/other materials to simulate goals)
- Completed Wellness Goal from Foundations of Wellness Lesson (for student reference)
- Student Activity Sheet: Setting a SMART goal – one for each student
- Student Activity Sheet: My Personal Wellness Goal – one for each student
- Flip chart

Suggested Time Frame: 1-2 class sessions (based on 45-minute intervals)

Instant Expert:

Goal-setting is an important skill to help students maintain balanced wellness throughout their lives. As outlined in the National Health Education Standards, short- and long-term goal-setting skills are essential to help students identify, adopt, and maintain healthy behaviors. However, goal-setting can be challenging for some students, and sticking with a goal and tracking the steps along the way takes perseverance. This lesson will focus on helping students set, maintain, and track goals related to their wellness.

The decision-making model reviewed in this lesson is:

Step 1: Identify the decision you have to make.

Step 2: Consider your choices.

Step 3: List the benefits (positive impacts) and consequences (negative impacts) of each choice. With some choices, you may need to gather information or help from an adult or trusted friend with this step.

Step 4: Make your decision. Try to make the best decision for you.

Step 5: Evaluate your decision and change it if you think there is a better one.

The goal-setting model presented in this lesson is listed below.

Goal-setting process includes:

1. Identifying a goal
2. Identifying small steps to reach the goal
3. Identifying dates for the big goal and smaller steps
4. Identifying possible obstacles and how to overcome them
5. Recruiting support people to help you on your journey
6. Keeping a chart, log, journal, or diary to review the goal and revise, if needed
7. Celebrating when you reach your goal

When setting goals, students should refer to the S.M.A.R.T. method of goal-setting:

- **Specific** – Who, What, Where, When, Which, Why
- **Measurable** - How much? How many? How will I know when I met my goal?
- **Attainable** – Can you achieve this goal? Is it realistic?
- **Really Important** – Is this goal important to you? Do you really want to make this goal happen?
- **Timely** – Set target dates for each step of the goal until it is completed.

To help them set goals for physical wellness, students may want to refer to the Physical Activity Guidelines for Americans or the USDA 2015-2020 Guidelines.

To help them set goals for social and mental/emotional wellness, students may want to refer to the Centers for Disease Control and Prevention’s BAM! Guide to Getting Along. It includes quick tips for managing stress and conflict.

Note: As always, you will want be sensitive to individual students’ unique situations and follow your school or district’s policy when it comes to the collection of personal information related to minors.

Additional Resources:

- Physical Activity Guidelines: <http://health.gov/paguidelines/guidelines/chapter3.aspx>
- USDA’s 2015-2020 Dietary Guidelines for Americans
<http://health.gov/dietaryguidelines/2015/guidelines/>
- The Centers for Disease Control and Prevention, Health Literacy:
<http://www.cdc.gov/healthliteracy/learn/>
- Substance Abuse and Mental Health Services Administration: <http://www.samhsa.gov>
- The Centers for Disease Control and Prevention, BAM! Guide to Getting Along
 - <http://www.cdc.gov/bam/life/getting-along.html>

Procedure:

1. Before students enter the room, set up several physical goals (like soccer or hockey goals) around the room. (These can be real goals or goals made with masking tape or other materials.) Divide students into groups and direct each group to stand by one of the goals. Give each group a ball. Direct students to do the following:
 - a. Point to the goal they are trying to get the ball into.
 - b. Have each student think of a different plan or pathway for getting the ball in the goal.
 - c. One by one, have each student try to get the ball in the goal using their idea. Encourage students to cheer for each other.
 - d. Repeat the exercise, this time with another student trying to prevent the ball from going in the goal.
 - e. Finally, remove the goalie and have each student try again.
2. Have students come back together and discuss:
 - a. Did everyone know the goal?
 - b. Was this goal physical, social, mental/emotional? How do you know?
 - c. Did each group member come up with a different idea for getting the ball in the goal? Did different ideas reach the same objective? Can there be more than one way to reach the same goal?
 - d. Was it easy to get the ball in the goal the first time you tried? Why or why not?
 - e. Was it harder when you had an obstacle trying to stop you? Did you change your strategy when you had an obstacle? Was it easier when the obstacle was removed?
3. Ask students what other kinds of goals there are, besides the ones that a ball is kicked into! Ask students to reflect on the wellness triangle and the focus for foundations of wellness (physical, social, or mental/emotional) set in previous classes. Invite them to share examples of goals they have set in previous classes and explain whether they are physical, social, or mental/emotional.

Sample Topics and Statements:

 - I will make a plan to share my feelings.
 - I will make a plan to eat better with a variety of food types (fruit, vegetables, whole grains, lean proteins, and dairy)
 - I will be physically active every day for 60 minutes.
4. Record student goals on the board or a flip chart. Then relate these goals to the exercise students just did:

- a. Did they reach their goal the first time? If so, how? If not, how did they change their plan?
 - b. How many steps were involved in reaching the goal?
 - c. How many people supported them in reaching the goal?
 - d. Could there have been more than one way to reach their goal?
 - e. Was there an obstacle or problem that made it hard to reach their goal?
 - f. What strategies did students use to overcome the obstacle and reach the goal?
5. Share with students that setting goals and making decisions is an important part of maintaining balanced wellness. Goal-setting is not easy and it takes a lot of practice, some mistakes, and reflection. It is okay to not get it right the first time, learn, make changes, and try again! Just like the exercise at the beginning, they may not always reach their goal. And there are often many different ways to reach the same goal. Sometimes hard things stand in the way of us reaching our goals so we must try to remove them or change our plan. Finally, when we reach our goal, it's fun to celebrate!
6. Ask students what might be important when trying to set a personal goal. Distribute the "Setting a SMART goal" student activity sheet. Review each "letter" in SMART as it relates to goal setting. You may want to use the examples of goals students shared earlier in the lesson as you review the activity sheet. Then have students work in groups to rewrite the goals at the bottom of the sheet to be SMART.
7. Now that students know how to write SMART goals, ask them to get out the "Wellness Inventory" from the Foundations of Wellness Lesson. If students did not complete a "Wellness Inventory," they can complete it now. Or alternatively you can review information from Lesson 1 about ways that students can achieve physical, social, and/or mental/emotional wellness.
8. Explain that students will use the information from their "Wellness Inventory" and what they learned about goal-setting to choose a specific personal goal or revise the goal they wrote on physical, social, or mental/emotional wellness. You may want to brainstorm a list of goals that would be appropriate. For example:
- a. I will be active for 60 minutes at least 5 days a week.
 - b. I will eat breakfast every day.
 - c. I will ask for help when I do not understand.
 - d. When I feel stressed, I will talk with someone and express my feelings.
 - e. I will eat a variety of foods (vegetables, grains, fruits, protein, and dairy).

9. Distribute and review the “My Personal Wellness Goal” student activity sheet. Review the steps for setting and tracking a goal on the sheet.
10. Have students work in pairs to complete the sheet; they can set different goals. Tell them they will have four weeks to complete their goal. Remind them that there is more than one way to reach a goal and that sometimes we have to change our plan if something isn’t working.
11. Partners can check each other’s goals to make sure they are specific, measurable, attainable, meaningful to them, and set within a specific timeframe. If they are having trouble setting their own goals, have them share ideas with each other or imagine themselves writing a goal for someone else their age.
12. Once all students have finished, encourage volunteers to present their goals and their action plans.
13. Invite students to come up with ideas for how they will track their goals along the way. You may want to check progress with students each week to see how they are doing. This can be done in partners, groups, or at a meeting with you. At the end of four weeks, have students share their progress and celebrate their achievements!

You Decide: *This feature helps to reinforce decision-making with students and can be integrated into the lesson or serve as an extension.*

Physical Wellness:

Sam can never seem to get 60 minutes of physical activity each day. She has 30 minutes of recess and soccer on Tuesday and Saturday. Help Sam set a goal for meeting 60 minutes of physical activity each day.

Social Wellness:

Madeline’s friends always disagree with each other and sometimes yell at each other. Help Madeline find ways to communicate with her friends when they do not agree.

Mental/Emotional Wellness:

Whenever Jeff gets stressed, he stops talking to people. The counselor at school tries to talk to him, but he doesn’t want to share. Help Jeff set a goal for working through his stress.

Family Connection:

Ask students to challenge family members to set and track a physical, social, or mental/emotional goal. It makes it easier to reach goals with support from family members, and it's more fun to celebrate if everyone has made improvements!

For other tools to extend learning outside of the classroom, refer to the School-to-Home activities on TogetherCounts.com. Begin these activities together at school and then encourage students to continue them with their families.

Community Connection:

Host a school community health fair. Develop visual presentations for the goals and tracking sheets, sharing obstacles, successes, and ways for others to set goals.

Standards Correlations:

National Health Education Standards

- Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- Students will demonstrate the ability to use decision-making skills to enhance health.
- Students will demonstrate the ability to use goal-setting skills to enhance health.
- Students will demonstrate the ability to advocate for personal, family, and community health.

SHAPE America, National Physical Education Standards

- Examines the health benefits of participating in physical activity.
- Accepts and implements specific corrective feedback from the teacher.

Common Core State Standards, Speaking and Listening

- 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.
- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Student Activity Sheet: Setting a SMART Goal

Setting goals is a great way to help us make positive changes in our lives. Goals have a much better chance of being reached if they are SMART!

- S = Specific** Who, What, Where, When, Which, Why
Make sure your goal includes clear details about what you want to do. For example, say “I want to be physically active every day for 60 minutes” or “I want to eat breakfast every morning.”
- M = Measurable** How much? How many? How will I know when I have reached my goal?
How will I keep track of my goal? For example, I can keep a journal to show when I am physically active and when I eat breakfast.
- A = Attainable** Can you achieve this goal? Is it realistic?
Set a goal that you can reach. If the goal you set is not easy or out of reach, you will not feel successful and you will not help yourself emotionally, socially, and/or physically. You will get angry and frustrated if you set a goal you cannot reach. For example, setting a goal of never eating a dessert is probably not very realistic.
- R = Really Important** Is this goal important to you? Do you really want to make this goal happen? Make sure that the goal you set is important and meaningful to YOU.
- T = Timely** Set target dates for each step of the goal until it is completed. Set a timeline. If you set a time, you will start now and be more likely to reach your goal!

Rewrite the goals below to make them SMART:

1. I will exercise for 60 minutes someday soon.
2. I will sometimes eat fruits and vegetables.
3. I will be more active.
4. I will eat breakfast every day because my parents/guardians tell me I have to.



Student Activity Sheet: My Personal Wellness Goal

Balancing physical, social, and mental/emotional wellness is very important.

My goal for maintaining balance is:

What is your goal?

What is your action plan? Put a date by each step.

Step 1:

Step 2:

Step 3:

Think of possible obstacles to achieving your goal and how will you overcome these obstacles?

Who will help you along the way? (Coach)

Keep a chart or diary of your goal, steps, obstacles, and how you are doing.

(See sample chart on next page)

If I reach my goal, I will celebrate by:

Student Signature: _____

Parent/Guardian Signature: _____

Coach's Signature: _____

Note to parents and coaches: We are learning about goal-setting related to health and wellness. One of the ways to help students reach the goals they set is to identify someone who can help them. Your participation is optional, and we thank you for your help!

Sample Weekly/Month Chart

- Write in step 1, 2, and 3 goal dates in the calendar below
- Check in with coach, parent, and/or teacher at the end of each week with a signature
- At the end of each week, reflect on obstacles and successes to see if you need to revise your goal or keep on moving forward

Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Weekly Check-in

Student Checklist/Reflection:

- ✓ Is my goal specific?
- ✓ Can I measure my goal?
- ✓ Is my goal realistic?
- ✓ Is this goal important to me?
- ✓ Have I set dates to achieve my goal and smaller steps toward my goal?

What's the Pattern?

Grade Band: 3-5

Student Objectives:

- Describe a healthy eating pattern
- Draw conclusions about the benefits of consuming a variety of nutrient-dense foods across and within food groups in recommended amounts
- Measure recommended daily serving sizes of different food groups for their age
- Create a visual representation of one or more elements of healthy eating patterns
- Analyze their own eating patterns

Materials:

- Sticky notes
- Student Activity Sheet: Let's Get Balanced! (one per student)
- Student Activity Sheet: My Eating Pattern (one per student)
- Student Activity Sheet: How Much Should We Eat? (one per student)
- Measuring cups and a food scale
- One sample food from each food group (alternatives are given if it is not possible to bring in food)
- Various art materials

Suggested Time Frame: 2-3 class periods (based on 45-minute intervals)

Instant Expert:

According to the Centers for Disease Control and Prevention (CDC), **health literacy** is defined as “the degree to which individuals have the capacity to obtain, process, and understand basic health information and services needed to make healthy choices, to think about and practice health-enhancing skills, to say kind words, and to learn about feelings and how to express them.”

An important foundation of helping children become health-literate is teaching them about **wellness**. Wellness is more than just being healthy. It is the active process of becoming aware of and making choices toward a healthy and fulfilling life.

In the first set of lessons, students learned about different types of wellness. One of those was **physical wellness**. Physical wellness is wellness related to our bodies. This includes taking care

of our bodies, being physically active, having good personal hygiene, having healthy eating patterns and nutrient intake, and being safe.

In this lesson, we will focus on the physical wellness subcomponent of nutrition. Students will be introduced to the concept of developing healthy eating patterns.

Healthy eating patterns help people meet their nutritional needs without exceeding calorie requirements and while limiting certain dietary components. Following a healthy eating pattern can help us get the nutrients we need to reduce the risk of chronic disease and maintain a healthy body weight. We know that nutrition and health are closely related, and evidence shows that healthy eating patterns are associated with positive health outcomes. Luckily, there are many choices we can make that support healthy eating patterns.

The Dietary Guidelines 2015-2020 offer guidance about various healthy eating patterns, including U.S., Mediterranean, and vegetarian. The healthy U.S.-style eating pattern is based on the foods Americans typically consume, but in nutrient-dense forms and appropriate amounts. All serving ranges given in this lesson are based on the healthy U.S.-style eating pattern from the *Dietary Guidelines*. Because calorie needs vary based on age, sex, height, weight, and level of physical activity, the USDA actually provides patterns for 12 different calorie levels across the lifespan. For more information about key recommendations of the Dietary Guidelines 2015-2020, go to <http://health.gov/dietaryguidelines>.

In this lesson, students learn that healthy eating patterns are like a puzzle, with many different pieces that fit together. They are introduced to the “puzzle pieces” of balance, variety, and appropriate amount (recommended serving sizes). They are also briefly introduced to calories, since recommended serving sizes are based on calorie intake/requirements as well as gender, activity level, and age. More information about calories will be presented in lesson 2.

In addition to the *Dietary Guidelines 2015-2020*, the United States Department of Agriculture (USDA’s) MyPlate is another tool that can help students learn about and follow a healthy eating pattern. MyPlate is a pie chart that illustrates a place setting with a plate and glass divided into five food groups. For more information on MyPlate, go to www.choosemyplate.gov.

As students learn about balance and variety, they will be introduced to or reminded about the five food groups, as well as the recommendation of including some oil. Students likely will be aware of what foods are part of which food groups, but they may not be familiar with recommended serving sizes related to those food groups. That is covered in this lesson. As a reminder:

Grains – Consists of foods made from wheat, rice, oats, cornmeal, barley, or another cereal grain. Bread, pasta, oatmeal, breakfast cereals, tortillas, and grits are examples. It is recommended that 8- to 11-year-olds have 5-6 ounces of grains every day. At least half of these grains should be whole.

Vegetables – Consists of any vegetable or 100% vegetable juice. Vegetables may be raw or cooked; fresh, frozen, canned, or dried/dehydrated; and may be whole, cut-up, or mashed. The Guidelines recommend a variety of vegetables from all of the subgroups. Recommended servings for 8- to 11-year-olds is 2-2 ½ cups every day.

Fruits – Consists of any fruit or 100% fruit juice. Fruits may be fresh, canned, frozen, or dried, and may be whole, cut-up, or pureed. Recommended servings for 8- to 11-year-olds is 1 ½-2 cups every day.

Dairy – Consists of all fluid milk products and many foods made from milk. Foods made from milk that retain their calcium content are part of the group (such as cheese or yogurt), while foods made from milk that have little to no calcium are not. Dairy choices that are low-fat or fat-free are encouraged. Recommended servings for 8- to 11-year-olds is 3 cups every day.

Protein – Consists of meat, chicken, turkey, fish, nuts, seeds, peas and beans (including soy), and any products made from these. Lean meats are encouraged. Recommended servings for 8- to 11-year-olds is 5 ounces every day.

Oil – Not an official food group, but it is important to consume some vegetable oils as part of a balanced diet.

As students will learn throughout the lesson, many foods are considered combination foods made up of more than one food group. Other foods may not easily fit into one of the food groups above. If students need additional help identifying food groups during the lesson, you may want to encourage them to research the recipes, read the ingredients on nutrition food labels or refer them to information at www.choosemyplate.gov/myplate.

Note: As always, you will want to be sensitive to individual students' unique situations and follow your school's or district's policy when it comes to the collection of personal information related to minors. At this age, students' food choices are often most influenced by their parents and by what is available in their homes and schools. The "family connection" activity at the end of this lesson offers an opportunity to extend what is learned at home.

Additional Resources

- Center for Disease Control and Prevention Youth Risk Behavior Survey (YRBS) <http://www.cdc.gov/healthyyouth/data/yrbs/data.htm>
- USDA Super Tracker <https://www.supertracker.usda.gov/foodtracker.aspx>
- USDA Dietary Guidelines for Americans 2015-2020 <http://health.gov/dietaryguidelines/2015/guidelines/executive-summary/>
- USDA ChooseMyPlate <http://www.choosemyplate.gov>

Procedure:

Session 1: Make a pattern

1. Write a pattern on the board like this one: A, A, B, A, A, B, A, A B.
2. Ask a volunteer to read what they see on the board and explain what the letters represent. Guide students to recognize that the letters form a pattern. Ask students what a pattern is. A pattern is often described as “something that happens in a regular and repeated way.” Ask:
 - What is repeated about the pattern you see on the board?
 - Does one letter make up the pattern, or is it more than one letter?
 - To continue the pattern, what would come next?
 - Could the pattern go on and on, or does it need to end?
 - What is the purpose of a pattern? (Shows a repeated theme, process, or idea)
 - Is there another way to make a pattern? (in music, arts, sewing, etc.)
3. Write the term, “eating pattern” on the board and ask students to share what they think the term means. Guide students to understand that eating patterns are the combination of foods and beverages that make up all of the things we eat and drink over time. One food or one choice does not make up a pattern; rather, a pattern is made up of a series of foods and choices over time.
4. Now, write the term “healthy eating pattern” on the board. Distribute sticky notes to students and ask them to write what they think the term “healthy eating pattern” means. Invite students to post all notes on a wall or board.
5. Read all notes aloud. Explain to students that a healthy eating pattern is like a completed puzzle of the things we should eat and drink over time to contribute to our overall good health. Today, we are going to explore some of the pieces that make up that puzzle.

6. Distribute the “Let’s Get Balanced!” activity sheet. Explain that one of the puzzle pieces that is part of a healthy eating pattern is getting a balance of foods from different food groups every day. The left side of the table shows those food groups. Invite students, individually or in groups, to complete the right side of the table by listing examples of each food group. As students investigate various food groups, share an example of a commonly-eaten food that contains multiple groups and how they might describe its parts. For example, spaghetti and meatballs is made from pasta (grain), uses tomato sauce (vegetable), has meatballs (protein), and sometimes includes parmesan cheese on top (dairy). These are called combination foods or meals, and they help to create balance in our diet. You can compare this to a meal that could have rice, green beans, chicken and an apple -- all separate food groups and were not cooked together. Then, invite them to report the examples they have listed and create combined class lists for each group.
7. Ask students why they think it’s important to eat foods from all of these food groups as part of a healthy eating pattern. Guide students to understand that different foods within these groups have different nutrients, such as vitamins and minerals, that contribute to their health. All of these foods and the nutrients they contain fit together like a puzzle to meet their nutritional needs. There are also certain nutrients that we should eat in moderation. Moderation means eating a small amount or eating less often. For more information about nutrients to encourage and nutrients to limit, refer to the Dietary Guidelines for Americans 2015-2020.
8. Now, distribute the “My Eating Pattern” activity sheet with students. Remind them that healthy eating patterns are formed over time. This activity sheet gives them a chance to record what they have eaten over the previous three days. It is a somewhat limited snapshot of their eating patterns. However, it can be a helpful way for them to see a pattern. Invite students to record the foods they have eaten during the previous three days. If they can’t remember, they can also list foods they commonly eat. Students can check with their parents, caregivers, or restaurants about what ingredients went to each dish or item for all meals and snacks.
9. Once they have completed the table, invite them to create tally marks that represent the food groups for the foods they have listed. For example, if they ate a banana for breakfast, they would create one tally mark next to “fruits.” If they ate a banana and a glass of orange juice, they would create two tally marks.

10. Once students have completed their tally marks, ask them to note any patterns they see. This might include food groups from which they eat a lot, food groups from which they don't eat enough, food groups they always eat from at certain meals, etc.
11. Then, invite them to list one thing they could do better to contribute to a healthy eating pattern. This might include a food group they could eat more from or an idea about including various food groups throughout the day. Invite student volunteers to share their pattern observations and ideas for better choices they could make. Be considerate of students who may not want to share or are sensitive about their food choices. Also be sensitive to cultural diversity and possible food access issues.

Session 2: How Much Should We Eat?

1. Challenge students to list one thing they learned about healthy eating patterns in the first session. Remind them that healthy eating patterns fit together like a puzzle. In addition to eating a variety of foods from different groups, it's important to consider other pieces of the puzzle. Another piece of the puzzle relates to *how much* of each food group we eat as part of our eating pattern.
2. Distribute the "How Much Should We Eat?" activity sheet. Explain that there are recommended amounts of each food group that we should eat each day as part of a healthy eating pattern. These recommended amounts are based on many things, including age, gender, and activity level. They are also based on how many calories we consume in a day. Introduce the term "calorie" to students. Ask students what they know about calories. Explain that a calorie is a way to measure energy in foods and drinks. Moderately active kids their age should consume between 1,600–2,200 calories each day. More information about food groups and serving sizes can be found at www.choosemyplate.gov. (Note: Students will learn more about calories in Lessons 2 and 3).
3. On the activity sheet, challenge students to match each food group to the recommended amount from that food group that kids their age should eat each day. Correct answers are provided in the Instant Expert section. Ask students why it's important to know how much from each food group they should eat each day.
4. Show students the measuring cups and the scale. Make sure students are familiar with the measurement levels on each. Have students think about comparing measuring cup size with common items to help them remember cups and scale. For example, 1 cup of fruits, vegetables, or dairy the size of a fist or tennis ball. Then, show the foods from each food group. If time allows, invite students to guess how much of each food they

would eat to meet the recommended amounts before measuring them out. Depending on food supply and the number of measuring tools, invite student groups or the class to measure out the recommended amount from each food group for kids their age. Ask: Which amounts, if any, surprise students as being more or less than they thought they would be?

Session 3: Variety and Goal-Setting

1. Tell students that variety is another piece of the healthy eating pattern puzzle. The foods they measured in Session 2 are just a sampling of foods they could choose from each group. In fact, no one single food supplies all of the nutrients needed to contribute to good health. So part of a healthy eating pattern is making sure we are eating a variety of foods.
2. To illustrate how much variety there is within each food group, divide students into teams and challenge them to create a list of as many foods as they can in each food group in just five minutes!
3. Then, invite each group to compete in the Food Group Variety Challenge! To take on the challenge, start with one food group. Go around the room and ask each group to name a food from their list for that group. They cannot, however, name a food that has already been chosen. If their list is empty or if they repeat a food that has been named, they are out. They can only name foods that were on their lists. This will continue until only one student group is left. Repeat this game for each food group. The student group with the most individual Food Group wins will be named the Food Group Variety Challenge champions.
4. Finally, go around the room and ask each student to name one thing they have learned about healthy eating patterns. Be sure to review information from throughout the lesson.
5. Finally, invite students to create a visual reflection of what a healthy eating pattern means to them. This can be a drawing, photograph, painting, collage, sculpture, or digital image. Distribute art materials if they are available.
6. Give students ample time to complete their visual representations. If time allows, invite each student to present.

You Decide: *This feature helps to reinforce decision-making with students and can be integrated into the lesson or serve as an extension.*

Ask students who currently makes the decisions about what they eat. They may be made by a combination of the students, their parents or caregivers, their school cafeteria workers, and their friends. As they get older, they will make more and more decisions themselves about what they eat and drink.

Invite students to look back at the three-day tracker they created. Then, invite them to write down one decision they made about their eating pattern that they think contributed to a healthy eating pattern and one decision they made that did not. For the latter, invite students to share how they might make a different decision if given the chance.

Family Connection:

The daily recommended amounts of each food group vary by gender, age, and physical activity level. Research and compare each family member's daily recommended amounts for each food group by going to <http://health.gov/dietaryguidelines/2015/guidelines/appendix-3/>.

For other tools to extend learning outside of the classroom, refer to the School-to-Home activities on TogetherCounts.com. Begin these activities together at school and then encourage students to continue them with their families

Community Connection:

Many children don't get to make choices about the foods they eat because they don't have the money, resources, or support to choose a diet that supports a healthy eating pattern. Invite students to organize a school food drive with a variety of foods from different food groups, or have them prepare a balanced meal for a local shelter.

Standards Correlations:

National Health Education Standards

- Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Students will demonstrate the ability to access valid information, products, and services to enhance health.
- Students will demonstrate the ability to use goal-setting skills to enhance health.

- Students will demonstrate the ability to advocate for personal, family, and community health.

SHAPE America, National Physical Education Standards

- Analyzes the impact of food choices relative to physical activity, youth sports, and personal health.

Common Core State Standards for English Language Arts

- 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.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Conduct short research projects that build knowledge about a topic.
- Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

Next Generation Science Standards

- Use evidence to support the explanation that traits can be influenced by the environment.

** Source: <http://www.choosemyplate.gov/snapshot-2015-2020-dietary-guidelines-americans>

Student Activity Sheet: Let's Get Balanced!

It's important to get a balance of foods from different food groups each day. In the spaces on the right column, list examples of foods and beverages from the food groups in the left column. Some foods may contain more than one food group, if so put them in all the food groups they contain. For example, a turkey sandwich contains grains, dairy, and vegetables.

Food Groups	Examples
Vegetables	
Fruits	
Grains (at least half of our grains should be whole) whole grains	
Dairy (fat-free or low-fat is encouraged)	
Protein foods (Lean means are encouraged)	
Oils	

Student Activity Sheet: My Eating Pattern

Record what you eat and drink for three days. Think about foods that contain more than one food group in your description (breakfast cereal with milk is two food categories- grains and dairy). Then, tally up the food groups and consider how much balance and variety was part of your diet. Note any patterns you see.

Day 1

Breakfast	Lunch	Dinner	Snacks

Day 2:

Breakfast	Lunch	Dinner	Snacks

Day 3:

Breakfast	Lunch	Dinner	Snacks

Food group choices: Check all the food groups selected from your brown bag

	Fruit	Vegetables	Grain	Protein	Dairy
Breakfast					
Lunch					
Snack					
Dinner					
What patterns do you see over the three days?					

I am unsure about which group these foods fit into: (Hints: You can research the recipe, read the ingredients list on the Nutrition Facts panel, or go to www.choosemyplate.gov/myplate for additional information).

Student Activity Sheet: How Much Should We Eat?

Can you match the food group with the amount that an 8-11-year-old should eat each day? Hint: Fruits, vegetables, and dairy are measured in cups. Grains and proteins are measured in ounces.

Dairy Cups	2 – 2 ½ Cups
Fruits	5 Ounces
Grains	1 – 1 ½ Cups
Protein	5 – 6 Ounces
Vegetables	3 Cups

** 1 cup of fruits, vegetables, or dairy the size of a fist or tennis ball

** 3 ounces of beef, poultry or fish the size of a mini pack of tissues or box of 8 crayons

** 1 ounces of grain the size of 1 slice of bread

Nutrient Detectives

Grade Band: 3-5

Student Objectives:

- Explain what a nutrient is
- Learn how different nutrients help the body in different ways
- Conduct research to learn about a specific nutrient
- Create a project that teaches other classmates about their nutrient
- Identify amounts of different nutrients from a Nutrition Facts label

Materials:

- Orange or photograph of an orange
- Student Activity Sheet: Nutrient Detective Capture Sheet (one per student)
- Various art materials including construction paper, poster board, crayons, markers, scissors, and colored pencils
- Optional: Access to PowerPoint or Prezi
- Several Nutrition Facts labels
- Access to Internet

Suggested Time Frame: 2-3 class periods (based on 45-minute intervals). May need additional research time in class or at home.

Instant Expert:

According to the Centers for Disease Control and Prevention (CDC), **health literacy** is defined as “the degree to which individuals have the capacity to obtain, process, and understand basic health information and services needed to make healthy choices, to think about and practice health-enhancing skills, to say kind words, and to learn about feelings and how to express them.”

An important foundation of helping children become health-literate is teaching them about **wellness**. Wellness is more than just being healthy. It is the active process of becoming aware of and making choices toward a healthy and fulfilling life.

In the first set of lessons, students learned about different types of wellness. One of those was **physical wellness**. Physical wellness is wellness related to our bodies. This includes taking care

of our bodies, being physically active, having good personal hygiene, having healthy eating patterns and nutrient intake, and being safe.

This lesson focuses on the physical wellness subcomponent of nutrition. Students are introduced to the term “nutrient,” and they learn how different nutrients in foods help the body in different ways. During the lesson, student teams are asked to select nutrients to research. They can select any nutrient found on a Nutrition Facts label, including but not limited to, fat (could break out saturated and trans), cholesterol, sodium, carbohydrates (could break out dietary fiber and sugars), protein, Vitamin A, Vitamin C, Vitamin D, calcium, iron, and potassium. Students can research information about these nutrients at the web resources listed below. It is most important that young children understand that different foods provide different nutrients that can help them stay healthy, another reason to maintain balance and variety. At this age, they can also be introduced to the fact that some nutrients are especially important to our health so they should be eaten in abundance while others, although needed to help our bodies, should be eaten in moderation.

As students will learn, there are many different nutrients needed to stay healthy. Since different nutrients have different jobs, they should eat a balance of different food groups and a variety of foods within each group so they get all of the nutrients they need.

- Foods in the vegetable group can include dietary fiber, potassium, Vitamin A, Vitamin C, Vitamin K, copper, magnesium, Vitamin E, Vitamin B6, folate, iron, manganese, thiamin, niacin, and choline.
- Foods in the fruit group can contain dietary fiber, potassium, and Vitamin C among other nutrients.
- Foods in the grains group, particularly whole grains, can include dietary fiber, iron, zinc, manganese, folate, magnesium, copper, thiamin, niacin, vitamin B6, phosphorus, selenium, riboflavin, and Vitamin A.
- Foods in the dairy group can include calcium, phosphorus, Vitamin A, Vitamin D (in products fortified with Vitamin D), riboflavin, Vitamin B12, protein, potassium, zinc, choline, magnesium, and selenium.
- Foods in the protein group can include protein, Vitamin B, niacin, Vitamin B12, Vitamin B6, and riboflavin; selenium, choline, phosphorus, zinc, copper, Vitamin D, and Vitamin E. Seafood includes polyunsaturated omega-3 fatty acids. Eggs and nuts have Vitamin E. Soy products include copper, manganese, and iron.

To help reinforce the real-world connection to nutrients in their foods, students will be introduced to a Nutrition Facts label. For information and resources to help children understand Nutrition Facts labels, go to

www.fda.gov/Food/IngredientsPackagingLabeling/LabelingNutrition/ucm20026097.htm.

For specific information about these nutrients, including nutrients to encourage and limit, go to <http://www.choosemyplate.gov/nutrition-nutrient-density>. For information about other nutrients and key dietary recommendations, go to the Dietary Guidelines 2015-2020, <http://health.gov/dietaryguidelines> or to USDA's MyPlate at www.choosemyplate.gov.

In addition to the *Dietary Guidelines 2015-2020*, the United States Department of Agriculture (USDA's) MyPlate is another tool that can help students learn about and follow a healthy eating pattern. MyPlate is a pie chart that illustrates a place setting with a plate and glass divided into five food groups. For more information on MyPlate, go to www.choosemyplate.gov.

Note: As always, you will want to be sensitive to individual students' unique situations and follow your school's or district's policy when it comes to the collection of personal information related to minors. At this age, students' food choices are often most influenced by their parents and by what is available in their homes and schools. The "family connection" activity at the end of this lesson offers an opportunity to extend what is learned at home.

Additional Resources

- Centers for Disease Control and Prevention- Body and Mind!
<http://www.cdc.gov/bam/nutrition/index.html>
- USDA ChooseMyPlate- Eating healthier and feeling better using the Nutrition Facts Label
<http://www.choosemyplate.gov/sites/default/files/sites/default/files/images/NutritionFactsLabel.pdf>
- USDA ChooseMyPlate <http://www.choosemyplate.gov>
- USDA ChooseMyPlate Games <http://www.choosemyplate.gov/games>
- ChooseMyPlate Nutrient-Density <http://www.choosemyplate.gov/nutrition-nutrient-density>
- USDA Super Tracker <https://www.supertracker.usda.gov/foodtracker.aspx>
- USDA Dietary Guidelines for Americans 2015-2020
<http://health.gov/dietaryguidelines/2015/guidelines/executive-summary/>

Procedure:

Session 1: Nutrient Detectives

1. Divide students into teams and give each team a picture of an orange or, if possible, an actual piece of the fruit. Challenge the teams to list on a sheet of paper as many words

or phrases as they can in two minutes that describe the orange. Encourage them to be as quiet as possible since they will be competing with other teams. Likely descriptions will include terms like orange, round, hard, and juicy.

2. After two minutes, tell students that time is up. Ask them to count their descriptions. Then tell them that they have to cross off any descriptions that they would be able to see with their eyes. (This would include all of the descriptions listed above). Ask students to count the number of answers left on their papers. Tell them they will get an additional two minutes to add any descriptions of the orange that they wouldn't be able to see with their eyes. At the end of the time period, invite groups to again count answers. Then, go around the room and invite each group to read one answer at a time without repeating answers.
3. Explain to students that all foods have invisible elements like building blocks called nutrients that have specific jobs in our bodies. Ask students if they have any idea what nutrients are in an orange. Invite students to find a Nutrition Facts label for an orange or to go to this site where they can find one.
https://www.whatscooking.fns.usda.gov/sites/default/files/factsheets/HHFS_ORANGES_DEc2012.pdf
4. Explain that Nutrition Facts labels are included on most packaged foods to let people know what makes up the food, including the nutrients. For fruits and vegetables, we often have to go online or look for information at the store. Challenge students to list all of the nutrients that are in an orange, according to the label. This includes carbohydrates (fiber and sugar), protein, calcium, Vitamin A, and Vitamin C. Explain that the percentages next to each nutrient show one serving of the food contributes to the amount of that nutrient we should consume each day.
5. Challenge students to identify which nutrient has the highest percentage daily value in an orange. (Vitamin C). Remind students that we need a balance of nutrients to keep our bodies functioning. Some nutrients are especially important to our health so we should try to get plenty of them each day. Other nutrients are also important to help our bodies function, but we should consume them in moderation because too much of them is not good for us. Today, they will be Nutrient Detectives to learn all they can about one nutrient found in foods. They then will need to create a project to help teach that information to the rest of the class.

6. Divide students into research teams. Assign each team of detectives one nutrient from the Nutrition Facts label or invite them to select one of their choice. Distribute the “Nutrient Detective Capture Sheet.” Explain that each research team’s job is to develop 5-8 questions they would like to learn about their nutrient and to then research to learn the answers. Suggested questions are included. Give students ample time and resources to conduct research. They can use books from the library or web sites included in the Instant Expert section. Each student should complete his or own research sheet but they can work together to find the information. Students may need additional time at home to complete research.
7. Inform students that when they have completed their research, they must develop an interesting, creative presentation or project to help teach other students about their nutrient. Their project could be a newspaper article, interview show, nutrient trading card, graphic novel poster, Prezi, PowerPoint presentation, graffiti wall, or poster. They must somehow include answers to all of the questions in their project.

Session Two: Teach and Reteach

1. After research is completed, invite students to teach the rest of the class about their nutrient. Once all groups have presented, invite students to make connections between nutrients and to draw conclusions about why a balance of different types of nutrients are important.
2. Finally, distribute Nutrition Facts labels to each group. As the final part of their mission, challenge them to identify how much of the nutrients they researched are in the foods that the labels represent. You may want to share that the percentages next to each nutrient amount is a guide to the amount of that nutrient in one serving of food compared to what is needed each day. Distribute the “Nutrition Facts label capture sheet” to help them capture this information.
3. Invite groups to share their observations. Challenge students to identify knowing about nutrients can help them maintain wellness.

You Decide: *This feature helps to reinforce decision-making with students and can be integrated into the lesson or serve as an extension.*

Right now, students’ food choices may be primarily influenced by their parents, caregivers, and school cafeteria staff. But, as they get older, they will be able to make more food choices for

themselves. Invite students to identify nutrients that they may not get enough of along with strategies for how they could increase their daily intake of those nutrients.

Family Connection:

Invite students to work with family members to identify all of the nutrients that are part of one family meal.

For other tools to extend learning outside of the classroom, refer to the School-to-Home activities on TogetherCounts.com. Begin these activities together at school and then encourage students to continue them with their families.

Community Connection:

Invite someone from the school nutrition staff at your building or at the district-level to explain how information about nutrients play a role in the foods that are selected to be part of the school breakfast or lunch menu.

Standards Correlations:

National Health Education Standards

- Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- Students will demonstrate the ability to access valid information, products, and services to enhance health.
- Students will demonstrate the ability to advocate for personal, family, and community health.

SHAPE America, National Physical Education Standards

- Recognizes the “good health balance” of good nutrition with physical activity.

Common Core State Standards for English Language Arts

- Participate in collaborative conversations with diverse partners about grade level topics and texts with peers and adults in small and larger groups.
- Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

- Distinguish between information provided by pictures or other illustrations and information provided by words in text.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

** Source: <http://www.choosemyplate.gov/snapshot-2015-2020-dietary-guidelines-americans>

Student Activity Sheet: Nutrient Detective Capture Sheet

1. Choose a nutrient.
2. Develop 5-8 questions you would like to research about your nutrient.
3. Research and record answers below.
4. Once your research is finished, work with group members to develop an interesting, creative presentation to teach the rest of your class about your nutrient. Present answers to all of your questions. Be sure to involve all group members in the presentation.

Name of nutrient:

Question 1:

Question 2:

Question 3:

Question 4:

Question 5:

Question 6:

Question 7:

Question 8:

Possible questions

What is my nutrient?

Why is my nutrient important?

What job does my nutrient have in the body?

Why does the body need my nutrient?

Which food groups commonly have this nutrient?

Which foods are good sources of my nutrient?

Is there more than one type of this nutrient?

How much of this nutrient should kids your age have each day?

Is it considered a nutrient we want to eat plenty of or a nutrient we want to eat in moderation, and why?

What's one strategy for eating more (or less) of my nutrient?

What is one interesting fact about my nutrient?

Does the way foods are prepared or cooked affect my nutrient?

Student Activity Sheet: Nutrition Facts Label Capture Sheet

Food:

Nutrient	Serving Size	Amount of Nutrient	%DV

My observations about this food:

Food for Thought

Grade Band: 3-5

Student Objectives:

- Understand how calories are used for energy
- Investigate how our food choices are influenced by social and cultural norms, values, settings, and personal preferences
- Create an interactive presentation to share nutrition information with classmates and others in the community

Materials:

- Clay or material that can be shaped into an object
- Student Activity Sheet: What's Your Influence? (one per student)
- Photos, images, or models of three different types of foods (or the foods themselves)
- Food for Thought presentation rubric- (one per student)

Suggested Time Frame: 2-3 class periods *(based on 45 minute intervals)*

Instant Expert:

According to the Centers for Disease Control and Prevention (CDC), **health literacy** is defined as “the degree to which individuals have the capacity to obtain, process, and understand basic health information and services needed to make healthy choices, to think about and practice health-enhancing skills, to say kind words, and to learn about feelings and how to express them.

An important foundation of helping children become health literate is teaching them about **wellness**. Wellness is more than just being healthy. It is the active process of becoming aware of and making choices toward a healthy and fulfilling life.

In the first set of lessons, students learned about different types of wellness. One of those was **physical wellness**. Physical wellness is wellness related to our bodies. This includes taking care of our bodies, getting physical activity, having good personal hygiene, having healthy eating patterns and nutrient intake, and being safe.

In this lesson, we will focus on the physical wellness subcomponent of nutrition. Students will focus on three important questions:

1. Why do we eat?
2. Who and what influences our eating choices?
3. How can we influence others to make healthy eating choices?

Knowing why we eat is important in understanding how food is used as fuel in the body. Calories are the fuel or energy burned in the body to support physical activity and basic body processes. Human beings need energy to survive – to breathe, move, pump blood, and think – and they get this energy from calories in foods and beverages. When a food or beverage contains 100 calories, that is a way of describing how much energy our body gets from eating or drinking it. How many calories we need each day depends on many things: our gender, height, weight, age, and activity level among them. The average 8-11-year old needs between 1,600 and 2,200 calories each day. Energy is then used (burned) by the activities we do each day and the basic body processes we need to survive. These include sleeping, thinking, pumping blood, etc.

Calories are a measurement of the potential energy contained in what we eat or drink. Calories fuel the body just like gasoline fuels a car. Three nutrients – carbohydrate, protein and fat – contain calories. When we eat or drink something that contains carbohydrates, protein, or fat, the body breaks down the nutrients to release energy. That energy can then be used to do all the physical activities we want to do. Even when we're at rest, our body needs energy for all its "hidden" functions or body operations, such as breathing, circulating blood, and growing and repairing cells. Without energy, we could not survive.

Food choices can be influenced by our culture, family, friends, school, media, personal preferences, and society. Events and emotions can also influence food choices. And accessibility to food can play a significant role in determining food choices in some areas and with some socioeconomic groups. Teaching children about what can influence food choices can lead to greater awareness and potentially greater control as they get older.

In this lesson, students will analyze what influences their food choices and explore ways that they can positively influence other people's food choices. Advocacy is important strand in health education. After all, everyone has a role in helping to create and support healthy eating patterns for all. Children are no exception.

Note: As always, you will want to be sensitive to individual students' unique situations and follow your school or district's policy when it comes to the collection of personal information related to minors.

Additional Resources

- Learning about Calories. <http://kidshealth.org/en/kids/calorie.html>
- U.S. Food and Drug Administration- Nutrition Facts Label: Read the Label Youth Outreach Campaign
<http://www.fda.gov/Food/IngredientsPackagingLabeling/LabelingNutrition/ucm281746.htm>
- U.S. Food and Drug Administration “Make Your Calories Count – Use the Nutrition Facts Label” <http://www.accessdata.fda.gov/videos/CFSAN/HWM/hwmintro.cfm>
- The Centers for Disease Control and Prevention BAM! Body and Mind: Under the Microscope, The Nutrition Facts Label
<http://www.cdc.gov/bam/nutrition/microscope.html>
- Super Tracker website from the USDA
<https://www.supertracker.usda.gov/foodtracker.aspx>
- 2015-2020 Dietary Guidelines for Americans USDA
<http://health.gov/dietaryguidelines/2015/guidelines/executive-summary/>
- USDA Choose My Plate <http://www.choosemyplate.gov>

Procedure:

Session 1: Why do we eat?

1. As students enter the class, have them conduct a series of physical activities at different activity levels for 30 second spurts. These activities could include walking around the room, doing jumping jacks, dancing, stretching, singing, answering a question, or even reading.
2. Challenge students to name one thing they needed in order to do all of those activities. You may need to give them a hint that the word starts with an “e” and ends with a “y.” The word is “energy.” Write the word “energy” on the board and invite students to share something that we need energy to do. Explain that we need energy to survive. In addition to needing energy for physical activities, humans also need energy to breathe, move, think and pump our blood.
3. Ask: Where do you think the body gets the energy needed to do all of these activities like sleeping, playing sports, thinking, reading, or watching television?”
4. Guide students to understand that the energy comes from what we eat and drink. Specifically, energy comes from something called calories. Ask students to share what they think the term calorie means and to share their definition with a partner. Challenge partners to reach consensus on one definition and then have volunteers share definitions. Challenge the class to reach one class definition, based on answers.

5. Explain that calories are a measurement tool, like inches or cups. Calories measure the energy a food or beverage provides from the carbohydrate, fat, and protein it contains. (Carbohydrates, fat, and protein are all nutrients found in many foods and beverages.) We use or burn calories by doing physical activity. The balance between the calories taken in from foods and the calories burned from physical activity and metabolic processes is called calorie balance.
6. Ask students if they know how many calories they should be consuming each day. Explain that the answer is based on many things: age, weight, gender, and even physical activity. If time allows, direct students to (insert link here). Make sure that students know that they don't need to count calories at their age, but it is important that they think about the healthiest way for them to get calories. Ask students what tools and information they can use as they make decisions about where they will get their calories. Remind them about what they learned in Lesson 1.

Session 2: What influences our food choices?

1. Give individual students or student groups a block of clay and let them know that they have three minutes to build a model that represents a breakfast food. Give students three minutes to form their models.
2. Debrief: Ask students to share their models and the reasons they chose the foods they did. Was it easy, is it their favorite. did friends influence them, is it something that represents their culture?
3. Introduce the term, "influence" and explain that when something or someone causes us to do something, it's called "influencing. Why do students think it's important to know what influences us to make certain decisions?
4. Ask students to think about or list the different things that they identified as influencing their model: family, culture, something they personally liked, or convenience, among others.
5. Now, have them think about what they actually ate for breakfast this morning. Did any of the factors on their list influence that food choice? Poll students to see how many of them were influenced by parents, convenience, culture, a commercial, or other factors.
6. Explain that many factors can influence our food choices and those factors can change over time. For example, their parents or caregivers may have a big influence right now

over what they eat but, as they get older, that influence may not be as big. They may be more influenced by friends or by personal preference.

7. Distribute the “What’s Your Influence?” student activity sheet. Read the directions and invite students to complete the activity sheet.
8. Discuss answers. What influences seem to be most common among the class? Remind students that our food influences are as unique as we are! It’s fine if they are different from a friend’s and they may be different next year than they are today. Individual preferences (favorite foods), culture, family, and more are all influences that may make our healthy eating patterns look different and that is okay.
9. Ask students how knowing about healthy eating patterns can influence their food choices.

Session 3: How Can I Influence Others?

1. Divide students into three teams and distribute a photo, image or model of a food item to each team. Tell each team that their job is to try to get you to choose their food to include in your next meal. They will have five minutes to come up with reasons why you should choose their food. Set a timer for five minutes and let students brainstorm ideas for influencing you to choose their food.
2. After five minutes, direct each team to give you their “pitch.” Encourage other teams to listen for facts, words, and images that the other teams use to influence you. After each team goes, invite other teams to share the techniques that were used.
3. Ask teams to evaluate each other’s pitches. What facts and information was most convincing? Did anyone use facts and information related to healthy eating patterns?
4. Ask students to come up with ideas about how they can influence others in positive ways related to their food choices. Ideas include sharing information, hanging signs on their refrigerator, making informational pamphlets and posters, and creating presentations. Talk with students about ways they can positively and respectfully influence others about making healthy food choices. Encourage students to be sensitive to each other’s cultural differences and to different choices. As always, be mindful of limited access to foods for some students.
5. Tell students that, in the final activity of the lesson, they will develop a presentation to positively influence others about food choices using technology like Prezi, PowerPoint or another interactive digital media. If technology is not available, they can also create a

poster, a book, a pamphlet or another creative model. The goal of their presentation is to:

- Reflect on important things they have learned about healthy eating patterns.
 - Share the information with classmates.
 - Use research and data to support their presentation (like the *USDA Dietary Guidelines for Americans 2015-2020* and USDA's My Plate).
 - Influence others to develop healthy eating patterns.
6. Distribute the “Food for Thought” activity sheet. Review the rubric with students. Give students ample time to complete their presentations. Invite students to present their presentations to a partner, group or the entire class.

You Decide: *This feature helps to reinforce decision-making with students and can be integrated into the lesson or serve as an extension*

You know you have a big soccer tournament this weekend so you will need extra energy. Decide what you will do to get that extra energy in the days leading up to the tournament. What foods and beverages will you choose, and why?

Family Connection:

Ask your family or another family how culture and family traditions influence the food they buy for the house. Create a family cookbook of traditional recipes so that the important cultural influences of your family are passed down from generation to generation.

For other tools to extend learning outside of the classroom, refer to the School-to-Home activities on TogetherCounts.com. Begin these activities together at school and then encourage students to continue them with their families.

Community Connection:

Invite the school cafeteria staff or food and nutrition services employees from your school to come to your class. Have them share the school menu for the week. Encourage students to develop questions about what influences the school menu.

Standards Correlations:

National Health Education Standards

- Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Students will demonstrate the ability to use decision-making skills to enhance health.

- Students will demonstrate the ability to advocate for personal, family, and community health.

SHAPE America, National Physical Education Standards

- Analyzes the impact of food choices relative to physical activity, youth sports, and personal health.

Common Core State Standards for English Language Arts

- 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.
- 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.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Write opinion pieces on topics or texts, supporting a point of view with reasons.
- Conduct short research projects that build knowledge about a topic.
- Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

Next Generation Science Standards

- Use evidence to support the explanation that traits can be influenced by the environment.
- Analyze and interpret data to determine similarities and differences in findings.

Student Activity Sheet: What's Your Influence?

Questions	Student Answer Write your response below	Reflection Why is this your favorite food? How did you decide? Who shared the food with you?
What is your favorite food?		
What is your favorite breakfast?		
What is your favorite snack food?		
What is your favorite lunch?		
What is your favorite dinner?		

Count how many choices were in each category and put the number below the title.

Family	Culture	School	Society	Media	Me

What factor influences your food choices the most?

Why do you think this is?

Keep It Moving!

Grade Band: 3-5

Student Objectives:

- Identify benefits of physical activity
- Calculate heart rates before and after physical activity
- Develop an argument to persuade someone to be physically active

Materials:

- Two sets of the “Benefits of Physical Activity Cards” – reproduced and cut out
- 20 cones
- 2-4 rings that could fit over cone tops
- Music source
- Jump ropes (one per group)
- Access to the Internet

Suggested Time Frame: 1-2 class periods (based on 45 minute intervals)

Instant Expert:

As students have learned in previous lessons, an important foundation of helping children become health literate is teaching them about **wellness**. Wellness is more than just being healthy. It is the active process of becoming aware of and making choices toward a healthy and fulfilling life. In this lesson, students will learn that regular physical activity is an important part of maintaining physical wellness, mental/emotional wellness, and social wellness.

In fact, it is recommended that kids aged 6-17 get an average of 60 minutes or more of physical activity every day. Specific benefits of regular physical activity include:

Physical

- Burns calories
- Increases muscle strength
- Increases efficiency of heart and lungs
- Increases stamina
- Increases bone strength
- Improves circulation
- Lowers blood pressure
- Maintains a healthy body weight
- Helps with digestion

- Increases resistance to disease
- Boosts energy
- Improves posture
- Helps to maintain calorie balance

Mental/Emotional

- Reduces stress
- Reduces anxiety
- Improves sleep
- Reduces the chance for depression
- Builds self confidence
- Increases enthusiasm
- Establishes good habits

Social

- Provides a fun way to share an activity with family and friends
- Helps with problem-solving and getting along with others
- Promotes collaboration working with others

Some studies even suggest that regular physical activity can improve students' attention level and improve academic performance.

According to the CDC, childhood obesity has more than doubled in children and quadrupled in adolescents in the past 30 years. The percentage of obese 6-to 11- year olds in the United States increased from 7% in 1980 to nearly 18% in 2012. Similarly, the percentage of obese 12- to 19-year olds increased from 5% to nearly 21% over the same period. In 2012, more than one third of children and adolescents were overweight or obese. Studies have shown that obese children and teens are more likely to become obese as adults. Some experts believe that if the trend continues, the current generation of children will become the first in American history to have shorter projected life spans than their parents.

There are many contributing factors to the high rate of childhood obesity. Some reasons are related to diet, such as increased portion sizes for food and beverages. Other reasons are related to living in a modern society. Children today spend more time sitting in a car or bus as opposed to walking places. In many schools today, there is no free time allotted for physical activity. In fact, nearly 1 in 4 children does not participate in any free time physical activity. Another reason for the rise in childhood obesity stems from the sedentary lifestyle of many children. Tweens (8 to 12 year olds) spend an average of about six hours per day being entertained by various forms of media. These include watching TV, movies, and online videos; using social media; using the internet; reading; playing games by video, computer, or with a

mobile device; and listening to music. Tweens average more than four and a half hours of daily screen time. Non-screen time includes listening to music and reading print. In addition to less physical activity, this sedentary lifestyle may also contribute to increased energy consumption through excessive snacking and eating meals in front of the TV.

To demonstrate one benefit of physical wellness, students see firsthand how aerobic activity impacts their heart by measuring their heart rate before and after physical activity. During aerobic activity, our pulse rate and breathing rate increase. During each heartbeat, the muscles of the heart contract causing a wave of pressure which forces blood through their arteries. This wave of pressure is called a pulse. The normal heart rate varies with age. At six to eight years of age, the heart rate should be between 70 and 115 beats per minute. From nine to eleven years of age, the normal heart rate should be between 60 and 100 beats per minute. During aerobic physical activity, the heart rate increases to supply the muscles with more oxygen to produce extra energy. To meet the body's need for oxygen during aerobic exercise, it beats faster and harder to get more blood out in each beat-stroke volume. But it can only beat harder if it has been strengthened through exercise. Like other muscles, the heart enjoys a good workout. When we give the heart this kind of workout regularly, it will get stronger and more efficient in delivering oxygen (in the form of oxygen-carrying blood cells) to all parts of the body.

Note: As always, you will want to be sensitive to students' unique situations and follow your school or district's policy when it comes to the collection of personal information related to minors.

Additional Resources:

- How to Take Your Heart Rate
http://www.move.va.gov/docs/NewHandouts/PhysicalActivity/P09_HowToTakeYourHeartRate.pdf
- Centers for Disease Control and Prevention: Measuring Physical Activity Intensity
<http://www.cdc.gov/physicalactivity/basics/measuring/heartRate.htm>
- Physical Activity Guidelines for Americans: Youth Physical Activity Recommendations
<http://health.gov/paguidelines/midcourse/youth-fact-sheet.pdf>
- Let's Move <http://www.letsmove.gov/action>
- Centers for Disease Control and Prevention. Body and Mind BAM! Physical Activity
<http://www.cdc.gov/bam/activity/index.html>
- Fact Sheet for Health Professionals on Physical Activity Guidelines for Children and Adolescents.
http://www.cdc.gov/physicalactivity/downloads/pa_fact_sheet_children.pdf
- Office of Disease Prevention and Health Promotion. Examining the relationship between physical activity and health. <http://health.gov/paguidelines/guidelines/chapter2.aspx>

- SHAPE America Lead-up Games
<http://www.shapeamerica.org/publications/resources/pa/lead-up-games.cfm>

Procedure:

Session 1: What's the Benefit?

1. Before students enter the room, clear a large space and place cones a few feet from each other within that space. Cut out two sets of the "Benefits of Physical Activity Cards" so there are 40 cards. Place two cards under each of the 20 cones.
2. After students enter the room, read the following statement and poll students to see if they agree: "Regular physical activity is good for your health." In all likelihood, most if not all students will agree. Then follow up with the following question, "Why is it good for your health?" Encourage students to share everything they know about why activity is good for them. Record answers.
3. Tell students that they are going to play a game to learn 20 ways that physical activity contributes to their overall wellness (physical, mental/emotional, and social). Divide students into two teams. Distribute two rings to each team. Tell students that under each cone they will find a card that lists a benefit of being physically active. Their team goal is to collect all 20 cards. In order to collect a card, a player must throw the ring toward one cone while standing next to another cone. If the ring lands directly over the cone, their team may collect the card under it. If the ring does not land directly over the cone, all team members must do 10 jumping jacks, hop for 10 seconds, or jog in place for 30 seconds. Once all team members have had a turn (or once 20 turns have been taken), it is the second team's turn to collect the second set of cards. The team that collects the most cards wins!
4. After the game, have each team read their list of benefits and see if 20 have been collected. If not, try to guess the remaining ones and uncover the cones to see if guesses were right. Ask students to share what they know about each benefit and how it relates to physical activity.
5. Challenge student groups to look at the cards and group them based on commonalities. For example, grouping cards that contribute to physical wellness, cards that contribute to social wellness, or cards that contribute to mental/emotional wellness. Give students a few minutes to group and if they are having difficulty, provide guiding questions or statements.
6. Invite students to reflect on why physical activity is so important for each of the components of wellness (physical, mental/emotional, and social), based on the grouping of cards.

Session 2: Persuade Me

7. If this is a new session, invite students to review what they have learned about the benefits of physical activity.
8. Tell students that they are going to conduct a demonstration on themselves to see how physical activity benefits their hearts. Have students locate their pulse points, either on their wrists or neck. Refer students to visuals to show where to find pulse point, like online resources from the Centers for Disease Control and Prevention. Once everyone has located their pulse point, challenge students to count the number of times they feel a beat in 6 seconds. Time them for 6 seconds and have them write down the number. Then have them add a zero to the end of that number (or multiply by 10). Explain that this is their resting heart rate, or the number of heartbeats in one minute at rest.
9. Draw the following table on the board and collect the heart rates of students before exercise (you may want to explain that if their heart rate is not shown or if they are not in the largest group, it is probably because they are inexperienced at this type of measurement.)

<i>Range of heart rate</i>	<i>Heart rate before activity Number of students</i>	<i>Heart rate after activity Number of students</i>
<i>Less than 60</i>		
<i>60 to 70</i>		
<i>71-80</i>		
<i>81-90</i>		
<i>91-100</i>		
<i>101-115</i>		

10. Put on music and lead students in one or more of the following activities for one to two minutes: jump rope, run in place, or dance to music. Before starting the clock, challenge students to predict what will happen to their heart rate. Will it increase? Decrease? By how much? During the activity, have students reflect on their body changes. Are they starting to get hot? Sweat? Do they feel their heartbeat faster? Is it easy to talk to a friend while doing the exercises or sing? Time students for one to two minutes and repeat the heart rate test. Record the results. If you have time, have students rest for a few minutes and repeat so they see that their heart rate goes back to normal. The exact numbers here are not important, but students should understand the pattern, which is that their heart rate increases after exercise and then goes back to normal after a period of rest.

11. Have students look at the heart rate before and after the physical activity and ask them what they see? Is before the same as after? How is it different? What causes the heart to beat faster or slower?
12. Write the word “aerobic” on the board. Have students reflect and share with a partner what they think aerobic means and how it relates to the activities they just completed. Aerobic means “with air”, so physical activities that are aerobic require oxygen. Breathing takes in oxygen from the air, the more movements the body makes, the more oxygen it needs. Breathing increases during physical activity. This causes the body to pump blood faster, take more breaths, and sweat. The more the body works out and does physical activity, the better the body is at moving the oxygen to muscles and all parts of the body. Ask students to look again at the patterns of before and after activity and talk with a partner about what they see using the word “aerobic” in their conversation.
13. Ask students if they know that exercise makes their heart happy. The heart is a muscle and it works by pumping blood every day of your life. Ask students if they know why this is so important? When the heart pumps blood it is carrying oxygen to all parts of the body, so that the body can function from sleep to physical activities.
14. Write the word “persuade” on the board and elicit its meaning from students. Explain that persuasion involves trying to convince someone to do something. Ask students for examples of when they have tried to persuade their family, friends, and teachers. Discuss the techniques that typically work best. Explain that it is often easier to persuade someone by using factual information and evidence from experts or trustworthy sources.
15. Invite volunteers to explain how they might use what they learned from the pulse point activity to persuade someone to be physically active. Ask other students if and how the argument would persuade them, and why.
16. Challenge students to use what they have learned to write a script that will persuade a friend to do one or both of the actions below. Note that students may need to research facts and evidence to support their argument. If time and resources allow, direct students to the websites in the additional resources section.
 - Get 60 minutes or more of physical activity per day
 - Make most of their physical activity aerobic

17. Invite students to persuade a partner using the script they have developed. Switch roles so that both students have a chance to persuade and be persuaded. Invite student volunteers to share whether they felt persuaded by their partner and why.
18. Complete a 3-2-1 closure with the students.
 - a. Ask students what are three (3) benefits of physical activity that they learned today?
 - b. What are two (2) aerobic physical activities?
 - c. What is one (1) physical activity you will explore to meet the 60 minutes of physical activity goal per day?

You Decide: *This feature helps to reinforce decision-making with students and can be integrated into the lesson or serve as an extension*

Nicole is 10-years-old. She loves to play with friends and family. She loves to play instruments and make crafts with her friends. Here is Nicole’s physical activity for the week.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Walk the dog (30 minutes)	Play soccer (60 minutes)	Play music with friends (60 minutes)	Walk the dog (30 minutes)	Take sister to the park and play (60 minutes)	Walk the dog (30 minutes)	Crafts with friends (60 minutes)
Ride a bike (60 minutes)						Soccer game (60 minutes)

1. Is Nicole getting 60 minutes or more of physical activity every day?
2. Is Nicole getting enough moderate-to-vigorous physical activity?
3. How would you advise Nicole to help her meet the physical activity guidelines for kids her age?

Family Connection:

Ask students to survey family members to see how many benefits of physical activity they can identify. If they can collectively identify 18-20, they are physical activity experts!

For other tools to extend learning outside of the classroom, refer to the School-to-Home activities on TogetherCounts.com. Begin these activities together at school and then encourage students to continue them with their families.

Community Connection:

Direct students to create a survey to learn how much daily physical activity community members do each day. After collecting answers, have students graph and analyze their data by gender, age, or job title. Once complete, ask each class to combine data to create a community physical activity profile.

Standards Correlations:

National Health Education Standards

- Students will analyze influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Students will demonstrate the ability to use decision-making skills to enhance health.
- Students will demonstrate the ability to use goal-setting skills to enhance health.
- Students will demonstrate the ability to advocate for personal, family, and community health.


SHAPE America, National Physical Education Standards

- The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction

Common Core State Standards for English Language Arts

- Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- 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.
- Employ technology thoughtfully to enhance reading, writing, speaking, listening, and language use.
- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- Conduct short research projects that build knowledge about a topic.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

BENEFITS OF PHYSICAL ACTIVITY CARDS



Burns calories and helps to maintain Energy Balance	Boosts energy
Increases muscle strength	Improves posture
Increases efficiency of heart and lungs	Reduces stress
Increases stamina	Improves sleep
Increases bone strength	Reduces the chance for depression
Improves circulation	Builds self confidence
Lowers blood pressure	Increases enthusiasm
Maintains a healthy body weight	Establishes good habits
Helps with digestion	Provides a way to share an activity with family and friends
Increases resistance to disease	Helps with problem-solving and getting along with others

Plan to Move

Grade Band: 3-5

Student Objectives:

- Explore why the body needs physical activity
- Categorize and rank types of physical activities and the benefits of each
- Create a personal seven-day physical activity plan

Materials:

- Grocery bags
- Several heavy books
- A stopwatch
- Student Activity Sheet-BINGO! (one per student)
- Student Activity Sheet-My Physical Activity Plan (one per student)

Suggested Time Frame: 1-2 class Periods (Based on 45-minute intervals), additional time outside of class to do activities

Instant Expert:

According to the 2008 Physical Activity Guidelines for Americans, “children and adolescents (ages 6-17) should do 60 minutes (1 hour) or more of physical activity daily.” Young people should do a variety of activities that are age-appropriate and enjoyable.

The Guidelines focus on three types of activity: aerobic, muscle strengthening (anaerobic), and bone-strengthening.

- **Aerobic activity** makes the heart beat faster and makes breathing harder than usual. Over time, regular aerobic activity makes the heart and lungs stronger and able to work better. Examples include brisk walking, running, and swimming. Most of the 60 minutes should be either moderate- or vigorous- intensity aerobic activities.
- **Muscle-strengthening activities** improve the strength, power, and endurance of muscles. Examples include sit-ups, swinging on playground equipment, and lifting weights. Young people should strive to do muscle-strengthening activities at least three days a week.

- **Bone-strengthening activities** produce a force on the bones that promotes bone growth and strength. Examples include jump rope, tennis, and hopscotch. Young people should strive to do bone-strengthening activities at least three days a week.

Muscle-strengthening and bone-strengthening activities also can be aerobic, depending on whether they make the heart and lungs work harder than usual. For example, running is both an aerobic activity and a bone-strengthening activity.

Some activities stretch muscles and help with balance. Examples of **stretching and balance** activities include:

- Gentle stretching
- Yoga
- Martial arts
- Dancing

In order to do all types of physical activity, people need energy. Some physical activities require more energy than others. There are three basic levels of intensity when referring to physical activity.

Vigorous-intensity activities require a lot of energy output. When people do vigorous-intensity activities, their breathing becomes faster and their heart rate increases. It is difficult to talk during these high-energy activities.

Examples of Vigorous-Intensity Activities:

- Active chasing games that involve running like tag
- Running
- Hiking
- Jogging
- Bicycling fast
- Playing sports like basketball, swimming, soccer
- Shoveling

Moderate-intensity activities require less output of energy than vigorous. When people do moderate-intensity activities, their breathing becomes faster and their heart rate increases. However, unlike with vigorous intensity, people can generally talk (but not sing) during these medium-energy activities.

Moderate-Intensity Activity:

- Skateboarding
- Dancing
- Walking fast
- Cleaning the house (vacuuming, mopping)
- Bicycling slowly
- Playing tennis with friends

Low-intensity activities require less output of energy than moderate. When people do low-intensity activities, their breathing is slightly faster and their heart rate is slightly higher than normal. People can generally sing during these low-energy activities.

Low-Intensity Activities may include:

- Walking slowly
- Sitting at a desk
- Sitting using a computer
- Standing doing chores (washing dishes, helping with cooking, making your lunch)
- Playing most instruments

Young people should do a variety of activities because each type of activity strengthens different muscles and bones. Also, variety can help keep physical activity fun. The important take-away for students is that different activities have different benefits and that most of their daily activity should come from moderate-to-vigorous aerobic activities.

Note: As always, you will want to be sensitive to students' unique situations and follow your school or district's policy when it comes to the collection of personal information related to minors.

Additional Resources:

- Physical Activity Guidelines for Americans: Youth Physical Activity Recommendations
<http://health.gov/paguidelines/midcourse/youth-fact-sheet.pdf>
- Centers for Disease Control and Prevention. Body and Mind BAM! Physical Activity
<http://www.cdc.gov/bam/activity/index.html>
- Centers for Disease Control and Prevention. Body and Mind BAM! Meeting the Challenge "U Can Do It 2" article for students with physical disabilities.
<http://www.cdc.gov/bam/activity/challenge-disabilities.html>
- Centers for Disease Control and Prevention. Adding Physical Activity to Your Life. Overcoming Barriers to Physical Activity.
<http://www.cdc.gov/physicalactivity/basics/adding-pa/barriers.html>

- Centers for Disease Control and Prevention. Body and Mind BAM! Activity Cards
<http://www.cdc.gov/bam/activity/cards.html>
- SHAPE America Teacher Toolkit
<http://www.shapeamerica.org/publications/resources/teachingtools/teachertoolbox/index.cfm>
- Centers for Disease Control and Prevention. Body and Mind BAM! Activity Calendar.
http://www.cdc.gov/bam/activity/documents/activity_calendar.pdf

Procedure:

Session 1: You've got to move it, move it!

1. Challenge students to do the following physical activities and to think about how each one makes them feel:
 - Stretch high in the air and then touch their toes (if they can) five times
 - Jog in place for one minute
 - Lift a grocery bag or backpack filled with books as many times as possible
 - Do 25 jumping jacks
 - Stand on one foot for 30 seconds
 - Walk quickly around the room
2. Ask students what all of those challenges have in common. Guide them to conclude that they are all different types of physical activity and the activities all require and use energy.
3. Pair students, and in partner conversation, ask students to discuss:
 - Which activity was the most challenging for you? Why?
 - Did you feel like your body was working harder in some activities than others? If so, which ones?
4. Introduce the term “intensity” and Invite volunteers to share definitions. Explain that intensity is power, force, energy, or strength. We look at three types of intensity when we describe physical activity:
 - Vigorous intensity = high-energy activity
 - Moderate intensity = medium-energy activity
 - Low intensity = low-energy activityNote that students were introduced to these terms in the previous lesson. Have students categorize the activities they performed as vigorous-, moderate-, low-intensity.
5. Ask students how they knew their body was working hard during the vigorous-intensity activities. Examples include heart beating faster, sweating, getting hot, and difficulty breathing or talking during activity. Define vigorous-intensity activity as one in which it is difficult to talk during the activity. Discuss moderate and low intensity in the same way.

Define moderate-intensity activity as one in which talking is possible but could be difficult. Define low-intensity activity as one in which carrying on a conversation is not difficult.

6. Explain to students that another way we can measure different physical activities is by how much energy we use when we do them. Remind students that we get our energy from calories in the foods that we eat and drink. And we use (burn) those calories by doing physical activity and by our body's basic processes.
7. Write the names of the activities listed below horizontally on the board (or put the names on signs in different parts of the room). Challenge student groups to identify each activity as vigorous-intensity (using a lot of energy), moderate-intensity (using a medium amount of energy), or low-intensity (using very little energy). Students should justify their answers with evidence. Review and discuss answers. Ask students how they can use this information when deciding which activities to do each day.

Activities

Doing Arts and Crafts (L)

Karate (V)

Shooting Baskets (M)

Playing the Piano (L)

Walking (M)

Playing Soccer (V)

8. Distribute the Student Activity Sheet BINGO! and review the directions. Students are asked to find another person who has completed one of the physical activities on the sheet in the past week. That person must then sign his or her name in the square. Repeat this step until they have signatures in all boxes either horizontally, vertically, or diagonally (at which time they can yell, "Bingo!"). The center square is FREE.
9. Once they have reached Bingo, invite them to complete the coloring activity at the bottom of the sheet. When all students are finished, invite student volunteers to share answers. Ask students why it's important to try new activities as part of our 60 minutes each day.
10. Write the terms "muscle-strengthening activity" and "bone-strengthening activity" on the board. Ask students to guess what they think each term means and to share examples of each. More information is available in the Instant Expert section. Share with students that some activities can fall within more than one category.

Session 2: Plan It Out!

11. If this is a new session, review what students learned about physical activity.
12. Distribute the “My Physical Activity Plan” activity sheet. Invite student volunteers to read the guidelines at the top. Ensure student understanding of the guidelines, using examples. Remind students that not all 60 minutes has to be done at one time and that it’s fine to do shorter spurts of activity that add up to 60 minutes or more.
13. Poll students to see how many of them think they meet these guidelines regularly. Explain that one way to help meet these guidelines is to plan and track their daily physical activity in chart form. Review the directions on the activity sheet together. Then have students plan their physical activity for the next week.
14. Give students ample time and support to complete the plan. Give students time throughout the week to monitor how they are doing each day. At the end of the week, invite students to share whether or not they were able to complete the activities on their plan each day. If they were able to complete their plans, celebrate their success. If they were not successful, invite them to think about the things that prevented them from succeeding. Elicit ideas from the class for how they could increase the frequency, time, or types of activities in the following week. Note that students will explore how to overcome barriers to physical activity in the next lesson, so touching on it now will be a good segue for the next session.

You Decide: *This feature helps to reinforce decision-making with students and can be integrated into the lesson or serve as an extension.*

Imagine you have been challenged to try one new physical activity every day for a week. It can be anything you want! Decide which new physical activity you would choose each day. Then, if possible, give one of them a try and include it in your Physical Activity plan.

Family Connection:

One great strategy is to make physical activity a family affair! Challenge students to work with family members to identify one activity they could do as a family. This could be a family walk or bike ride, or taking an exercise class together.

For other tools to extend learning outside of the classroom, refer to the School-to-Home activities on TogetherCounts.com. Begin these activities together at school and then encourage students to continue them with their families.

Community Connection:

Community centers and youth centers often host physical activity classes designed specifically for kids. With help from their parents or caregiver, encourage students to look online for age-appropriate programs and activities that are offered at their local community center.

Standards Correlations:

National Health Education Standards

- Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Students will demonstrate the ability to use decision-making skills to enhance health.
- Students will demonstrate the ability to use goal-setting skills to enhance health.

SHAPE America, National Physical Education Standards

- The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction

Common Core State Standards for English Language Arts

- Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- 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.
- 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.
- Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

Physical Activity BINGO!

Directions: Find another person who has completed one of the activities in the boxes this past week. Ask the person to sign his or her name in the box. When you have signatures in five boxes in a row horizontally, vertically, or diagonally, you can say, BINGO! You can only use each participant one time. The center square is FREE.

1. Color one high-intensity activity green.
2. Color one medium-intensity yellow.
3. Color one low-intensity orange.
4. Color one activity you do regularly blue.
5. Color one activity you would like to try purple.

B	I	N	G	O
Swims	Rides a bike	Skateboards	Dances	Makes the bed
Plays at recess	Helps make meals	Runs/jogs	Plays active video games	Does martial arts or karate
Plays soccer	Walks to school	FREE SPACE	Plays at the park	Jumps Rope
Washes dishes	Plays basketball	Hikes	Cleans around their house	Plays tennis
Vacuums	Plays in Physical Education Class	Plays tag games	Plays on a sports team	Rides a scooter

My Physical Activity Plan

Remember the Guidelines!

Kids your age should get 60 minutes (one hour) or more of physical activity every day!

- **Aerobic:** Most of the 60 or more minutes a day should be either moderate- or vigorous-intensity aerobic activity
- **Muscle-strengthening:** Muscle-strengthening activity should be included at least three days of the week.
- **Bone-strengthening:** Bone-strengthening activity should be included at least three days of the week.

Plan for Day 1

Activity	Type	How many minutes will I do?	Did I do it?

Plan for Day 2

Activity	Type	How many minutes will I do?	Did I do it?

Plan for Day 3

Activity	Type	How many minutes will I do?	Did I do it?

Plan for Day 4

Activity	Type	How many minutes will I do?	Did I do it?

Plan for Day 5

Activity	Type	How many minutes will I do?	Did I do it?

Plan for Day 6

Activity	Type	How many minutes will I do?	Did I do it?

Plan for Day 7

Activity	Type	How many minutes will I do?	Did I do it?

Jump Through Hoops

Grade Band: 3-5

Student Objectives:

- Identify possible obstacles that could prevent someone their age from being physically active for at least 60 minutes each day
- Generate solutions and choices to help imaginary kids overcome obstacles to being physically active for at least 60 minutes each day
- Identify a goal for being physically active for 60 minutes each day
- Create an action plan to help measure and track their physical activity goal

Materials:

- Two or three cones
- Physical Activity Barriers - cut into cards
- Answer Key: Physical Activity Barriers
- Student Activity Sheet- What's Your Physical Activity Goal (one per student)

Suggested Time Frame: 1-2 class periods (Based on 45 minute intervals)

Instant Expert:

Physical activity is a critical component to maintaining a healthy lifestyle and sustaining physical, social/emotional and mental wellness. Research shows that regular physical activity:

- helps build and maintain healthy bones and muscles.
- helps reduce the risk of developing obesity and chronic diseases, such as diabetes, cardiovascular disease, and colon cancer.
- improves strength and endurance.
- helps build healthy bones and muscles.
- helps maintain a healthy weight.
- reduces feelings of depression and anxiety and promotes psychological well-being.
- helps increase self-esteem.
- may help improve students' academic performance, including
 - academic achievement and grades
 - academic behavior, such as time on task
 - factors that influence academic achievement, such as concentration and attentiveness in the classroom.

To support healthy growth and development, young people are encouraged to be physically active for 60 minutes or more each day, with most of that activity being moderate-to-vigorous intensity.

In this lesson, students will learn about the barriers that prevent someone their age from doing moderate-to-vigorous activity for 60 minutes or more each day. Students will brainstorm strategies for overcoming obstacles. They will set a physical activity goal for themselves and consider barriers they are likely to encounter.

Note: Since all children grow at different rates and those in your class likely will be different weights, you will want to be sensitive to discussions about being overweight or obese. As always, you will want to be sensitive to individual students' unique situations and follow your school's or district's policy when it comes to the collection of personal information related to minors.

Additional Resources:

- Centers for Disease Control and Prevention. Childhood Obesity Facts.
<http://www.cdc.gov/healthyschools/obesity/facts.htm>
- Physical Activity Guidelines for Americans: Youth Physical Activity Recommendations
<http://health.gov/paguidelines/midcourse/youth-fact-sheet.pdf>
- Centers for Disease Control and Prevention. Body and Mind BAM! Physical Activity
<http://www.cdc.gov/bam/activity/index.html>
- Centers for Disease Control and Prevention. Body and Mind BAM! Meeting the Challenge "U Can Do It 2" article for students with physical disabilities.
<http://www.cdc.gov/bam/activity/challenge-disabilities.html>
- Centers for Disease Control and Prevention. Adding Physical Activity to Your Life. Overcoming Barriers to Physical Activity.
<http://www.cdc.gov/physicalactivity/basics/adding-pa/barriers.html>
- Centers for Disease Control and Prevention. Body and Mind BAM! Activity Cards
<http://www.cdc.gov/bam/activity/cards.html>
- SHAPE America Physical Education Checklist
<http://www.shapeamerica.org/publications/products/pechecklist.cfm>
- Centers for Disease Control and Prevention. Body and Mind BAM! Activity Calendar.
http://www.cdc.gov/bam/activity/documents/activity_calendar.pdf

Procedure:

Session 1: Barriers to Activity

1. Before class, put cones in front of the classroom door to create a barrier to entry, and cut out and hang/tape the barrier cards in different places around the room. Don't tell students why the cones are there and, if people move them out of the way, try to replace them before the next student enters.
2. Once students are in their seats, ask them to guess why the cones were there. Have students describe how they felt about the cones being there. Did the cones stop them from coming into the classroom? Did they slow them down? Stand in their way?
3. Introduce the word, "barrier" and ask students to define it. Share with students that a barrier is something that stands in the way of being able to do something or make progress toward a goal. Another word for "barrier" is "obstacle."
4. Ask students how the cones in the doorway could be considered a barrier or obstacle and what they did to be able to get in the door. They may say that they stepped over the cones, stepped around the cones, or that they moved the cones out of the way. All of these are solutions that could have helped to remove that barrier. Solutions are ideas that help to solve a problem or challenge.
5. Explain that the focus of this session is to talk about barriers related to physical activity. Frame the discussion around these questions:
 - a. How much time should kids your age be active each day?
 - b. What types of activities should make up most of this time?
 - c. Do you think everyone your age is active for at least 60 minutes each day?
 - d. If not, what might be some barriers that get in the way?
6. Explain that many people encounter barriers that prevent them from being physically active. But just like the cones activity, there are different solutions that can help overcome those barriers.
7. Invite students to form groups of two or three. Distribute sticky notes to each group. Point out the "barrier cards" around the room. Explain that each card presents a possible barrier to physical activity for someone their age. Their challenge is to travel around the room to find each card. Once they find the card, the pair/group should brainstorm one solution to help the person on the card overcome the barrier. Direct them to write and post that solution under the barrier card. Challenge students to come up with solutions that other groups haven't already posted as they arrive at new cards.

8. Once all groups have responded to each barrier, review the solutions that are posted with the class. Elicit additional solutions, if necessary, from the Barrier Card answer key.

Session 2: Setting your Goal

1. If this is a new session, invite students to share what they remember about barriers to physical activity and how to overcome them. Explain to students that they will be putting together what they've learned about physical activity to set and track a goal.
2. Review with students what they learned in a previous lesson about goal-setting. Setting and tracking goals can be a great way to help students maintain wellness throughout their lives. Goals should be SMART- specific, measurable, able to be met, really important to them, and time-bound.
3. Direct students to brainstorm possible physical activity goals with a partner. They should consider all they have learned about the benefits of physical activity, different types of physical activity, physical activity guidelines for people their age, and ways to overcome barriers. Invite volunteers to share ideas.
4. Distribute the Student Activity Sheet- What's Your Physical Activity Goal! Review the six steps they will be asked to complete, providing examples if needed. Note: For students with physical disabilities, share articles like Meeting the Challenge "U Can Do It 2" from Body and Mind BAM! <http://www.cdc.gov/bam/activity/challenge-disabilities.html>
5. Give students ample time to complete the activity sheet. You may want to pair up students with similar goals or interests to help each other complete the activity sheet. Encourage students to share their goals and tracking strategies with others.
6. Invite students to track and celebrate their progress! Remind students that goal-setting is a skill for enhancing physical wellness. Knowing the obstacles and barriers that can get in the way can help them meet the goal of being physically active for 60 minutes per day.

You Decide: *This feature helps to reinforce decision-making with students and can be integrated into the lesson or serve as an extension*

Mike is new to your school and lives near your house. You share similar interests such as physical activity, reading, and playing an instrument. Imagine you and Mike have decided to plan a week's worth of activities to help you be physically active. Consider 1) weather (indoor/outdoor) options, 2) recreation departments, 3) local parks, 4) before and after school activities, and 5) family. Decide which activities you and Mike will do each day for one week!

Family Connection:

Have students share their physical activity goal-setting sheet with family members and ask them to sign it, pledging to support everyone's efforts to be physically active for at least 60 minutes each day. Family members can look for ways to add physical activity to the goal-setting sheet as well.

For other tools to extend learning outside of the classroom, refer to the School-to-Home activities on TogetherCounts.com. Begin these activities together at school and then encourage students to continue them with their families.

Community Connection:

Have students invite a physician, personal trainer, or recreation department specialist to discuss the importance of physical activity, physical activity benefits, and long-term effects for not being physically active. The personal trainer or recreation department staff can highlight programs in their offices.

Standards Correlations:

National Health Education Standards

- Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Students will demonstrate the ability to use decision-making skills to enhance health.
- Students will demonstrate the ability to use goal-setting skills to enhance health.

SHAPE America, National Physical Education Standards

- The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction

Common Core State Standards for English Language Arts

- Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

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HEALTHY DECISIONS. HEALTHY HABITS.

- 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.
- Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use.

Barrier Cards

<p>Kim is busy and has no time to play.</p>	<p>Bianca is afraid to get hurt.</p>	<p>Oliver has to babysit his younger brother, so he can't be active.</p>
<p>Abdul's friends do not like to be physically active so he is not active either.</p>	<p>Ben doesn't know how to play the games he sees other kids playing.</p>	<p>Luis gets up too late, so he never has time to walk to school.</p>
<p>Shawn is always too tired to be physically active.</p>	<p>Marco doesn't have a ball or a place to play.</p>	<p>Maria doesn't go to the recreation department or park because it is too far from her house.</p>
<p>Daryl never feels like being active.</p>	<p>It's too cold and rainy for Cassie to play outside.</p>	<p>Malvika doesn't like to be outside, so she watches TV all day every day.</p>

Barriers to Physical Activity Solutions

Barrier	How can this person overcome the barrier?
<p>Kim is busy and has no time to play.</p>	<ul style="list-style-type: none"> • Plan in advance for smaller bursts of time throughout the day. All 60 minutes do not have to be done at the same time. • Choose physical activities that do not take a lot of time to do (jumping rope, walking, playing hopscotch, tag, jogging) • See if you can reduce time doing something else. Maybe you could give up some time watching television or playing video games and add that time to your physical activity schedule.
<p>Abdul's friends do not like to be physically active so he is not active either.</p>	<ul style="list-style-type: none"> • Find new physical activities that your friends will like. • Invite your friends to play and exercise with you at the park before or after school. • Go to your local recreation department and sign up for a new physical activity. • See if any new friends would like to play some of the activities that you enjoy.
<p>Shawn is always too tired to be physically active.</p>	<ul style="list-style-type: none"> • Be physically active when you feel you have the most energy. For many people, this is first thing in the morning. • Try to get more sleep. • Know that physical activity increases your energy and helps your heart and body.
<p>Daryl never feels like being active.</p>	<ul style="list-style-type: none"> • Set a goal for being physically active. • Invite friends to exercise and play with you to make it more fun. • Join a sports team, after school activity, or recreation department activity. • Try a brand new activity that may give you more motivation.
<p>Bianca is afraid to get hurt.</p>	<ul style="list-style-type: none"> • Choose activities that help you feel safe, such as walking or jumping rope. Being active doesn't have to present risks. • Learn the rules of different games and make sure you and others follow them.

<p>Ben doesn't know how to play the games he sees other kids playing.</p>	<ul style="list-style-type: none"> • Find a friend or trusted adult who can help teach you the games. • Select activities you know how to play. • Take a class at school or the recreation department to learn more about the games. • Research the games online to see the rules and how to play • Practice the games.
<p>Marco doesn't have a ball or a place to play.</p>	<ul style="list-style-type: none"> • Select activities that do not need a lot of equipment (walking, jogging, jump rope). • Create a new game with friends or by yourself. • Identify activities that do not cost a lot of money in your community. • Ask your physical education teacher or other adult at school for help. • Talk with your parents or guardians about a new sport you are interested in and get the equipment for it.
<p>It's too cold and rainy for Cassie to play outside.</p>	<ul style="list-style-type: none"> • Choose a variety of activities that you can do inside. • Go to the local recreation center for indoor space. • Join an after-school activity at school. • Create an indoor physical activity game (video game, steps, push-ups/sit-ups, jumping jacks).
<p>Oliver has to babysit his younger brother, so he can't be active.</p>	<ul style="list-style-type: none"> • Bring your brother to the park and play. • Play tag or other running games with your brother. • Do indoor physical activities if your brother is too young to leave the house. • Be physically active when you do not have to babysit.
<p>Luis gets up too late, so he never has time to walk to school.</p>	<ul style="list-style-type: none"> • Try to get up a little earlier. • Make sure you are getting enough sleep. • Walk to school with a friend to make it more fun.
<p>Maria doesn't go to the recreation department or park because it is too far from her house.</p>	<ul style="list-style-type: none"> • See if you can get a ride or carpool to the recreation department or park. • See if there is a place to play closer to home. • Look for ways to duplicate the activities you could do at the park in a setting closer to home.
<p>Malvika doesn't like to be outside, so she watches TV all day every day.</p>	<ul style="list-style-type: none"> • Physical activities can be done anywhere. Come up with fun activities you can do inside, either at home or at a local recreation center. • Do physical activities --like dancing or running in place --while watching TV. • Replace TV-watching time with physical activity time.

Student Activity Sheet: What's Your Physical Activity Goal?

Step 1: Review the Physical Activity Guidelines

- Participate in 60 minutes or more of physical activity per day.
- Most exercise should be moderate-to-vigorous intensity aerobic physical activity.
- Part of the 60 minutes of physical activity should focus on muscle-strengthening or bone-strengthening activities at least three days per week.

Step 2: Track Your Physical Activity!

To help you set your physical activity goal, start by tracking what you do now. Track your physical activity for one week by listing each activity you do, how long you do it, and the type of exercise.

Sunday				
Activity	Amount of Time	Moderate- to Vigorous-Intensity (Aerobic)	Muscle	Bone
	minutes			
	minutes			
	minutes			
	minutes			
Total Time	minutes			

Monday				
Activity	Amount of Time	Moderate- to Vigorous-Intensity (Aerobic)	Muscle	Bone
	minutes			
	minutes			
	minutes			
	minutes			
Total Time	minutes			

Tuesday				
Activity	Amount of Time	Moderate- to Vigorous-Intensity (Aerobic)	Muscle	Bone
	minutes			
	minutes			
	minutes			
	minutes			
Total Time	minutes			

Wednesday				
Activity	Amount of Time	Moderate- to Vigorous-Intensity (Aerobic)	Muscle	Bone
	minutes			
	minutes			
	minutes			
	minutes			
Total Time	minutes			

Thursday				
Activity	Amount of Time	Moderate- to Vigorous-Intensity (Aerobic)	Muscle	Bone
	minutes			
	minutes			
	minutes			
	minutes			
Total Time	minutes			

Friday				
Activity	Amount of Time	Moderate- to Vigorous-Intensity (Aerobic)	Muscle	Bone
	minutes			
	minutes			
	minutes			
	minutes			
Total Time	minutes			

Saturday				
Activity	Amount of Time	Moderate- to Vigorous-Intensity (Aerobic)	Muscle	Bone
	minutes			
	minutes			
	minutes			
	minutes			
Total Time	minutes			

Step 3: Set Your Goal

Compare the physical activity guidelines for kids your age to your activities this week. Then, create one SMART goal related to your physical activity. Remember that SMART goals are:

- Specific
- Measurable
- Attainable
- Really Important to You
- Time-bound

My goal is:

Step 4: Consider Barriers

Describe two barriers you are likely to encounter that could prevent you from reaching your goal. What are some ways to overcome them?

Barrier	Solutions to overcome the barrier

Step 5: Track Your Goal

Come up with a strategy for how you can track your goal.

Step 6: Celebrate!

When you reach your goal, celebrate! If you can't reach your goal, try to figure out what went wrong so you can do better next time.