

Foundations of Wellness

Grade Band: K-2

Student Objectives:

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

Materials:

- Student Activity Sheet: Wellness Triangle – one per student
- Student Activity Sheet: Wellness Cards – three cards (one of each type) per student
- Student Activity Sheet: All-Star Wellness Cards – three cards per student
- Images: Pictures of Wellness

Suggested Time Frame: 2 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; social, physical, mental, environmental, academic, spiritual, and occupational. For young children, it often is best to

introduce the idea of enhancing wellness by balancing three of these dimensions: physical, social, and mental. These 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:

- **My Body: Physical Wellness** -- Examples include:
 - Taking care of your body
 - Being physically active
 - Having good personal hygiene
 - Having healthy eating patterns and nutrition intake
 - Being safe
- **My Friends and Family: Social Wellness** – Examples include:
 - Interacting with people around you
 - Getting along with others in a variety of settings and online
- **My Mind and Feelings: 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 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.

Within this activity, students brainstorm what it means to be well in the context of the three wellness categories. Ideas could include:

My Body (Physical Wellness) Examples:

- Focus on eating a variety of foods (including fruits, vegetables, whole grains, lean protein, and dairy – USDA's 2015-2020 Dietary Guidelines for Americans)
- Engage in daily physical activity
- Get at least eight hours of sleep every night

- Maintain good hygiene (wash hands, brush teeth)

My Friends and Family (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 and family
- Participate in activities that improve social wellness (sports, clubs, or activities that include several people)

My Mind and Feelings (Mental/Emotional) Examples:

- Show emotions by communicating with others
- Talk to friends and 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

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

- Substance Abuse and Mental Health Services Administration: 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. Begin with a discussion about opposites. Ask students to silently demonstrate the opposite of "up", "big" and "slow". If necessary, remind students that opposite means something that is totally different (or the reverse) of something else.

2. Now ask students to raise their hands and verbally share the opposite of “sad.” Write “happy” on the board when a student suggests it. Then ask for the opposite of “unhealthy” and write “healthy” on the board when another student suggests it.
3. Circle “happy” and “healthy” and ask students to silently demonstrate what they look like when they are happy and healthy. You should see big smiles!
4. Explain that when people are happy and healthy, they are often well. Write “well” on the board and circle it. Reiterate that a well person is someone who is happy and healthy. Draw a line between “well” and “happy” and “well” and “healthy” to show their connection.
5. To check comprehension, ask students to silently demonstrate what they look like when they are well. Students should look no different than they did when they were happy and healthy!
6. Explain that, today, we’re going to talk a lot about wellness. Write “wellness” above the other three words on the board. Ask: What word do you see in wellness? Underline the word “well”. Explain that “wellness” is all about making positive choices that help them stay happy and healthy now and in the future.
7. Draw an equilateral triangle on the board. Prompt students to describe the shape. Ask: How many sides does it have? Are the sides the same size? Does it look like it could tip over easily?
8. On each of the three sides, draw and write the following:
 - a. Draw: smiley face and sad face / Write: My mind and feelings
 - b. Draw: 3 stick figures / Write: My friends and family
 - c. Draw: 1 stick figure / Write: My body

NOTE: You may want to make a copy of this to use as an anchor chart in your classroom. This wellness triangle will be referred to frequently in upcoming lessons.

9. Explain that this wellness triangle shows that wellness means taking care of your mind and feelings, your body, and your relationships with others. All three aspects are equally important, just as all three sides of the triangle are the same length. The triangle is balanced and strong because all three sides are equal and it can’t tip over. Explain that

when someone takes care of their mind and feelings, body, and relationships with others, they are balanced and strong just like this wellness triangle.

10. Explain that, as a class, you are going to play a game called charades. While a classmate is silently acting out one part of the wellness triangle, it is the rest of the class' job to try to guess what they are doing *and* which wellness category it falls under.
11. Call students up to the front of the room to act out one of the wellness traits below. Serve as a second actor if the student needs help. Once the wellness trait is guessed, discuss which category (Mind and Feelings, Friends and Family, or My Body) it fits into. Add the example next to the corresponding part of the triangle on the board, and then continue.
 - a. Wellness Traits:
 - i. Brushing my teeth (My Body)
 - ii. Listening to people when they speak (Friends and Family)
 - iii. Moving and playing (My Body)
 - iv. Showing when you are happy and sad (My Mind and Feelings)
 - v. Making a new friend (Friends and Family)
 - vi. Reading a book (My Mind and Feelings)
12. Once it seems that students are familiar with the three categories, give each student a copy of the Wellness Triangle handout.

Invite student pairs to fill each side of the triangle with ways that they can take care of their bodies, their minds and feelings, and their relationships with their friends and families. Students may use words or pictures, depending on their ability level. Walk around the room as the student groups are working and answer questions as needed.

13. Ask students to share their examples for each category with the rest of the class. Compare their answers to the examples provided in the Instant Expert section and fill in gaps as needed.
14. End the session by looping back to the opposites with which you began the session. Explain that we are not completely well when we are having trouble with one, two, or three sides of the wellness triangle. Prompt students to silently act out what a person looks like when their body is not well, their feelings are hurt, or when they have no one to play with. Explain that taking care of our bodies, our minds and feelings, and our

relationships with our friends and family are all important so that each student is the very best person that they can be!

Session 2: Wellness and Your Life

1. Review what students learned in Session 1 about wellness. To do this, give each student three wellness cards.
2. Review what each square means:
 - a. Smiley face and sad face: My mind and feelings
 - b. 3 stick figures: My friends and family
 - c. 1 stick figure: My body
3. Show students the wellness images one at a time. For each image, prompt students to hold up the corresponding card (or cards) that shows which wellness category (or categories) fits with the picture.
4. Explain that in order to be well, students have to make positive, healthy choices. For example, eating a variety of foods like fruits, vegetables, whole grains, lean proteins, and low-fat or fat-free dairy each day can help their bodies be well. Being kind to others can help their relationships be well. Talking about how they feel when they are sad can help their feelings be well.
5. Explain that they are going to think about three ways that they are Wellness All-Stars. Say: "I am going to give you three Wellness All Star cards. Kind of like baseball cards or gaming cards, these cards will tell everyone which parts of wellness you are really good at." Instruct students to choose one wellness characteristic from each side of the wellness triangle. In the space provided on the front of each card, students should draw a picture that demonstrates their All-Star Wellness Trait. On the back of the card, students can write a sentence describing their trait.
6. Give the following example to increase student understanding: "I'm going to start with one way that I keep my body healthy. I know that I am really good at moving my body and playing outside for at least an hour every day, so I could draw myself playing outside on the front of my card. Then on the back of my card, I would write: I like to run around outside every day after school. Next, I would think of one way that I am healthy when it comes to my mind and feelings." If necessary, go through examples of each trait.

7. Distribute three cards to each student. Students should complete their own cards, but encourage them to brainstorm wellness ideas together if needed.
8. When there are only a few minutes left in the session, invite students to share their cards in groups of three or four students. Ask students to compare how their cards are similar and different from those of their classmates.
9. Explain that everyone has different parts of wellness that they are good at and other parts that they could improve upon. Add that, over the next few days, all of you will talk about how we can set goals for ourselves and make decisions that make us even bigger Wellness All-Stars.

Family Connection:

Have students share their Wellness All-Star cards with their families. Allow students to take a few blank cards home so they can help their family members fill out their own cards.

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 who can help them maintain wellness throughout their lives. Brainstorm a list of community helpers who focus on helping others achieve wellness. Fine-tune the list and share related contact information for local organizations 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 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.
- Exhibits responsible personal and social behavior that respects self and others.

Common Core State Standards

Kindergarten:

Speaking and Listening

- Comprehension and Collaboration:
 - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- Presentation of Knowledge and Ideas:
 - Add drawings or other visual displays to descriptions as desired to provide additional detail.
 - Speak audibly and express thoughts, feelings, and ideas clearly.

First Grade:

Speaking and Listening

- Comprehension and Collaboration:
 - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- Presentation of Knowledge and Ideas:
 - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
 - Produce complete sentences when appropriate to task and situation.

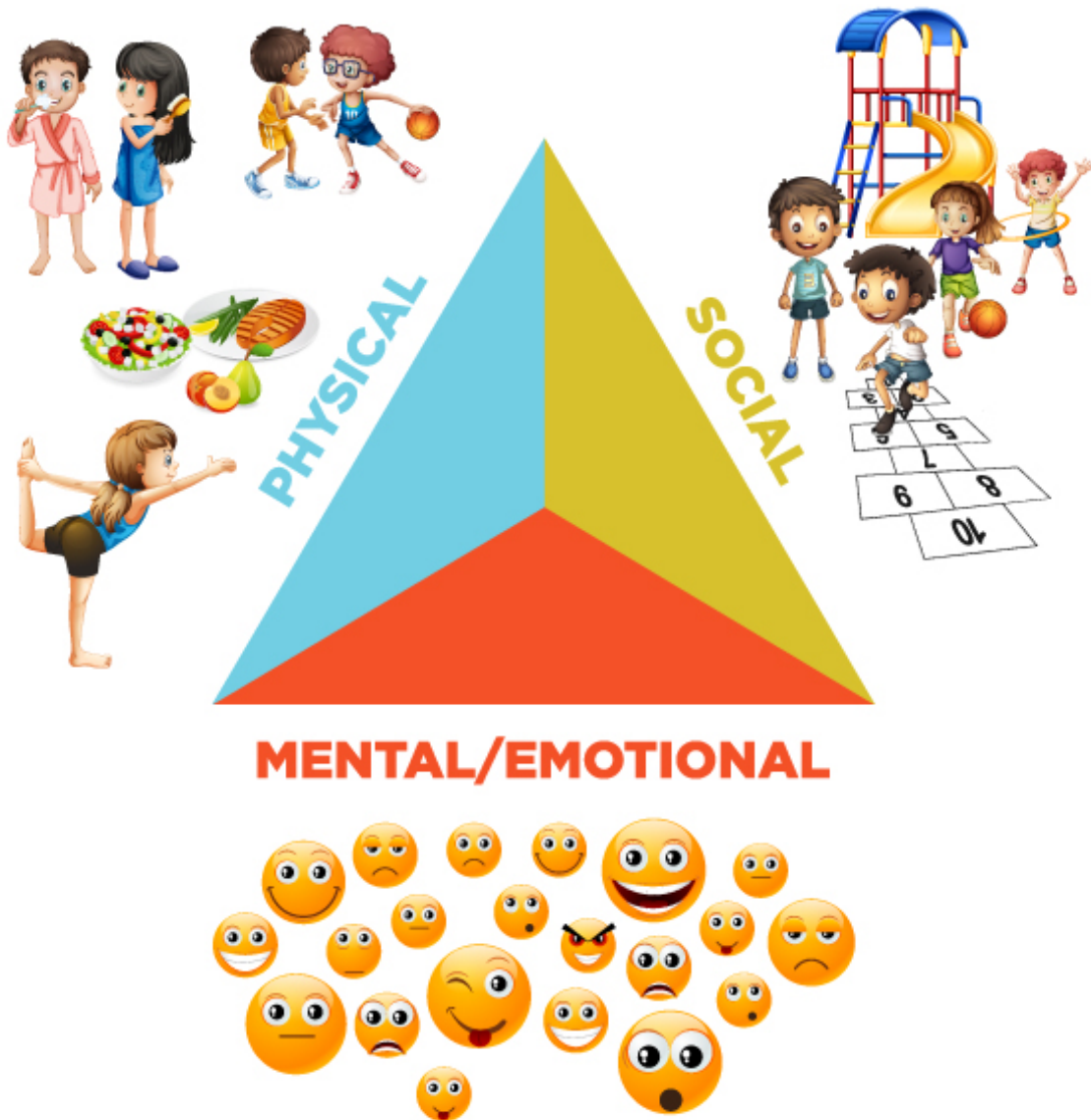
Second Grade:

Speaking and Listening

- Comprehension and Collaboration:
 - Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- Presentation of Knowledge and Ideas:
 - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Student Activity Sheet

THE WELLNESS TRIANGLE



Student Activity Sheet: Wellness Cards

Scissors icon

<p>MY BODY</p>	<p>MY FRIENDS AND FAMILY</p>	<p>MY MIND AND FEELINGS</p>
<p>MY BODY</p>	<p>MY FRIENDS AND FAMILY</p>	<p>MY MIND AND FEELINGS</p>
<p>MY BODY</p>	<p>MY FRIENDS AND FAMILY</p>	<p>MY MIND AND FEELINGS</p>

Student Activity Sheet: Wellness All-Star Cards

**WELLNESS
ALL-STAR**

A rectangular card template with a blue border. At the top, the text "WELLNESS ALL-STAR" is written in blue, bold, sans-serif font. The text is flanked by five yellow stars: two on the left and three on the right. The rest of the card is blank.

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Pictures of Wellness













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HEALTHY DECISIONS. HEALTHY HABITS.







Lesson 2: Decisions, Decisions!

Grade Band: K-2

Objectives:

- Identify how decisions impact wellness
- Apply a decision-making model to various scenarios

Materials:

- Construction paper of different colors
- Student Activity Sheet: Decisions, Decisions! – one per student
- Student Activity Sheet: My Choices – one per student
- Storybook that involves decision-making (see suggestions within lesson)

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

Instant Expert:

Throughout their lives, students will be faced with many 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 of them. To maintain personal wellness, students must make decisions about balancing physical, social, and mental/emotional health. 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 different decisions related to wellness. As students learned in Lesson 1, the three components of the wellness triangle are:

1. **My Body: 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. **My Friends and Family: Social Wellness** – Getting along with others in a variety of settings and online, including friends, family, and teachers
3. **My Mind and Feelings: 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: What is the decision you have to make?

Step 2: What are your choices? List them all!

Step 3: List the pros (good things that could happen) and cons (bad things that could happen) for each choice. With some choices, you may need to get information or help from an adult.

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

Step 5: Think about 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 one or two options for many decisions. Be creative!
- Decision-making is often an ongoing process. With most 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>
- The Centers for Disease Control and Prevention, Health Literacy: <http://www.cdc.gov/healthliteracy/learn/>
- Substance Abuse and Mental Health Services Administration: 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 various colors of construction paper in different spots around the room.
2. Show students the different-colored papers around the room and invite them to stand next to their favorite color. Ask members of each color group to talk about how they decided on their favorite color. Ask them if their favorite color has ever changed, and why. Remind students that making decisions is sometimes easy and sometimes hard.

Would they consider this decision easy or hard, and why? Did anything bad happen because they chose one color over another? If so, what?

3. Gather the class back together and explain that some decisions are more difficult than others. 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 way to help them with harder decisions (e.g., Who will I play with at recess? How will I spend my allowance money? Where do I sit at lunch?).
4. Introduce the decision-making process from the Instant Expert section. You may want to consider making it into an anchor chart for your classroom.
5. Read a book to the class that features decision-making. Explain that you will use the decision-making process to think about the characters' choices. Possible book selections are:
 - Ira Sleeps Over by Bernard Waber
 - What Will It be Penelope? by Tori Corn
 - I'll Do It Later by Louise Tidd
 - The Berenstain Bears and the Double Dare by Stan and Jan Berenstain
6. As you read, stop at appropriate points to discuss Decision Making Steps 1-4. Discuss the characters' choices, the pros and cons of each option, and the final decision that was made. Once you finish the book, instruct the students to put themselves in the character's shoes. Have them turn and talk to a neighbor about Step 5: Think about the decision that was made and change it if you think there is a better option.
7. Tell students that, as they get older, they will have the chance to make more decisions on their own. But, just like the character in the book, they still have many important decisions to make every day.
8. Present students with a new scenario. Say: "Pretend that for one hour after school today, you will be given the choice of watching television alone or playing outside with your friends." Distribute the Decisions, Decisions student worksheet. With a partner, ask students to brainstorm pros and cons for watching television, and pros and cons for playing outside with their friends. Students may use words or pictures to explain their thoughts.
9. When there are 10 minutes left in the session, ask students to decide which option would be best for their wellness. Allow a few groups to share, and discuss why this was the best decision for them.

10. Explain that the more difficult the decision, the more important it is to think about all the choices and all of the pros and cons!

Session 2: Give Decision-Making a Try!

1. Begin the second session by reading a book about all of the choices (both big and small) that we have to make every day. Ask students to listen for the decisions that are made as you read. Possible books include:
 - a. My Choices Make Me Who I Am by David and Mutiya Vision
 - b. Do I Have To: Kids Talk About Responsibility? by Nancy Loewen
 - c. Being Responsible by Cassie Mayer
2. Just like the decisions that the character(s) in the book make, explain that they have to make decisions every day—and many of them have to do with the wellness triangle. Have them remember that, during the last session, they made a decision between watching television and playing outside. Ask: Which part(s) of the wellness triangle did you think about?
3. Explain that every day, they have to make decisions that are related to their wellness: their bodies, minds and feelings, and their relationships with their friends and families. When they make positive decisions related to all three, they stay strong and balanced like the triangle. This can help to make them healthier and happier.
4. Instruct students to close their eyes and pretend that it is tomorrow morning. Have them wake up, stretch, and get out of bed. Explain that, with a partner, they will now try to think of one decision they will have to make “today” about their body, one decision they will have to make “today” about their minds and feelings, and one decision they will have to make “today” about their friends and families. Review the activity sheet and instruct them to draw/write two choices for each of the decisions, think about the pros and cons, and then circle the best choice. Model this and then have students work with a partner to complete the “My Choices” student worksheet.
5. Walk around the classroom as students are working and provide help as needed. You may need to give younger students some decision examples, such as deciding what to eat for breakfast, what to do at recess, or whether to read or watch television after school.
6. Ask student volunteers to share one decision. What were the pros and cons of making this choice? What other choices could they have made? [For example, one student may have chosen to brush his or her teeth in the morning. What good came from this?

What other choice was there? What good/bad would have come from *not* brushing their teeth? Did the student make the best decision?]

7. Share with students that we make many decisions by thinking about what we want our lives to be like or what things we want in the future. For example, students might decide to save their allowance instead of spending it so they can buy a bike, game, or toy. Or they might decide to eat a nutritious breakfast so they can concentrate at school 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. Explain that wellness decisions they make today will help them not only today, but they'll help make sure they are well tomorrow, the next day, and in the future! Have students share some decisions they have made that will help them in the future.

It's Your Decision! *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 to one of the decisions below.

Physical Wellness:

Your friend only eats the dessert out of the lunches that his parents pack for him, and he wants you to do the same. 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:

It really hurts your feelings when your best friend teases you. You're not sure if your best friend knows that her jokes make you sad. 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 considering pros and cons 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 importance of making healthy decisions. Identify which area of wellness the decisions are linked to (My body, My friends and family, or My mind and feelings). 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 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.
- Exhibits responsible personal and social behavior that respects self and others.

Common Core State Standards

Kindergarten:

Speaking and Listening

- Comprehension and Collaboration:
 - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- Presentation of Knowledge and Ideas:
 - Add drawings or other visual displays to descriptions as desired to provide additional detail.
 - Speak audibly and express thoughts, feelings, and ideas clearly.

Reading: Literature

- Key Ideas and Details:
 - With prompting and support, ask and answer questions about key details in a text.
- Range of Reading and Level of Text Complexity:

- Actively engage in group reading activities with purpose and understanding.

First Grade:

Speaking and Listening

- Comprehension and Collaboration:
 - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- Presentation of Knowledge and Ideas:
 - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
 - Produce complete sentences when appropriate to task and situation.

Reading: Literature

- Key Ideas and Details:
 - Ask and answer questions about key details in a text.

Second Grade:

Speaking and Listening

- Comprehension and Collaboration:
 - Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- Presentation of Knowledge and Ideas:
 - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Reading: Literature

- Key Ideas and Details:
 - Describe how characters in a story respond to major events and challenges.

Student Activity Worksheet: Decisions, Decisions!

What will you do after school today? You must decide between watching television alone and playing outside with your friends. Brainstorm pros (+) and cons (-) for each choice!

Watching TV By Myself



Playing Outside With Friends



Student Activity Worksheet: My Choices

We make choices related to wellness every day. When you wake up tomorrow, what decisions will you have to make? Draw two choices, think about the + and -, and then circle your positive decision!

My Body Decisions



or

My Mind and Feelings Decision



or

My Friends and Family Decision



or

Ready, Set, GOAL!

Grade Band: K-2

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)
- Blank paper – one piece per student
- Student Activity Sheet: My Wellness Goals – one per student

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 goal-setting process includes:

1. Identifying a goal
2. Identifying small steps to reach the goal
3. Keeping a chart to track the goal and revise, if needed
4. Celebrating when you reach your goal

When setting goals, students will focus on the following three “W” questions:

- What is your goal? (Make sure you break it into small parts.)
- Who is your goal about? (Usually, your goal will be about you!)
- When will you achieve your goal?

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

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:

- 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: 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:

Session 1: Ready, Set, Goal!

1. Before students enter the room, set up several physical goals (such as 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 next to one of the goals. Give each group a ball. Direct students to do the following:
 - a. Point to the goal they are trying to reach with the ball.
 - b. Think of a way to get the ball in the goal.
 - c. One by one, 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 try again.
2. Have students come back together and discuss:
 - a. What were each of you just trying to do?
 - b. Did group members come up with different ideas for getting the ball in the goal? Did some different ideas work? Can there be more than one way to get the ball in the goal?
 - c. Was it easy to get the ball in the goal the first time you tried? Why or why not?
 - d. Was it easy to get the ball in the goal the second time you tried? Why or why not?

3. Ask students if they have ever heard of any other kinds of goals, besides the one that a ball is kicked into. Arrive at the idea that another type of goal is something that you want to do or achieve. For example, the goal when playing soccer is to get the ball into the goal! Emphasize that goals are important because they help people become better at many different things.
4. Ask students whether they have ever made any goals for themselves. Students, for example, may have a goal to learn all of their spelling words or to be in the school play. Emphasize that a goal is something they will have to work for in order to achieve. Sometimes, something blocks that goal, like the goalie did. The important thing about a goal is that you keep trying!
5. Refer to the wellness triangle, and explain that setting wellness goals is a great way to try to be happy and healthy. For example, it should be our goal to brush our teeth every single morning and night in order to take care of our bodies.
6. Break students into small groups and assign each group a specific time of the day: Before School, During School, and After School. (It's okay to assign the same time to several groups.) Thinking about the wellness triangle, ask students to brainstorm several wellness goals for their particular time of day. Students should try to develop at least one wellness goal related to their bodies, one goal related to their minds and feelings, and one goal related to their relationships with their friends and families.
7. Brainstorm a few examples together before students begin their group work. For example, a "My Body Goal" for the Before School group might be to "Eat a nutritious breakfast every day before school." Or, a "My Mind and Feelings Goal" for the During School group may be to "Ask questions whenever I don't understand a math problem." Gauge student understanding as they help you construct examples, and then instruct them to begin.
8. Come back together as a full class when there are about 10 minutes left. Have groups share goals for all three sides of the wellness triangle and for each time of the day.
9. Explain that being healthy and well can sometimes seem hard. Taking care of our bodies, our minds and feelings, and our relationships with others can seem like a lot of work. But when wellness is broken down into smaller goals, it becomes a lot easier!

Session 2: Your Wellness Goal

1. Tell students that they will be setting their own wellness goals. We've talked about the importance of all sides of the wellness triangle. Share with students that being able to set goals and make positive decisions is an important part of being healthy on all sides of the wellness triangle.
2. As a class, come up with a couple of sample goals for each part of the wellness triangle. Record student ideas on the board. For example:
 - Feelings and Mind:
 - I will read for 30 minutes every day.
 - I will always tell someone when something is bothering me.
 - Body:
 - I will eat a variety of food types (fruit, vegetables, whole grains, lean proteins, and low-fat dairy) every day.
 - I will be physically active every day for 60 minutes.
 - Friends and Family:
 - I will be kind to my classmates every day.
 - I will do my chores at home every day.
3. Tell students that when they are setting a goal, they should always include the 3 W's: Who, What, and When. (Refer to the Instant Expert section for additional information.) Students' goals should also be doable! For example, would it be realistic to say that they will be active and move their bodies for five hours a day? Probably not, because they need to rest, go to school, etc. However, is one hour a day realistic? Absolutely!
4. Review the goals that you already wrote on the board and make sure they include the 3 W's and are realistic. Call on students to help you modify the goals, if necessary.
5. Tell students that they will develop a wellness goal for the upcoming week. The students must decide which part of their own wellness triangle could use improvement so they are balanced, happy, and healthy.
6. Explain that they will write down their goal and draw a picture to show how they will achieve it. Their goal should be something that they can do every day for the next week.
7. Ask students to sit silently for a minute and think about the wellness category that they would like to improve upon. Call out the categories (My body, My friends and family,

and My mind and feelings) and instruct students to begin the “My Wellness Goals” activity sheet when the category they have chosen is called.

8. Once students have completed their goals, invite them to share them with a partner. Partners should double-check that their classmate’s goals include the 3 W’s and are doable.
9. Once all students have finished, call on volunteers to present their goals to the class.
10. For the upcoming week, try to set aside a little bit of time at the beginning of each day for students to reflect on the day prior and track their progress on their Wellness Goals trackers. Be sure to celebrate successes when students achieve their week’s goal!
11. As time goes on, guide students in creating new goals so they eventually are working toward goals on all three sides of the wellness triangle.

It’s Your Decision: *This feature helps to reinforce decision-making with students and can be integrated into the lesson or serve as an extension.*

Physical Wellness:

Sam rarely gets 60 minutes of physical activity every day. His favorite thing to do is play with his best friend on the computer. What is one goal Sam could set to be more active?

Social Wellness:

Madeline’s friends always disagree with each other and sometimes yell at each other. What’s one goal Madeline could set to change this situation?

Mental/Emotional Wellness:

Jeff gets nervous to ask his teacher for help with his work. What is one goal that Jeff could set to help himself feel better?

Family Connection:

Ask families to work with their children over the weekend to continue tracking the student’s goals. Students could also challenge family members to set and track a physical, social, or mental/emotional goal of their own. 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 that show how your students are creating and tracking their goals—and how others can do so, as well!

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 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.
- Exhibits responsible personal and social behavior that respects self and others.

Common Core State Standards

Kindergarten:

Speaking and Listening

- Comprehension and Collaboration:
 - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- Presentation of Knowledge and Ideas:
 - Add drawings or other visual displays to descriptions as desired to provide additional detail.
 - Speak audibly and express thoughts, feelings, and ideas clearly.

First Grade:

Speaking and Listening

- Comprehension and Collaboration:
 - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

- Presentation of Knowledge and Ideas:
 - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
 - Produce complete sentences when appropriate to task and situation.

Second Grade:

Speaking and Listening

- Comprehension and Collaboration:
 - Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- Presentation of Knowledge and Ideas:
 - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Student Activity Sheet: My Wellness Goal

What kind of goal is your Wellness Goal? Circle one.



Here is a picture of my goal:

To be happier and healthier, I will:

_____ every day for one week.

My Goal Tracker! Draw a 😊 when you complete your goal each day.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Healthy Eating Patterns

Grade Band: K-2

Student Objectives:

- Understand how food choices can help contribute to our good health
- Learn how balance, variety, and serving size help contribute to healthy eating patterns
- 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

Materials:

- Measuring cups, measuring spoons, bowls, and a food scale
- Student Activity Sheet: Healthy Eating Puzzle (one per student)
- Student Activity Sheet: My Plate (one per student)
- Student Activity Sheet: How Much Is Just Right? (one per student)
- One food model or real food from each food group (alternatives are given if it is not possible to bring in food)
- Various art materials including crayons, markers, scissors, colored pencils, and blank paper or construction paper
- A copy of Goldilocks and the Three Bears. If that story is not available, other options include: Goldilocks and the Three Dinosaurs, The Very Hungry Caterpillar, or Cloudy With a Chance of Meatballs

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 learn that different choices they make about what they eat and drink can fit together like a puzzle, all leading to what is called a healthy eating pattern. 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 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.

To avoid confusion between the types of patterns students are learning about in math, the concept of a healthy eating pattern is first introduced to students as a puzzle, with different nutritional choices serving as the pieces that help to put that puzzle together. This lesson focuses on the puzzle pieces of balance, variety, and serving size. **Balance** is making sure our diet includes foods that represent all of the food groups. Since no one food can give us all of our nutritional needs, **variety** means choosing different foods within each food group. Recommended **serving sizes** are the recommended amount of each food group we should get each day.

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. You may need to spend some time reviewing the food groups for students with limited knowledge. In addition to the food groups, students will also learn about recommended servings sizes related to those food groups. 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 4- to 8-year-olds have 5 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 4- to 8-year-olds is 1½ 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 4- to 8-year-olds is 1-1 ½ 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 4- to 8-year-olds is 2 ½ cups every day.

Protein – Consists of meat, chicken, turkey, fish, eggs, nuts, seeds, peas and beans (including soy), and any products made from these. Lean meats are encouraged. Recommended servings for 4- to 8-year-olds is 4 ounces every day.

Oil – Not an official food group, but it is important to consume some 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 Facts labels, or refer them to information at www.choosemyplate.gov/myplate.

Within the lesson, teachers are directed to read aloud Goldilocks and the Three Bears as a sample picture book about portions. If that story is not available, other options include:

- Goldilocks and the Three Dinosaurs by Mo Willems
- The Very Hungry Caterpillar by Eric Carle
- Cloudy with a Chance of Meatballs by Judi and Ron Barrett

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 or caregivers 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>
- USDA ChooseMyPlate Games <http://www.choosemyplate.gov/games>
- USDA ChooseMyPlate Coloring Sheet
<http://www.choosemyplate.gov/sites/default/files/audiences/ColoringSheet.pdf>
- USDA ChooseMyPlate MyPlate Daily Checklist Find your Healthy Eating Style
http://www.cnpp.usda.gov/sites/default/files/dietary_guidelines_for_americans/MyPlateDailyChecklist_1400cals_Age4-8.pdf

Procedure:

Session 1: Foundations Puzzle

1. Inform students that today you will be talking about puzzles. Ask: “Who has played with puzzles?” and “What kind of puzzles have you played with?” Invite volunteers to describe what a puzzle is. You may want to have a sample puzzle at the front of the room for reference. Guide students to understand that puzzles are made up of pieces that fit together to form a big picture. Today they are going to learn about how food choices can be like a puzzle.
2. Distribute the Student Activity Sheet: Healthy Eating Puzzle and have students color and cut out the puzzle pieces. Ask students to read the words on each puzzle piece. Then, invite them to take apart and put the puzzle together a couple of times. Explain that these different pieces can help to make up the big picture of healthy eating.
3. Ask students to hold up the “balance” piece of the puzzle. Invite student volunteers to share what they know about balance. You may want to demonstrate balance using a scale or a see-saw, or you may want to show how students can use their arms or even a friend to balance themselves when they stand on one leg. Ask students how they think that balance relates to the foods we eat. Accept all reasonable responses.
4. Show students the Student Activity Sheet: MyPlate and tell them that the picture can give them a hint about balance with our food choices. Point out the different food groups on the plate and in the cup. Ask students what they know about these food groups and spend time reviewing them, if students are unfamiliar. Make sure that students know that foods from different food groups help our bodies in different ways. When we eat foods from all of the food groups, that’s called **balance**. And it is one of the pieces of the healthy eating puzzle.

5. Invite students to draw a picture of different foods from the food groups on the MyPlate activity sheet. When they are finished, ask:
 1. What food groups should be on the plate to have a balanced pattern?
 2. How do we know the plate is balanced?
 3. If we don't have one of the food groups on our plate at breakfast, what could we do to make sure that we get balance at the next meal or snack?
6. If students need additional help reinforcing the balance concept, invite them to cut up their plate illustrations and put all of the pieces together in one big pile. Invite different students to come up and randomly pick five pieces of paper, identify which food groups they have chosen and then which they would need to add to have balance from all of the food groups.
7. Next, invite students to hold up the piece of the healthy eating puzzle that says, "variety." Ask students if they have ever heard the word "variety." If so, what do they think it means? Explain that variety is "lots of different things within the same group." You can reinforce the concept by showing all of the different types of crayon colors in a box, the variety of lunch boxes that students have, or even the variety of books in your classroom.
8. Ask students how they think there could be variety in the foods we eat. Explain that variety means eating many different foods within all food groups. To illustrate how much variety there is within each food group, divide students into teams and choose a food group like fruit or vegetables. Challenge each team to create a list of as many foods as they can in that food group in just five minutes! Encourage students to think about many different colors of foods in their food group.
9. If students need an extra challenge or additional reinforcement, invite each group to compete in the Food Group Variety Challenge! To take on the challenge, start with the food group students brainstormed. 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. Record tally marks to see how many foods are named. 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.
10. Ask students why they think having variety in our diet is important. Explain that different foods help our body in different ways. No one food gives us everything we need to stay healthy. That is why it is really important to eat a variety of foods.

Session 2: How Much Should We Eat?

1. Read the story Goldilocks and the Three Bears or an adapted version aloud. Ask students to list choices the main character Goldilocks makes in the story. Show or draw a picture for students of the three bowls (large, medium, small). Remind students that Goldilocks didn't want to eat too much or too little. Her serving size was just right! Explain that the "just right" amount of food for each person each day is called a serving size. That "just right" amount is based on many things like our age or even if we are a boy or a girl.
2. Ask students to hold up the puzzle piece that says, "serving size" from their healthy eating puzzle. Explain that eating the right serving sizes from each food group is another part of the healthy eating puzzle.
3. Ask students to name the food groups they learned about earlier in the lesson. Distribute the Student Activity Sheet "How Much Should We Eat?" Have different measuring cups, bowls and spoons available. If possible, have actual food items for each food group that students can measure. For each food group, review the "just right" serving sizes listed on the sheet. In addition to the actual measurement, point out the common object that can be used to help students compare measurements to something that is familiar. Then, invite students to come up and show how much the serving size would be using the measuring tools. Give all students the opportunity to measure at least one food group.
4. Ask students, "Why is it important to know the recommended serving sizes for each food group?" Explain that, like Goldilocks, we don't want to eat too much or too little of any food group. Knowing the recommended serving sizes can help us eat the "just right" amount for us.
5. Remind students that puzzle pieces all fit together to form one big picture. Invite them to take out the three puzzle pieces (balance, variety, and serving size). Explain that when these pieces are put together, it helps to form a bigger picture called a "healthy eating pattern." When they make these choices over time, it is just like a pattern that repeats itself. Instead of a pattern like A, A, B, A- it's a pattern of healthy eating!
6. As a final task, challenge students to create their own puzzles! Invite them to illustrate something that could represent a pattern of healthy eating. You may want to review what students learned about balance, variety, and serving size. Once students have completed their drawings, direct them to cut the drawings into 5-8 puzzle pieces and challenge a partner to put the puzzle together. Invite each pair to share their puzzles with the class and to explain how they relate to healthy eating patterns.

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

Trying new foods can be a fun way to create variety in our diet. Ask students if they can name the last “new” food they tried. What food group or groups was it from? Invite students to imagine that they could try one new food from each food group. What food or beverage would they like to try? How could they ask their parents, caregivers, or school cafeteria workers to help them give at least one of these foods a try?

Family Connection:

Invite students to share their healthy eating puzzles with their families. At dinner, have students and parents think about the different food groups on their dinner plate. How many food groups are represented? Is there a variety of foods from some of the groups? Is there more or less of the recommended amounts of foods on the plate?

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. Challenge students to organize a school food drive with a variety of foods from different food groups, or have them prepare a balanced meal or snack bags 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

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

Common Core State Standards for English Language Arts

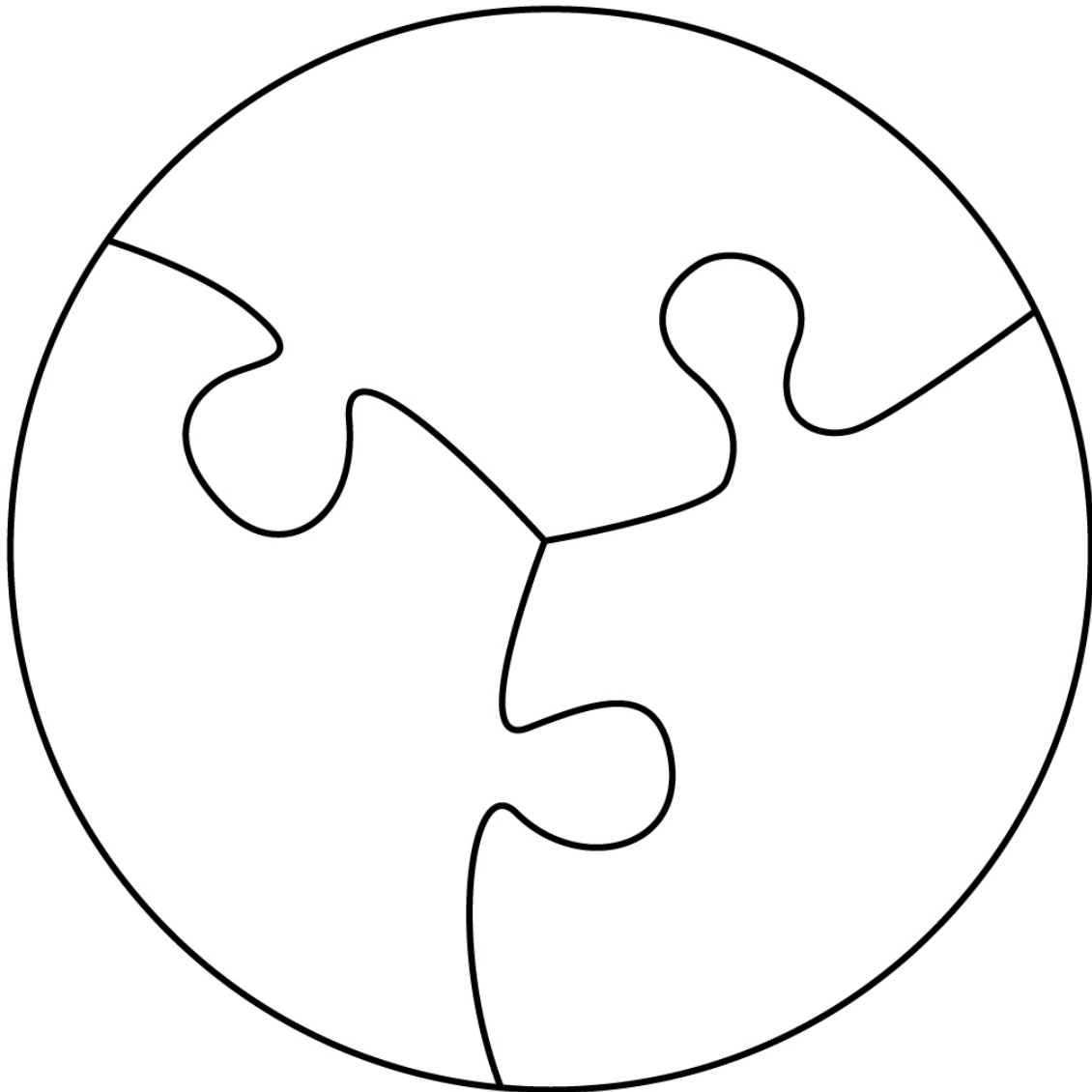
- Participate in collaborative conversations with diverse partners about grade level topics and texts with peers and adults in small and larger groups.
- Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- Add drawings 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.

Common Core State Standards for Mathematical Practice

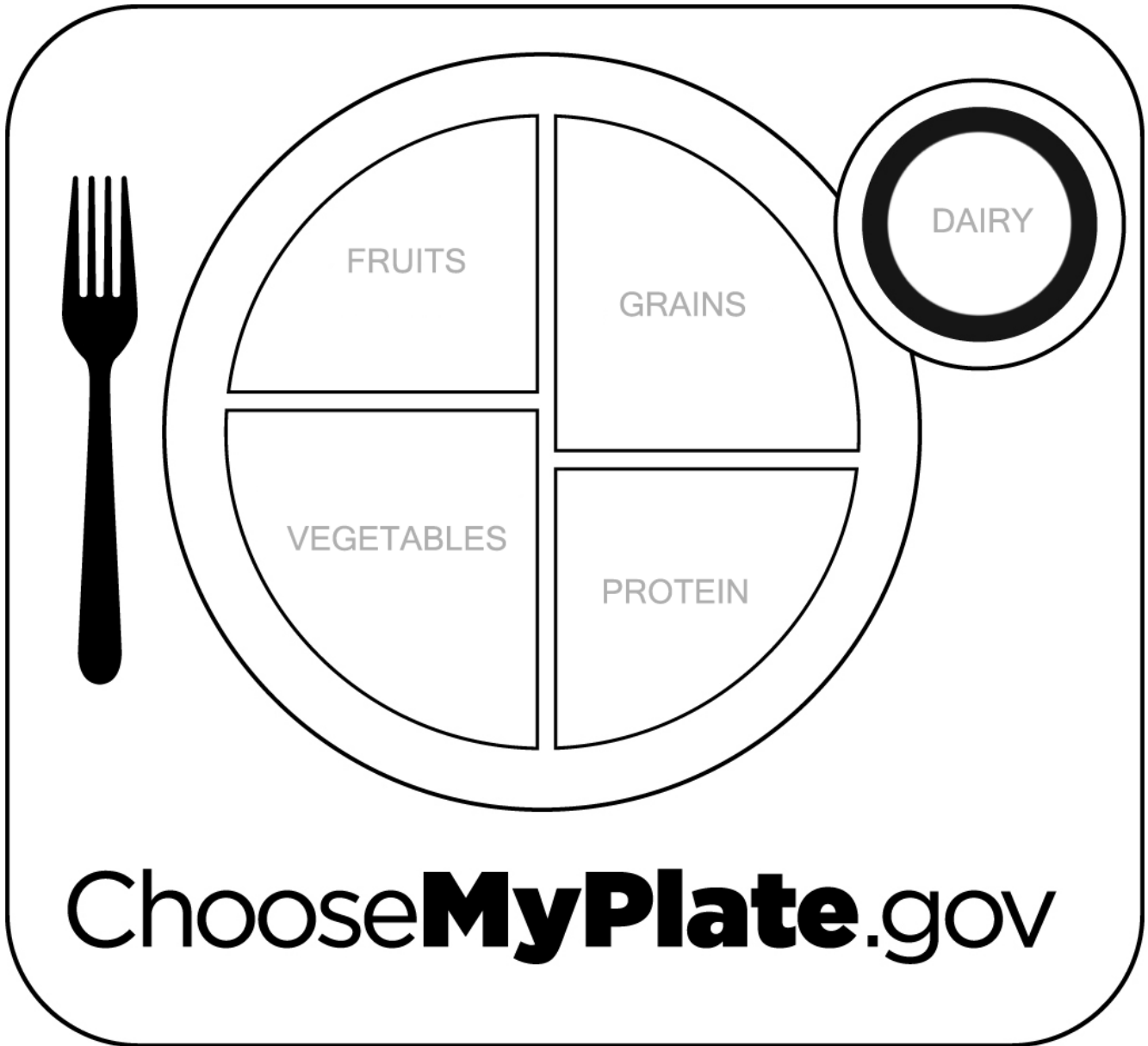
- Classify objects and count the number of objects in each category.
- Represent and interpret data.
- Measure and estimate lengths in standard units.

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

Student Activity Sheet: Healthy Eating Puzzle







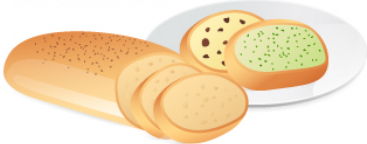





Student Activity Sheet "My Plate"



Student Activity Sheet: How Much is Just Right?

1. Look at the food groups below and the amount you should eat of each food group.
2. Then, use measuring tools to measure out the amounts.

FOOD GROUP	Recommended Daily Amounts for 4-8 year olds	Looks Like...
DAIRY 	2½ cups	1 cup 
FRUIT 	1-1½ cups	½ cup 
VEGETABLES 	1½ cups	1 cup 
GRAINS 	5 ounces	1 ounce 
PROTEIN 	5 ounces	3 ounces 

The Job of a Nutrient

Grade Band: K-2

Student Objectives:

- Explain what a nutrient is
- Be introduced to different types of nutrients
- Learn how different nutrients help the body in different ways
- Write sentences that explain information about one or more nutrients
- Locate information about different nutrients on a Nutrition Facts label

Materials:

- Plant seeds (one per student)
- Picture of a plant cycle (roots, stem, seed, water, plant)
- Nutrient Matching Cards (cut into cards)
- Student Activity Sheet: The Job of Nutrients
- Nutrient Mystery Cards (cut into cards, one per group)
- Art materials, magazines with food pictures, glue, scissors, blank poster paper
- Sample Nutrition Facts labels

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 the previous lesson, students were introduced to different parts of the healthy eating pattern puzzle such as balance, variety and serving size. Another part of that puzzle is knowing about nutrients in what we eat and drink. This lesson begins to introduce students to what a nutrient is, why nutrients are important, and the jobs that different nutrients have in our bodies. 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. Specifically, they will be introduced to Vitamin A, Vitamin C, calcium, carbohydrates, fat, fiber, and Iron. For specific information about these nutrients, including nutrients to encourage and limit, go to www.choosemyplate.gov/MyPlate. 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.

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.

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: Plant and feed your seeds. Food nourishes the body.

1. Give each student a plant seed. Ask students what is needed to turn the seed into a growing, healthy plant. Student responses may include planting it in soil, watering the plant. Show students a picture of a plant, roots, stem, and leaves to show how a seed grows into a plant.
2. Ask students to think about how they are just like that seed. Guide students to answer that they start out small just like that seed and they need food and water to grow and be healthy.
3. Write the word, “nutrient” on the board. Ask students if they have ever heard this word and, if so, what they think it means. Explain that nutrients are tiny parts in food that help us move, play, grow, and think. Nutrients have specific jobs to keep the body healthy. Plants get *their* nutrients from soil. We get *ours* from what we eat and drink.
4. Poll students to see if they think that all foods have the same nutrients. Explain that the same nutrients can be in different foods but usually in different amounts. And some foods have different nutrients than other foods. That is another reason why it is important to have a variety of foods from each group and balance of all the different food groups (fruits, vegetable, grains, proteins, and dairy).
5. Tell students that today they are going to learn about different kinds of nutrients and their jobs in helping us grow and stay healthy. First, it’s time to play a matching game. Distribute the Nutrient Matching Cards to 18 different students. (If you have fewer students, you can remove the food group cards.) Explain that eight of them have pictures of foods, eight of them have the food groups that match those foods, and eight of them have the names of nutrients that those foods have lots of! Direct them to do the following:
 - Have all students with pictures of foods stand.
 - Then, have all students with pictures of food groups stand. Challenge them to find their matches. Note that some food groups are included more than once and that oil is also included.

- Invite students who are not part of those matches to confirm that all of the matches are correct.
 - Have all students with the names of nutrients stand. You may need to read the names of each nutrient with students. One at a time, give hints that help to guide which nutrients go with which food/food groups pairs.
 - Note: For younger students, you can color code all cards ahead of time.
6. Once students have formed their nutrient groups, distribute the “Job of a Nutrient” student activity sheet. Guide them to find their nutrient on the page and read about other foods that have a lot of their nutrient. Then challenge them to write two true sentences about their nutrient. Sentence examples: Papayas have Vitamin C. Vitamin C helps our hearts stay healthy. Eating papayas can help our heart stay healthy. Many fruits have Vitamin C. Many vegetables have Vitamin C, too.
 7. Invite each group to share its sentences and have other students give thumbs up if they agree that the sentence is true.
 8. In closing out the session, ask students: Why is it important to eat a balance of foods with different nutrients?

Session 2: Clue - It's a Mystery!

1. Tell students that you are thinking of a food and you want to see if they can guess what it is. Give them the following clues:
 - I am yellow
 - I am a fruit
 - I have lots of Vitamin C
 - I am sometimes sour

Answer: I am a lemon!

(Challenge students to remember what part of our bodies that Vitamin C helps.)
2. Divide students into small groups. Provide each small group a set of the Nutrient Mystery cards. Tell students that each card has a mystery, just like the one that you read above. They should read each card and then write the name or draw a picture of the food on the other side. Each student should take turns reading the clue cards to their group members. To accommodate early and emerging readers, the teacher can read the clue card and the student can write the food or draw a picture. Go over the answers as a class. Note that an answer sheet is also provided with this lesson.

3. Extension: Using the blank card or an index card if more space is needed, challenge students to create their own clue cards. If they don't know what nutrients are in a certain food, they can refer back to the Job of a Nutrient activity sheet. You can also help them learn more about specific nutrients in different foods at the USDA's National Nutrient database at <https://ndb.nal.usda.gov/ndb/search> to search for the nutrients in different foods. When students are finished, invite them to swap cards with classmates and try to guess each other's clues.
4. Finally, show students a sample Nutrition Facts label or a reproduction of a label from any food container. Ask students to raise their hands if they have seen a label like this before and where they can find one. Explain that all foods that come in a package, can, or box include a label that tells us lots of information including what nutrients are in the food and how much.
5. Invite students to apply what they have learned about nutrients by trying to find information about them on an actual Nutrition Facts label. Use the following prompts to find the nutrients highlighted in the previous sessions.
 - Eye spy Vitamin A. Guide students to point to where they spy Vitamin A on the nutrition facts label. Ask, "How does Vitamin A help the body?"
 - Eye spy Vitamin C. Guide students to point to where they spy Vitamin C on the nutrition facts label. Ask, "How does Vitamin C help the body?"
 - Eye spy Protein. Guide students to point to where they spy Protein on the nutrition facts label. Ask, "How does Protein help the body?"
 - Eye spy Carbohydrates. Guide students to point to where they spy Carbohydrates on the nutrition facts label. Ask, "How does Carbohydrates help the body?"
 - Eye spy Calcium. Guide students to point to where they spy Calcium on the nutrition facts label. Ask, "How does Calcium help the body?"
 - Eye spy Iron. Guide students to point to where they spy Iron on the nutrition facts label. Ask, "How does Iron help the body?"
 - Eye spy Fiber. Guide students to point to where they spy Fiber on the nutrition facts label. Ask, "How does Fiber help the body?"
 - Eye spy Fat. Guide students to point to where they spy Fat on the nutrition facts label. Ask, "How does Fat help the body?"
6. Ask students what else their eyes spy on the Nutrition Facts labels.
7. Finally, ask each student to share one thing they have learned about nutrients.

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 each student to write and illustrate a sentence that explains how knowing about nutrients could help them make food choices that contribute to their good health.

Family Connection:

Invite family members to play Eye Spy using Nutrition Facts labels from their own refrigerators or pantries.

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 healthy, balanced diet. Have students organize a food drive to donate nutrient-rich foods to 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 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 Matching Cards

(Added header to matching)

Food	Food Group	Nutrient
Orange	Fruit	Vitamin C
Cereal	Grain	Carbohydrate
Milk	Dairy	Calcium
Carrots	Vegetable	Vitamin A
Vegetable Oil	Oil	Fat
Eggs	Protein	Protein
Spinach	Vegetable	Iron
Black Beans	Protein	Fiber

Student Activity Sheet: The Job of Nutrients

Nutrient	How it Helps our Body	Sample Foods
Vitamin C	Helps our heart stay healthy and helps our immune system	Oranges Limes Grapefruit Papayas Kale Broccoli Plantains Green peppers
Vitamin A	Helps our eyes work better	Broccoli Red peppers Sweet potatoes Cantaloupe Peaches Kale Carrots
Calcium	Helps to make our bones and teeth strong	Milk Cheese Egg Yogurt Tofu
Carbohydrates	Helps to give our body energy	Bread Cereals Potatoes Rice Plantains Corn
Fiber	Helps us digest our food	Bran cereal Black Beans Lima Beans Raspberries Blueberries Peas Spinach

		Almonds Peanuts Guava
Fat	Limited amounts of fat in the diet help our skin and organs and are a source of energy	Avocado Cheese Dark Chocolate Eggs Fish (salmon, tuna, sardines, etc.) Nuts Oils (Olive Oil, Coconut Oil)
Iron	Helps make red blood cells	Red meat Pork Chicken Seafood Beans Spinach Dried fruit-raisins
Protein	Helps to build our muscles	Fish Chicken Beef Milk Cheese Eggs Yogurt

Write two sentences about your nutrient. Be sure to include the nutrient name, food group, and how the nutrient helps the body:

- 1.
- 2.

Student Activity Sheet: Nutrient Mystery Cards

<p>I am green. I help the body see well because I have Vitamin A. I also have Vitamin C to help the body have healthy skin and blood. I am a vegetable. I look like a small tree. What am I?</p>	<p>I am yellow. I have Vitamin C. Vitamin C helps the blood in the body. Vitamin C helps the body's skin. I am a fruit. I grow on a tree. What am I?</p>
<p>I am white. I have calcium. Drinking me can help your body have strong bones and teeth. I come from a cow. What am I?</p>	<p>I am brown and sometimes white. I am a grain. One food I can help make is a peanut butter and jelly sandwich. I have carbohydrates. I give the body energy to run and play. What am I?</p>
<p>I am orange. I have Vitamin A. I help the eyes. I grow in the ground. What am I? Bunnies like to eat me. What am I?</p>	<p>I come in different colors. I have calcium. Eating me can help the body have healthy teeth and bones. I am made from milk. I can be Swiss or American. What am I?</p>
<p>I come in different colors and shapes. I have carbohydrates. I give the body energy to move. Sometimes people add milk to me or have me as a snack. I am usually eaten in the morning. What am I?</p>	<p>When cooked, I change colors from pink to brown. I have protein. Protein helps the body build strong muscles. Protein also helps the hair. What am I?</p>
<p>I am black. I am used to cook a lot of different meals. I have protein. I have fiber. I am really good with rice or in a salad. What am I?</p>	<p>I am purple, golden, and sometimes other colors. I am used to cook or can be eaten alone. I have Iron. I start out as a type of fruit and am dried. What am I?</p>

<p>I am green on the inside. I am dark green on the outside. I can be eaten alone, in salad, or to make other foods like guacamole. I have fat, Vitamin C, and fiber. What am I?</p>	<p>Hint 1: Hint 2: Hint 3: Hint 4: What am I?</p>
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Student Activity Sheet: Nutrient Mystery Cards (Answer Key)

<p>I am green. I help the body see well because I have Vitamin A. I also have Vitamin C to help the body have healthy skin and blood. I am a vegetable. I look like a small tree. What am I? (Broccoli)</p>	<p>I am yellow. I have Vitamin C. Vitamin C helps the blood in the body. Vitamin C helps the body's skin. I am a fruit. I grow on a tree. What am I? (Lemon)</p>
<p>I am white. I have calcium. Drinking me can help your body have strong bones and teeth. I come from a cow. What am I? (Milk)</p>	<p>I am brown and sometimes white. I am a grain. One food I can help make is a peanut butter and jelly sandwich. I have carbohydrates. I give the body energy to run and play. What am I? (Bread)</p>
<p>I am orange. I have Vitamin A. I help the eyes. I grow in the ground. Bunnies like to eat me. What am I? (Carrots)</p>	<p>I come in lots of different colors. I have calcium. Eating me can help the body have healthy teeth and bones. I am made from milk. I can be Swiss or American. What am I? (Cheese)</p>
<p>I come in different colors and shapes. I have carbohydrates. I give the body energy to move.</p>	<p>When cooked, I change colors from pink to brown. I have protein.</p>

<p>Sometimes people add milk to me or have me as a snack. I am usually eaten in the morning. What am I? (Cereal)</p>	<p>Protein helps the body build strong muscles. Protein also helps the hair. What am I? (Meat-Chicken, Beef, or Pork)</p>
<p>I am black. I am used to cook a lot of different meals. I have protein. I have fiber. I am really good with rice or in a salad. What am I? (Black Beans)</p>	<p>I am purple, golden, and sometimes other colors. I am used to cook or can be eaten alone. I have Iron. I start out as a type of fruit and am dried. What am I? (Raisins)</p>
<p>I am green on the inside. I am dark green on the outside. I can be eaten alone, in salad, or to make other foods like guacamole. I have fat, Vitamin C, and fiber. What am I? (Avocado)</p>	

Food for Thought

Grade Band: K-2

Student Objectives:

- Learn how calories from food and beverages give the body energy and activities use energy
- Identify what influences their food choices
- Design their own lunch, using what they have learned about healthy eating patterns

Materials:

- Student Activity Sheet: Give or Take
- Student Activity Sheet: Lunch Tray
- Modeling clay or Play Dough
- Various art materials including magazines with pictures of foods, scissors, and glue, or crayons, colored pencils, and markers

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 explore reasons why we eat and how calories from food and beverages give the body energy we need to function and to be active. They learn that we then use that energy to move, learn, and play. It is difficult for most students at this level to understand the science behind calories so the term is simply introduced during this part of the lesson. For ideas on further exploring the science behind calories, refer to the [link to 3-5 lessons].

In the second session, students explore what influences the food choices we make. As students get older, they will begin to make their own choices about what they eat and be more influenced by peers, the media and other sources. Understanding what influences their choices can help to lay a foundation for making those decisions.

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>
- USDA ChooseMyPlate Games <http://www.choosemyplate.gov/games>
- USDA ChooseMyPlate Coloring Sheet <http://www.choosemyplate.gov/sites/default/files/audiences/ColoringSheet.pdf>
- USDA ChooseMyPlate MyPlate Daily Checklist Find your Healthy Eating Style http://www.cnpp.usda.gov/sites/default/files/dietary_guidelines_for_americans/MyPlateDailyChecklist_1400cals_Age4-8.pdf

Procedure:

Session 1: Food is fuel for the body like gas is for a car

1. Write the sentence starter, "We eat because ..." on the board and invite students to complete and share answers. Accept all reasonable answers. If students don't identify that we eat to be healthy and to get the energy we need, ask them what they think

could happen if we didn't eat food? Explain that food is important for both our health and to give us energy we need to live, work, and play.

2. Ask: What does a car need to move? What do we need to put in our body to make sure we can work, sleep, play, and move? Explain that gas is fuel for the car, and food is fuel for our bodies.
3. Ask students to think about what is in different foods that gives us energy. Explain that something called "calories" in foods and beverages are a form of energy that fuels our bodies. When we eat and drink foods and beverages that contain calories, those calories give us energy. We can then use that energy to live, work, and play. Let students know that many foods also help us keep our heart healthy, bones and muscles strong, and brain working well so we can learn at school. Instruct students to model several different activities that use energy from foods. Challenge students to:
 - jump up and down as fast as they can for ten seconds
 - point to their hearts and try to feel them beating
 - pretend to sleep or rest
 - take a deep breath in and out slowly
 - make a strong muscle with their arms
 - stand on one foot
 - dance
 - pretend to sneeze or yawn
4. As they do each activity, challenge them to think of one food they ate today that gave them the energy to do it.
5. Reinforce or extend this concept with the "Give or Take" game. (Note: You will need to cut out the cards from the activity sheet ahead of time). Divide students into groups, and distribute a stack of cards to each student group. Place the cards face down in the middle of the table. Inform students that the student with the birthday closest to today will begin by selecting a card from the top of the pile and reading the card to the group. Team members have to decide whether the item on the card "gives" or "takes" energy. Let students know that if the group cannot agree if the item gives or takes energy to put it to the side and come back to it when all other cards are placed in the "Give" or "Take" pile.

6. When all cards have been placed in the piles, instruct students to look at the “Give” pile. Ask: What do you notice about the items in this pile? What food groups are represented? Instruct student small groups to sort the food cards into food groups.
7. Extended learning: Have small groups create their own sets of cards for items that give and take energy. Once small groups have developed their own sets, they can challenge another team and exchange the cards.

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? Is it something that represents their culture?
3. Explain that when we choose foods to eat, there is often a person or thing that helps us make that choice. Reinforce the concept by asking students to think about what they ate for breakfast this morning. Have all students stand up. Then, read the following sentences and ask students to sit down when one of the sentences is true:
 - I ate this breakfast food because my parent or caregiver told me to.
 - I ate this breakfast food because I saw a commercial for it on television.
 - I ate this breakfast food because it is something my family loves to eat.
 - I ate this breakfast food because I like the way it tastes.
 - I ate this breakfast food because _____. (Invite students who remain standing to come up with other reasons).
4. Explain that there can be many different reasons we make food choices, and those reasons can change over time. Their parents or caregivers may choose most of their foods right now but, as they get older, they may be able to make their own food choices more often.
5. Ask students how what they have learned about balance and variety could help them make eating choices that help them stay well.
6. Ask students to pretend that they can design their own lunch menu for tomorrow. Distribute the “Lunch Box” student activity sheet. Review the directions and explain how they can earn points with their lunch items. Invite students to fill up the lunch box with

the things they would like for lunch. They can draw the lunch items or they can cut out pictures from magazines or web sites.

7. When they are finished, invite them to “share” their lunches with a partner, explaining why they chose the foods they did. If time allows, challenge them to work with their partner to add up their points and make any changes or additions to increase points.

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 to think about foods they like to eat for dinner and to draw or write down the dinner items on a sheet of paper. Ask students if their drawing includes a balance of all the food groups. If it does, put a star at the top of the page. If it does not, decide what needs to be changed to make it more balanced.

Family Connection:

Encourage students to share their “lunch boxes” with family members. Discuss ways to make this lunch or to incorporate some of the foods selected. Challenge students to explain to their family members why they chose the foods they did.

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:

Culture often influences our food choices. Invite representatives from different cultural groups in the community to share recipes or to make food items that students can sample or try at home.

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

- 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.

Common Core State Standards for Mathematical Practice

- Make sense of problems and persevere in solving them.
- Classify objects and count the number of objects in each category.
- Represent and interpret data.

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

Student Activity Sheet: Give or Take

Teacher note: Cut student cards for each small group.



GIVES ENERGY		TAKES ENERGY	
Sleeping	Doing Karate	Walking	Jumping Rope
Dancing	Hopping	Playing Piano	Reading a Book
Playing Soccer	Planting Flowers	Climbing a Tree	Doing a Math Problem
Carrot	Apple	Orange	Broccoli
Rice	Chicken	Peanuts	Cereal
Tortilla	Milk	Cheese	Granola Bar

Student Activity Sheet: Lunchbox

Draw or glue pictures of what you would like for lunch inside the lunchbox. When you are finished, check off each sentence you have completed. Give yourself one point for each check mark.

- My lunch has a fruit.
- My lunch has a vegetable.
- My lunch has a grain.
- My grain is a whole grain.
- My lunch has a dairy item.
- My dairy item is non-fat or low-fat.
- My lunch has variety (at least two different foods from the same group).
- I like making lunch choices that can help me stay healthy!



TOTAL POINTS:

Keep it Moving!

Grade Band: K-2

Student Objectives:

- Participate in various types of movement
- Classify movement as aerobic or muscle-building
- Identify the benefits of physical activity

Materials:

- “Wellness Triangle Anchor Chart” from the *Learn Together* lessons or chart paper
- Sticky notes or small pieces of paper and tape
- Markers or crayons
- Radio or other music source
- Student Activity Sheet: Why We Move (one per student pair)

Suggested Time Frame: 2 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. Physical wellness is body wellness and includes nutrient intake, how we take care of our body-hygiene, being safe, and how we move our bodies.

Physical activity is an important part of maintaining an active, healthy lifestyle. In fact, it is recommended that children and adolescents get an average of 60 minutes or more of physical activity every day. In addition to helping to maintain physical wellness, there are many benefits to being physically active each day. Some will be more immediately relevant to students (improves appearance) while others will seem less relevant or immediate (improves heart health). But they are all important in maintaining an active, healthy lifestyle. Benefits of physical activity include:

My Body (Physical) Benefits

- 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

My Mind and Feelings (Emotional) Benefits

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

My Friends and Family (Social) Benefits

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

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

Physical activity burns calories that we consume through what we eat and what we drink. That helps us maintain a healthy weight. Typically, the more vigorous the activity, the more calories we burn. When we consume the number of calories we use for physical activity and body functions (like sleeping, pumping blood through the body), that's called calorie balance. In this lesson, students are introduced to different types of physical activity and their benefits. 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.. 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. Many aerobic activities, such as running or jumping rope, also help strengthen children's bones. The second type of physical activity mentioned in this lesson is muscle-building. . Muscle-building activities increase muscle strength and endurance. According to the CDC, young children do not typically need to follow formal muscle-strengthening programs, such as lifting weights. Younger children are able to strengthen their muscles when they play on the playground, participate in gymnastics, climb trees, and do other physical activities of a similar nature.

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. The most important takeaway for students is the importance of maintaining physical wellness which includes healthy eating patterns and daily physical activity (at least 60 minutes per day). 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:

- Centers for Disease Control and Prevention: Measuring Physical Activity Intensity. <http://www.cdc.gov/physicalactivity/basics/measuring/hearttrate.htm>
- Center for Disease Control and Prevention: How Much Physical Activity Do Children Need? <http://www.cdc.gov/physicalactivity/basics/children/index.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 is physical activity?

1. Bring students to an open space in the classroom or outside. Explain that you are going to play a game of Simon Says. Review the rules. Tell students that in this version of

Simon Says, they must also figure out what Simon likes to do based on what he says.

State the following:

- a. Simon says, "Do 10 jumping jacks."
 - b. Simon says, "Skip five times."
 - c. Pretend to watch TV.
 - d. Simon says, "Jump up and down 15 times."
 - e. Sit in your chair
 - f. Pretend to play on the computer
 - g. Simon says, "March in place."
 - h. Simon says, "Skip to the front of the room."
2. Ask students if they think they know what Simon likes to do. Guide students to conclude that Simon likes to move his body because all of his instructions involved movement. Explain that another term for "moving" is "physical activity".
 3. Ask why Simon might like physical activity. Read the following possible reasons and instruct students to stand up if they agree:
 - a. When I move, I feel happy.
 - b. I have fun moving and playing with my friends.
 - c. My heart beats quicker when I exercise.
 - d. After I move, I feel strong.
 - e. Moving and exercising make me feel good about my body.
 - f. I have fun exercising and moving with my family.
 - g. Moving around makes me feel tired, but it is a good kind of tired.
 4. Guide students to understand that each time a person stood up, it represented a benefit (good thing) about moving. There are many different reasons why Simon, and everyone in your class, might like physical activity. Give each student a sticky note or small piece of paper, and instruct them to draw a picture of their favorite way to move. Tell students that it could be a sport that they play, an afterschool activity, or something that they like to do outside. As long as their body is moving, it counts. Try not to give too many examples, so that everyone in your class doesn't draw the same activity.
 5. As students are drawing their favorite ways to move, display the "Wellness Triangle Anchor Chart." If you haven't saved this from the *Learn Together* lessons, draw a quick triangle on the board with "My Body" and a stick figure on one side, "My Mind and Feelings" and a smiley face and sad face on another side, and "My Friends and Family" and three stick figures on the third side.
 6. Bring students back together as a whole group. As students rejoin the group, instruct them to stick or tape their drawing to the outside of the Wellness Triangle so that they make a frame around the chart paper.

7. Explain that, just as there are different ways that we can move, like [insert examples from the students' drawings here], there are also many different reasons why it is important to move. Moving helps us be well on all sides of the Wellness Triangle.
8. To demonstrate this, challenge students to run in place for one minute and to think about how their bodies feel as they do so. What, if anything, changes about the way their bodies feel as they run?
9. After the minute is up, immediately ask students to share their observations. Probe for answers like "I'm breathing more heavily," "My legs are tired," and "My heart is beating faster." Explain that all of these descriptions mean that their heart, lungs, bones, and muscles are getting stronger. Remind students that our bodies don't get stronger unless we use them.
10. Tell students that they're now going to brainstorm how movement helps the other two sides of the wellness triangle. Divide students into groups of three or four students for a dance party. Tell students that they are in groups so that they can dance together and help each other come up with dance moves. Students shouldn't be afraid to be a little silly or try a move that a friend suggests. Turn on the radio or another music source and allow students to dance for a few minutes.
11. Bring the class back together, and point to the "My Mind and Feelings" side of the wellness triangle. Ask students to describe how dancing just made them feel. Were they happy? Excited? Full of energy? Explain that movement helps their Mind and Feelings stay well because it can help improve their mood and make them feel happy.
12. Then point to the "My Friends and Family" side of the Wellness Triangle. Ask: How did dancing with your classmates make you feel? Did anyone in your group help you solve a problem, like not knowing what dance move to do? How might it have been different if you were dancing by yourself? Explain that physical activity helps your relationships with your friends and family stay well by helping them learn how to work together, solve problems, and have fun together.
13. Refer back to the movement drawings that surround the Wellness Triangle. Tell students that each of their favorite ways to move helps them be well on at least two sides of the Wellness Triangle and some even help all three sides. [Note: Individual activities like running may not have a clear tie to the "friends and family" side of the Wellness Triangle.] Instruct students to turn to the person next to them and share the activity that they drew, and how it helps them on at least two sides of the Wellness Triangle. Call on a few students to share with the entire class.

Session 2: Moving makes us well

1. Begin by asking: If I don't eat breakfast in the morning, how would I feel? Lead students to the answer that you would feel tired, lethargic, grumpy, hungry, etc. Refer back to what students learned in the *Eat Together* lessons, and remind students that food gives us energy. Food gives our brain energy to think and our muscles energy to move. Without food in our bodies, we wouldn't be able to be physically active.
2. Explain that when we are physically active, there are two main ways that we can move our bodies. One way makes us breathe more heavily. As we breathe heavily, our heart beats faster and becomes stronger. Tap your heart and demonstrate heavy breathing to model what occurs during aerobic activity. Ask the class to copy you.
3. Explain that the second main type of exercise uses muscles. Using your muscles helps make your muscles stronger. Flex your arm muscles, but explain that there are muscles all over your body. Ask students to point to one part of their body where they have muscles.
4. Divide the class into groups of three or four students. Explain that you will be calling out different kinds of physical activities. After you call out each type of physical activity, have students discuss with their groups whether the activity makes them breathe harder *or* builds their muscles. It could be tricky because some activities might do both. Once they reach their decision, they should share it silently by either pretending to breathe heavily and tap their heart *or* flex their arm muscles.
 - Playing basketball
 - Doing sit-ups
 - Swimming
 - Bike-riding
 - Tug-of-War
 - Jumping rope
 - Playing soccer
 - Climbing trees
 - Playing tag
 - Doing gymnastics
7. Refer back to the Wellness Triangle and point to "My Body." Reiterate that moving is good for our whole body. Some activities help to make our muscles stronger, while other activities are good for our heart. Moving can even make our bones stronger. Also take a moment to review the benefits of physical activity on the other two sides of the Wellness Triangle: My Family and Friends and My Mind and Feelings, both of which were discussed last lesson.

8. Distribute the “Why We Move” student activity sheet to pairs of students. Instruct them to work together to illustrate how physical activity helps their body, their mind and feelings, and their relationships with their family and friends. In other words, students are to illustrate how moving helps all sides of the Wellness Triangle. Students can also describe their drawings in words on the lines provided.
9. When there are ten minutes left, bring the students back together and allow student pairs to share. Record answers on the board, and see how many different reasons to move have been brainstormed. Conclude by saying, “Simon says to name one reason it’s good to be physically active” and invite students to share answers.

Family Connection:

Ask students to survey family members to see how many benefits of physical activity they can identify. Instruct students to share about how physical activity helps all three sides of the Wellness Triangle!

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:

Create posters about the benefits of physical activity. Have each student place a poster in a community location that they visit frequently, and encourage them to speak with community members about the importance of moving when they hang up their poster.

Standards Correlations:

National Health Education Standards

- Standard 2: Students will analyze influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

SHAPE America, National Physical Education Standards

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

Common Core State Standards

Kindergarten:

Speaking and Listening

- Comprehension and Collaboration:
 - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- Presentation of Knowledge and Ideas:
 - Add drawings or other visual displays to descriptions as desired to provide additional detail.
 - Speak audibly and express thoughts, feelings, and ideas clearly.

First Grade:

Speaking and Listening

- Comprehension and Collaboration:
 - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- Presentation of Knowledge and Ideas:
 - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
 - Produce complete sentences when appropriate to task and situation.

Second Grade:

Speaking and Listening

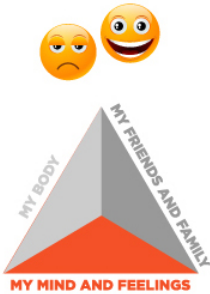
- Comprehension and Collaboration:
 - Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- Presentation of Knowledge and Ideas:
 - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Student Activity Sheet: Why We Move!

Moving is good for **my body** because:



Moving is good for **my mind and feelings** because:



Moving is good for my relationships with **my friends and family** because:



Plan to Move

Grade Band: K-2

Student Objectives:

- Reflect on their own physical activity behaviors
- Categorize types of physical activities into “Low Energy”, “Medium Energy”, or “High Energy”
- Develop a goal to be physically active for 60 minutes per day

Materials:

- Student Activity Sheet: Activity Meter (one set per group of 3-4 students)
- One to two packs of index cards, any size
- Markers or crayons
- Chart paper
- Teacher Sheets - Bar Graph Squares (squares should be pre-cut)
- Glue or tape
- Student Activity Sheet: How I Move (one per student)

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

Instant Expert:

Knowing why we move and need physical activity every day is important in understanding overall wellness. Specifically, physical wellness encompasses hygiene, nutrition, and physical activity. Regular physical activity is an important part of an active, healthy lifestyle. In fact, it is recommended that children and adolescents get 60 minutes or more of physical activity each day.

So, why is it so important to move and know how to move?

Wellness is enhanced physically, emotionally/mentally, and socially through physical activity. Evidence shows that children who exercise 60 minutes or more each day will have improved bone health, healthy body composition, improved cardiorespiratory endurance and muscular fitness, and improved metabolism. There is also evidence that regular physical activity reduces the symptoms of anxiety and depression leading to better mental wellness.

As discussed in the “Keep it Moving” lesson, physical activity means moving the body. When we move the body, we use energy. Everything from sleeping and brushing our teeth to running a marathon uses energy. The more vigorous the activity, the more energy is required. That energy comes from calories in what we eat and what we drink.

Students learned in *Eat Together* lessons that 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. Energy from calories 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, such as breathing, circulating blood, and growing and repairing cells. Without energy, we could not survive. When we use the energy we get from calories, it's called "burning calories" during exercise. When we burn about the same number of calories that we consume over time, it's called calorie balance.

Some physical activities require more energy than others. For example, running upstairs would use more energy than playing the piano. High-energy activities that require lots of energy allow you to say a few words without catching your breath. Medium-energy activities that require a moderate amount of energy allow you to talk while doing them but not sing. Low-energy activities require very minimal movement. We should do mostly medium- to high-energy physical activities each day.

High-energy activities include:

- Active chasing games that involve running (like tag)
- Running
- Hiking
- Jogging
- Swimming
- Bicycling fast
- Playing sports like basketball and soccer

Medium-energy activities include:

- Skateboarding
- Dancing
- Walking fast
- Bicycling slowly
- Playing hopscotch

Low-energy activities include:

- Doing homework
- Reading
- Doing chores (washing dishes, helping with cooking, making your lunch)
- Playing most instruments

Guidelines of Youth Physical Activity:

- 60 minutes or more of physical activity per day
- Most exercise should come from moderate- to vigorous-intensity aerobic physical activity
- Of the daily 60 minutes, part of the time should focus on muscle-strengthening or weight-resistance activities

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. The most important takeaway for students is the importance of maintaining physical wellness which includes healthy eating patterns and daily physical activity (at least 60 minutes per day). 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:

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

Procedure:

Session 1: Have a High-Energy Day!

1. Point to the clock in your classroom or take it down off the wall and show it to the class. Ask students: Does anyone know how many minutes are in an hour? Explain that you would like the class to think about how long an hour really is. Once students establish that there are 60 minutes in an hour, ask: What can we do in an hour's time?

2. Lead students in brainstorming what they do on a daily basis that is one hour in length. Probe students to think about the length of their sports practices or dance classes, their favorite television shows, subjects in school, or how long they have lunch and recess for each day. Keep a list on the board as student's brainstorm.
3. Tell students that doctors and health education experts believe that children should get 60 minutes of physical activity every day – just like these other activities on the board that they do every day. Remind students what physical activity is. Refer back to the "Wellness Triangle" from the previous lesson and say that 60 minutes or more of physical activity each day can help all sides of the triangle.
4. Quickly draw 60 tally marks on the board and explain that each tally stands for one minute of physical activity that children should get in a day. Point to the 60 tallies and tell students that they don't need to spend all 60 minutes doing just one kind of physical activity and they don't need to do all 60 minutes at once. Count out 20 "minutes" and circle the group of tallies, putting a 20 above the tallies. Ask students to turn to a partner and discuss a physical activity that they could do for 20 minutes. Do the same with 10 "minutes" and 30 "minutes". Reiterate that splitting up the hour into smaller parts still counts as 60 minutes of physical activity.
5. Explain that, although there are all kinds of ways to move and be physically active, movement has three main categories. Draw a long vertical line on the board. At the top of the line, write "high energy" and explain that some activities like running use a lot of energy. Call on someone to run in place to demonstrate high-energy movement.
6. At the bottom of the line, write "low energy" and explain that some activities, like playing an instrument, require you to move only a little bit. For example, you couldn't play the flute if you didn't move your body at all, but it doesn't need or use as much energy as running. Pretend to play the flute to demonstrate this low-energy activity.
7. Finally, in the middle of the line, write "medium energy," and explain that some activities require energy that is between high energy and low energy. Give students the following three examples and have them hold up one, two, or three fingers to demonstrate which activity is a medium-energy activity: 1) reading, 2) walking, or 3) skipping.
8. Divide the class into groups of three or four students. Give each group three "Activity Meter" student activity sheets. Explain that you will be calling out various types of movement activities. It will be the group's job to first demonstrate/act out the activity. Then, when you clap your hands, the group must return to their group, stand still and

hold up the appropriate Activity Meter sheet to demonstrate whether the activity is high energy, medium energy, or low energy. Model the directions and then call out:

- a. Walking slowly
- b. Walking fast
- c. Reading a book
- d. Swimming
- e. Dancing
- f. Jumping jacks
- g. Playing video games
- h. Playing basketball
- i. Doing sit-ups
- j. Riding a bike
- k. Doing the dishes

Note: You can add activities that are popular with your students.

8. Come back together as a class and clarify answers. Explain that it is important to try to make as many minutes of the 60 filled with “high-energy activities as possible,” because high-energy activities use the most energy and make their bodies work the hardest. Ask students to recall which activities from the Activity Meter game were high-energy activities.
9. Challenge students to create high-energy recess cards: a stack of index cards from which students will be able to select an idea for a high-energy activity to do at recess. Divide students into pairs, and give each pair five index cards to begin. On each card, students should illustrate one high-energy activity that they could do at recess, and label their illustration. Since you will be bringing these to recess, remind students to include items that are realistic recess activities—so students who don’t live near snow, for example, should not include skiing. Students should include indoor and outdoor activities as well as both individual and team activities.
10. Invite pairs to share their cards, and bring the stack of index cards to each recess to give students ideas and inspiration.

Session 2:

1. Begin this session with a survey. Create a bar chart on a piece of chart paper with “physical activities” labeled along the x axis and “students” labeled along the y axis. Title the graph “How Does Our Class Move?” Explain that you are going to begin today by seeing what kinds of physical activities the students do every week.

2. Call out the following activities one by one. You can also substitute new activities if you know your students participate in other activities. Invite students who frequently participate in these activities to come up, take a corresponding square from you and glue it on the bar graph. (Note: You can also have students raise their hand to show their participation, and glue the squares on yourself.)
 - a. Bike-riding
 - b. Playing a team sport
 - c. Dancing
 - d. Swimming
 - e. Walking
 - f. Chores like making your bed or sweeping the floor
 - g. Playing at recess
3. Before you finish the bar chart, include an “Other” category. If there is another physical activity (like active video games, hiking, skateboarding, etc.) that students do regularly, instruct them to draw a quick picture on the blank square. If you are aware of activities in which students frequently partake, suggest it. Then add these squares to the “Other” column on the bar graph.
4. Once the bar graph is complete, reflect on the graph with your class. Discuss: Which activity do the most students do? Why? Which activity do the fewest students do? Why? Which activities are low-energy? Medium-energy? High-energy?
5. Explain that students are now going to brainstorm ideas for how we can add variety to our physical activity. In other words, we’re going to try to figure out how to move in new ways. Divide students into partners and give every child a “How I Move” student activity sheet. Instruct students to work with their partners to first illustrate ways that they already move. Students should draw a picture of themselves completing a physical activity in the space provided and label the activity. Next, students should work with their partners to brainstorm two new high-energy activities that they would like to try. Refer back to the goal setting lesson to remind students how goals are things we commit to trying. Once students have drawn and labeled the two new physical activities, they should circle the parts of their body that they will be using when they complete this activity. *Note:* Partners do not have to draw the same physical activities, but they should brainstorm with their peer.
6. Circulate the room as students work and help them brainstorm, if need be. Probe students to think carefully about body parts that these new physical activities will use. Be sure students do not forget their hearts and lungs.

7. As students finish, invite them to share their new activities/goals with their classmates. Then place the completed sheets in a visible location and encourage students to try their best to do these new physical activities this week. Make a point to check in on the students' progress, and celebrate students who have tried their new activities.

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

Carlos loves physical activity, but he doesn't get 60 minutes per day. He normally walks to and from school, helps his mom with chores around the house and does karate. This takes 45 minutes so he still has 15 minutes of physical activity left. What kind of physical activity (high-energy, medium-energy or low-energy) would be good for him to do and why? What specific activities could he complete for these 15 minutes?

Dana takes a long bus ride to school, so playing at recess is one of her only chances to get physical activity. Lately, she's been noticing that she reads for most of recess so she is not getting very much physical activity in her day. How could Dana make sure she can read and do high-energy activities?

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. Share the names and websites of local community centers with parents so families can learn what activities might be available to them.

Standards Correlations:

National Health Education Standards

- Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.
- Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

SHAPE America, National Physical Education Standards

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

Common Core State Standards

Kindergarten:

Speaking and Listening

- Comprehension and Collaboration:
 - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- Presentation of Knowledge and Ideas:
 - Add drawings or other visual displays to descriptions as desired to provide additional detail.
 - Speak audibly and express thoughts, feelings, and ideas clearly.

First Grade:

Speaking and Listening

- Comprehension and Collaboration:
 - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- Presentation of Knowledge and Ideas:
 - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
 - Produce complete sentences when appropriate to task and situation.

Measurement and Data

- Represent and interpret data:
 - Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Second Grade:
















































Speaking and Listening

- Comprehension and Collaboration:
 - Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- Presentation of Knowledge and Ideas:
 - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.





































Student Activity Sheet: Activity Meter

The image shows three vertical activity meters, each enclosed in a dashed-line box. Each meter is divided into three sections: High Energy, Medium Energy, and Low Energy. The High Energy section is at the top, Medium Energy in the middle, and Low Energy at the bottom. Each section contains horizontal lines for tracking. The first meter has a red High Energy section, a grey Medium Energy section, and a grey Low Energy section. The second meter has a grey High Energy section, a teal Medium Energy section, and a grey Low Energy section. The third meter has a grey High Energy section, a grey Medium Energy section, and a yellow Low Energy section.


















Teacher Sheet: Bar Graph Squares (page 1 of 4)

 Biking	 Biking	 Biking	 Biking	 Biking
 Biking	 Biking	 Biking	 Biking	 Biking
 Biking	 Biking	 Biking	 Biking	 Biking
 Biking	 Biking	 Biking	 Biking	 Biking
 Biking	 Biking	 Biking	 Biking	 Biking
 Team Sports	 Team Sports	 Team Sports	 Team Sports	 Team Sports
 Team Sports	 Team Sports	 Team Sports	 Team Sports	 Team Sports
 Team Sports	 Team Sports	 Team Sports	 Team Sports	 Team Sports
 Team Sports	 Team Sports	 Team Sports	 Team Sports	 Team Sports
 Team Sports	 Team Sports	 Team Sports	 Team Sports	 Team Sports

Teacher Sheet: Bar Graph Squares (page 2 of 4)

 Dancing	 Dancing	 Dancing	 Dancing	 Dancing
 Dancing	 Dancing	 Dancing	 Dancing	 Dancing
 Dancing	 Dancing	 Dancing	 Dancing	 Dancing
 Dancing	 Dancing	 Dancing	 Dancing	 Dancing
 Dancing	 Dancing	 Dancing	 Dancing	 Dancing
 Swimming	 Swimming	 Swimming	 Swimming	 Swimming
 Swimming	 Swimming	 Swimming	 Swimming	 Swimming
 Swimming	 Swimming	 Swimming	 Swimming	 Swimming
 Swimming	 Swimming	 Swimming	 Swimming	 Swimming
 Swimming	 Swimming	 Swimming	 Swimming	 Swimming

Teacher Sheet: Bar Graph Squares (page 3 of 4)

 Walking	 Walking	 Walking	 Walking	 Walking
 Walking	 Walking	 Walking	 Walking	 Walking
 Walking	 Walking	 Walking	 Walking	 Walking
 Walking	 Walking	 Walking	 Walking	 Walking
 Walking	 Walking	 Walking	 Walking	 Walking
 Chores	 Chores	 Chores	 Chores	 Chores
 Chores	 Chores	 Chores	 Chores	 Chores
 Chores	 Chores	 Chores	 Chores	 Chores
 Chores	 Chores	 Chores	 Chores	 Chores
 Chores	 Chores	 Chores	 Chores	 Chores

Teacher Sheet: Bar Graph (page 4 of 4)

Playing at Recess 	Playing at Recess 	Playing at Recess 	Playing at Recess 	Playing at Recess 
Playing at Recess 	Playing at Recess 	Playing at Recess 	Playing at Recess 	Playing at Recess 
Playing at Recess 	Playing at Recess 	Playing at Recess 	Playing at Recess 	Playing at Recess 
Playing at Recess 	Playing at Recess 	Playing at Recess 	Playing at Recess 	Playing at Recess 
Playing at Recess 	Playing at Recess 	Playing at Recess 	Playing at Recess 	Playing at Recess 

Student Activity Sheet: How I Move

Every week, I move in these 3 ways:

Next week, I will try to *also* move in these 2 NEW high-energy ways:



Circle the body parts you'll use!



Circle the body parts you'll use!

Jump Through Hoops

Grade Band: K-2

Student Objectives:

- Identify possible obstacles that could prevent someone their age from being physically active for 60 minutes per day
- Generate a goal for being physically active every day

Materials:

- Common classroom items to set up an obstacle (see beginning of lesson for clarification): chairs, books, desks, etc.
- Stack of books
- Student Activity Sheet: Sentence Strip (precut, one per pair of students)
- Blank white paper (one per pair of students)
- Glue or Tape
- Student Activity Sheet: My Goal (one per student)
- Chart paper or whiteboard

Suggested Time Frame: 2 Class Periods (Based on 45-minute intervals)

Instant Expert:

Regular physical activity is a part of an active, healthy lifestyle and contributes to physical wellness. It is recommended that children and adolescents get 60 minutes or more of physical activity each day. When children are not physically active, it can contribute to health problems, weight gain (unburned calories that are converted to fat) and the possibility of becoming overweight or obese (with related problems like heart disease, Type 2 diabetes, self-esteem issues, etc.). Conversely, if children are consuming fewer calories than they are using in physical activity over time, this can lead to unhealthy weight loss, sickness, lack of energy, and problems with growth and tissue formation.

According to LetsMove.gov, “childhood obesity rates in America have tripled over the past three decades. Today, nearly one in three children in America are overweight or obese. The numbers are even higher in African-American and Hispanic communities, where nearly 40% of the children are overweight or obese. If we don't solve this problem, one-third of all children born in 2000 or later will suffer from diabetes at some point in their lives. Many others will face chronic obesity-related health problems like heart disease, high blood pressure, cancer, and asthma. In addition, studies have shown that obese children and teens are more likely to

become obese as adults.” Some experts believe that if obesity among children continues to increase, our current generation of children will become the first in American history to live shorter lives than their parents.

There are many contributing factors to the high rate of childhood obesity. Some reasons are related to diet and activity choices. These include:

- The sedentary lifestyle of many children, including watching TV, movies, and online videos; reading; playing games by video, computer, or with a mobile device; and listening to music. 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.
- More time spent in cars and less time walking.
- Less physical activity for young people including less time in physical education classes. Almost 1 in 4 children does not participate in any free time physical activity.
- Increased portion sizes for food and beverages.

In this activity, student groups will work together to examine common obstacles for being physically active for 60 minutes per day and brainstorm ways to overcome obstacles. Students will consider current activity choices that they participate in regularly to start and then fill in the gaps to set a goal and create an individual plan to reach 60 minutes per day.

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. The most important takeaway for students is the importance of maintaining physical wellness which includes healthy eating patterns and daily physical activity (at least 60 minutes per day). 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:

- 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>
- Centers for Disease Control and Prevention. Body and Mind BAM! Activity Calendar.
http://www.cdc.gov/bam/activity/documents/activity_calendar.pdf
- SHAPE America Physical Education Checklist
<http://www.shapeamerica.org/publications/products/pechecklist.cfm>

Procedure:

Session 1: Overcoming Obstacles

1. Before class, use items from the classroom to form an obstacle that is difficult-- but not impossible -- to pass through or over. On the opposite side of the obstacle, place a stack of books.
2. Stand opposite the pile of books and explain to the students that you really need to get to the pile of books but there is an obstacle, which means that there is something in the way that is preventing you from doing what you want to do. Tell students to pretend that you can't go all the way around the obstacle since there is quicksand on either side. Therefore, you need to figure out a way over or through the obstacle.
3. Allow students to turn and talk to a peer about the best path for you to take to successfully get to the books. Call on a pair of students to direct you through the obstacle. Encourage the class to cheer if/when you are able to reach the books.
4. Lead the class in a discussion about what just occurred. Ask:
 - a. Why couldn't I just get my books easily? (*There was an obstacle in my way.*)
 - b. Was I eventually able to get my books? (*Yes, but it was difficult.*)
 - c. How did I eventually overcome the obstacle and get my books? (*You came up with a plan, used your plan, and didn't give up.*)
5. Write the word "obstacle" on the board and say it aloud again. Explain that obstacles don't just stop people from getting books. Obstacles can stop people from doing all sorts of things, including moving and being physically active for 60 minutes or more each day. There are many obstacles that prevent people from being active for 60 minutes a day. An obstacle that stops people from being physically active won't look like the obstacle in our classroom -- it can be anything that stands in the way of moving.

For example, one obstacle to running and playing after school may be bad weather. Rain can prevent us from going outside, so we don't run and play. However, just because it rains doesn't mean that we can't still move. There is always at least one way around every obstacle. Encourage students to turn to a peer and discuss how they could still run and play even if it's raining. After students discuss this obstacle with a partner, ask a few students to share their ideas. Possible answers include: being physically active indoors, wearing a raincoat, or going to a nearby gymnasium or other open space.

6. Tell students that they are now going to have to put their thinking caps on and come up with ways around different obstacles that could prevent them from being physically active for 60 minutes or more each day. Complete one sentence strip together as a class. Then, put students in groups of two or three, and give each group one of the Obstacle Sentence Strips, reading it to each group as you pass them out. Instruct them to glue the sentence strip onto a larger piece of blank paper and then come up with as many ways to overcome the obstacle as they can. They can illustrate and/or write their answers. When there are a few minutes left, invite each group share its solutions. Encourage the rest of the class to brainstorm additional solutions as they listen to each group's presentation.

Session 2:

1. Tell students that now that they've figured out how to overcome obstacles that stand in the way of them being active, it's time to set some goals. Remind students that when setting goals, they need to think about the 3 "W's."
 - a. What is your goal? (Make sure you break it into small parts.)
 - b. Who is your goal about? (Usually, your goal will be about you.)
 - c. When will you achieve your goal?
2. Tell students that their goal is to be active for one hour every day next week, which is the "what.". Then check off the "who" (each student) and "when" (next week). Under the three W's, write "How" on the board and state that it will be the students' jobs to figure out *how* they will get 60 minutes of physical activity each day.
3. Introduce the "Moving Toward My Goal" student activity sheet, and review the instructions.

Extension for second grade teachers: Remind students about aerobic activities and muscle-building activities. Encourage your students to consider the two types of physical activities when they construct their goal statements.

4. Write the seven days of the week on the board, and have students help you fill in your own goal sheet. As you model, include how to be active at recess, as well as during after-school sports and activities so students remember to include activities and movements that they already do on a daily or weekly basis.
5. Remind students that they have already thought a little bit about how they move. Pass back the “How I Move” student activity sheets from the *How to Move* lesson and encourage students to use this to help them brainstorm. Tell students that this is independent work; however, they may consult with a peer if they need help.
6. When there are about ten minutes left in class, pair students with a partner. Instruct them to discuss how they would overcome the following obstacles. Read an obstacle, allow a couple minutes for discussion, ask a student to share and then read the next one.
 - a. What can you do if it rains one day when you were planning to play outside?
 - b. What can you do if you really want to play on the computer one afternoon?
 - c. What can you do if your friends don’t want to join you in one of the activities that you had planned?
7. Wrap up by reminding students that goal-setting is a great tool we can use to help us maintain wellness. When they think about obstacles that could get in the way of their goals, they have a better chance of being successful.
8. As the week progresses, set aside time each morning for students to track their goals. When the week is over, discuss obstacles, celebrate successes, and set new goals for the week ahead.

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

Oh no! You realized that you only get about 30 minutes of physical activity every day. Your school is close enough to walk to, but you usually don’t have enough time. Your mom winds up driving you so you’re not late to school. Name the obstacle and decide what could do to overcome it.

Family Connection:

Have students share their physical activity goal-setting sheets with family members and challenge family member to fill out their own. Encourage each family member to sign the sheets, pledging to support everyone being physically active.

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 real 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 their favorite ways to be active and how they have overcome their own obstacles.

Standards Correlations:

National Health Education Standards

- Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.
- Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

SHAPE America, National Physical Education Standards

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

Common Core State Standards

Kindergarten:

Speaking and Listening

- Comprehension and Collaboration:
 - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- Presentation of Knowledge and Ideas:
 - Add drawings or other visual displays to descriptions as desired to provide additional detail.
 - Speak audibly and express thoughts, feelings, and ideas clearly.

First Grade:

Speaking and Listening

- Comprehension and Collaboration:

- Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- Presentation of Knowledge and Ideas:
 - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
 - Produce complete sentences when appropriate to task and situation.

Second Grade:

Speaking and Listening

- Comprehension and Collaboration:
 - Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- Presentation of Knowledge and Ideas:
 - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Student Activity Sheet: Obstacle Sentence Strips

Teacher Note: Cut out the following sentence strips so they are ready to distribute during Session 1

Obstacle: I love watching TV and want to watch it all the time.

Obstacle: I get up too late so I never have time to walk to school.

Obstacle: I'm always too tired to run around and play.

Obstacle: I don't play sports because my school doesn't have any that I like.

Obstacle: I can't play outside because the weather is too cold.

Obstacle: I don't like to play on sports teams so I never run and move.

Obstacle: The park is too far from my house so I watch TV after school.

Obstacle: I don't have a yard that I can play in outside.








Obstacle: When I get home, I play video games until it's dark outside.
Then my mom won't let me go outside to play!

Obstacle: I don't think I'm good at any sports.

Obstacle: I don't have time after school to move and be active.

Obstacle: My friends always want to play computer games after school so I
have no one to play with.

**My goal: Every day next week, I will move for 60 minutes.
Here is what I will do:**

<p>In words or with a picture, show how you will be active for 60 minutes every day.</p> <p>When you complete your goal, color in the smiley face.</p> 	<p>Monday</p> 	<p>Tuesday</p> 	<p>Wednesday</p> 
<p>Thursday</p> 	<p>Friday</p> 	<p>Saturday</p> 	<p>Sunday</p> 