

Together Counts

Outline for Professional Development:

Slide(s)	Approx. Time	
1	5 min.	Welcome and Opening
2		Goals: <ul style="list-style-type: none"> • Recognize the importance of healthy behaviors for children • Learn about resources that can help to support healthy behaviors • Identify strategies for integrating physical activity, nutrition education and healthful practices into your classroom
3	13 min.	Icebreaker: Four Corners Directions: Examine the 4 pictures. Select one.
4		Stand in the corresponding corner of the room. Introduce yourself to others and tell why you chose that picture.
5		Within your group, talk about how that image relates to healthy habits. Each group shares out. Return to seats and debrief the importance of teaching children good habits early in life.
6	15 min.	Examine the research
7-9		Mingle and Mix Activity (directions on slides) Prep: Print each sheet on a different color paper, then distribute one sheet to each table of 5-7 participants. Directions on slides.
10	15 min.	Partner Discussion: What is Wellness?
11		Sharing on answergarden AnswerGarden is a feedback tool used to collect real-time responses. Responses create a word cloud.
12		Wellness definition
13	3 min.	TOGETHER COUNTS

14	15 min.	<p>Sorting Activity: Aspects of Wellness</p> <p>Preparation: Print and cut the strips, mix them up and distribute to participants.</p> <p>Directions: Explain that there are 3 aspects of wellness.</p> <p>Give each group the strips of paper from the sort activity. Have them sort the strips into 3 piles matching these categories.</p> <p>These three categories create a "Wellness Triangle." As you learn about the Together Counts Program, you will gain ways to address these aspects of your students' wellness.</p>
15	20-30 min.	<p>Activity: This activity can be done with STUDENT involvement. If students are present, the groups can be comprised of 4 people (students and teachers mixed together).</p> <p>*** See the activity description below.</p>
16	15 min.	Wellness Triangle
17		Wellness Triangle Discussion: How do you currently address these aspects of wellness with your students?
18		Debrief discussion
19	2 min.	<p>TOGETHER COUNTS - Overview</p> <p>The lessons were written and reviewed by teachers, nutritionists, and health experts. They are designed for ultimate flexibility and ease of classroom integration.</p>
20	8 min.	Explain the design of the lessons. Highlight each lesson component and its importance.
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24	4 min.	<p>Three modules: Learn Together, Eat Together, Play Together</p> <p>Explain and discuss the three modules.</p>
25	4 min.	Integrating TOGETHER COUNTS

		Participants will spend time connecting the themes of wellness to their curriculum, investigating the lessons, and planning ways to use them. They will look at each module in steps: Connect - Inspect - Plan
26	40-50 min.	Learn Together
27		Learn Together - Connect to existing curriculum
28		Learn Together - Inspect the Lessons (allow time for examining the lessons)
29		Learn Together - Plan when and how to teach the lessons in this module.
30	40-50 min.	Eat Together
31		Eat Together - Connect to existing curriculum
32		Eat Together - Inspect the Lessons (allow time for examining the lessons)
33		Eat Together - Plan when and how to teach the lessons in this module.
34	40-50 min.	Play Together
35		Play Together - Connect to existing curriculum
36		Play Together - Inspect the Lessons (allow time for examining the lessons)
37		Play Together - Plan when and how to teach the lessons in this module.
38	30 min.	Putting It All Together - Share tips and ideas
39	4 min.	Reflect on today's learning
40	5 min.	Survey and Feedback
41	2 min.	Closing

***Hands-on Activity (Audience can include 4th Grade Students)

This is a variation of an activity in TOGETHER COUNTS Lesson, Grade Band 3-5, *Decisions, Decisions!*

Have students count off to form groups of 4.

Distribute seven toothpicks and three grapes, apples, or cheese stick pieces to small-student groups. Challenge each group to develop a freestanding structure with a solid foundation using only the materials you have provided.

1. Invite groups to present their structures and explain how and why they made decisions about materials and construction. Ask each group:
 - How did your group decide how to build your structure? Did you communicate and cooperate with each other? Explain that sometimes in life we can make decisions alone, and sometimes it's helpful to work together. Sometimes, to stay healthy we need to make important decisions. Making good decisions is a "foundation" of a healthy lifestyle. Ask students to define "foundation" (a strong base).
2. After all groups have presented, look at the groups' structures and discuss the following questions:
 - Other than the same materials, what do all or most of the structures have in common?
 - Why is a solid foundation so important for a structure to stay standing? Make a comparison to how a person needs a strong foundation (base) to be healthy and happy, and that making good decisions can help.
 - What could happen if a foundation isn't strong or sturdy enough? What would happen if a house (or a tower of blocks) didn't have a strong foundation?
3. Give each group a large sheet of paper and several markers. Ask each group to draw a triangle and title it "Wellness Triangle." Show them this image and have them label each side "Physical" - "Social" - "Emotional"
Explain that there are 3 aspects of wellness. Ask: What are some actions and behaviors that YOU DO to address these areas of wellness in your own life? Have students draw pictures around their triangle to show examples of physical, social, and emotional wellness. Ask which types of wellness students think that the images they drew or the words they wrote represent. Note: Examples you can reinforce or share are listed below:
 1. Physical – Walking, playing sports, recess, jumping rope, eating a variety of foods, how we take care of our bodies, regular bathing and showering, brushing hair and teeth, getting enough sleep, limiting screen time.

2. Social – Talking to friends, playing with someone on a sports team or at recess, online games, social media, speaking and listening, conflict resolution, making friends, respecting self and others, loving who you are, doing your best in school, completing your homework, helping with chores around the house.
3. Emotional – How I feel/emotions, goal-setting, decision-making, managing stress, coping with difficult situations and daily tasks (school work, homework, etc.), believing in yourself, having a positive attitude, being able to learn from mistakes or failures.