



LESSON PLAN A

What is Wellness?

Time Frame: Three 40-minute sessions

Learning Objectives:

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

Materials for Lesson Plan:

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

Let's break it down.

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

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PPT Slide Examples

Overview:

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



Part A. Make-Your-Own Wheel of Wellness

Time Frame: 40 minutes

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

Materials for Lesson Plan:

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

Essential Question: What is wellness?:

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

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

Part B. Categorize & Connect

Time Frame: 15 minutes

Materials for Lesson Plan:

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

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

Essential Question: What is wellness?:

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

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

Talking Points:

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

Here are the instructions:

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



Wheel of Wellness

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

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

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

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

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

Part C. Spin a Wellness Web

Time Frame: 25 minutes

Materials for Activity:

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

Essential Question: How is wellness interconnected?

Here's a different way to visualize how the different parts of wellness connect. In a small group, students toss yarn

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

Instructions:

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

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

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

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

Part 1. Mini-Web Activity and Demonstration

(Includes Example #1: Being active for 60 minutes a day)

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

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

Example #2: Drinking enough water every day. Where does this example belong?

Tell me where to throw the yarn first! [Let the kids lead the way.]

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

Example #3: Getting too much screen time. Where does this example belong? Why?

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

Part 2. Big Web (Whole-Class) Activity

Instructions:

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

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

Standards Alignment | Students Will:

National Health Education Standards

Standard 1. Comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 5. Demonstrate the ability to use decision-making skills to enhance health.

Standard 7. Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

SHAPE America, National Physical Education Standards

Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

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

Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Common Core Standards

English Language Arts > Speaking and Listening

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

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

CCSS.ELA-Literacy.SL.4.1.d - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

English Language Arts > Reading > Informational Text

CCSS.ELA-Literacy.RI.5.3 - Explain the relationships or interactions between two or more concepts in a scientific text based on specific information in the text.

Math > Geometry

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



Worksheets & Downloads:

“What Is Wellness?”

Let's break it down.



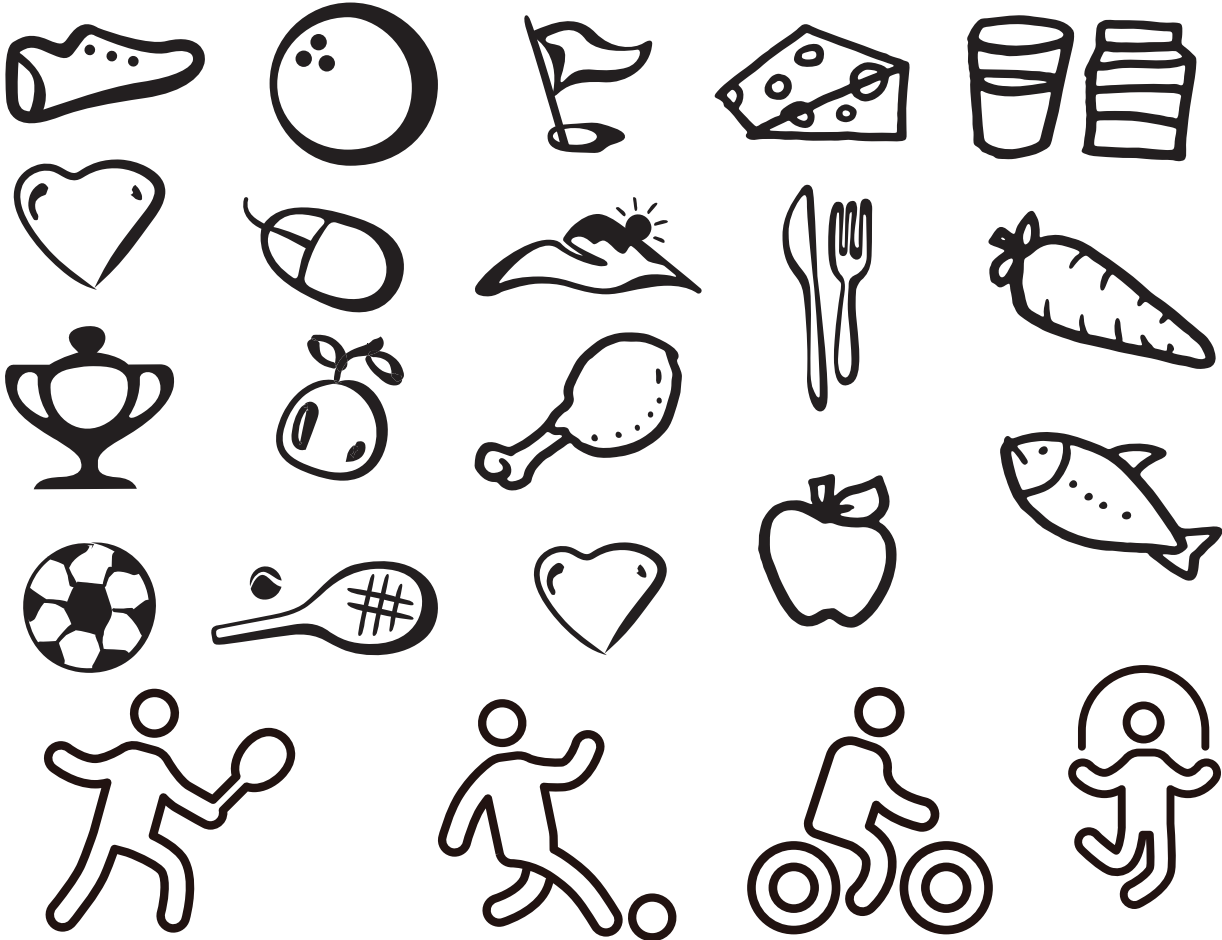
- **Physical Health**
having a healthy diet, active lifestyle
- **Social Health**
getting along well with others—
in person & online
- **Mental & Emotional Health**
thinking clearly, coping with
stress & feelings

EVERYDAY LEARNING / Grades 3–5





Decorate Your Wheel of Wellness



Cook

RUN

ARTS & CRAFTS

WALK

Read

Sing

SHARE

Dance

HIKE

music

Draw

play tag

**Play An
Instrument**

Doodle

PLAY

laugh

**SHOOT
HOOPS**

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

SCRIPT FOR TEACHERS

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

Slide 1: What is Wellness?

Discussion: What does “wellness” mean? [ask students for definitions]

Talking Points:

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

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



Slide 2: Wellness: Every Part Counts!

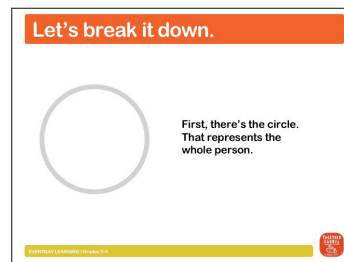
Wellness is about being healthy in heart, mind and body. It focuses on the whole person, not just one part.

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



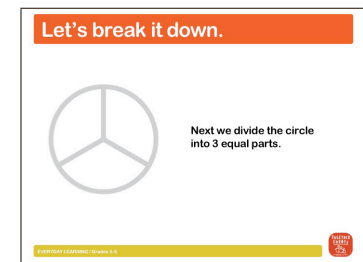
Slide 3: Let’s break it down.

First, there’s the circle. That represents the whole person.



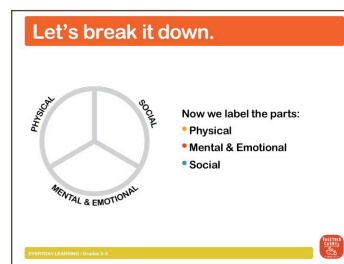
Slide 4: Let’s break it down.

Next, we divide the circle into 3 equal parts.



Slide 5: Let’s break it down.

Now we label the parts: Physical, Mental & Emotional, and Social.



Slide 6: Every part counts!

Here’s how the all parts form the whole.



Slide 7: Every part counts!

Physical Health

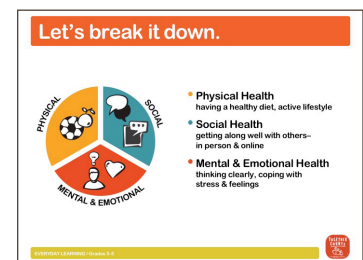
- having a healthy diet, active lifestyle

Social Health

- getting along well with others—in person & online

Mental & Emotional Health

- thinking clearly, coping with stress & feelings



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

Q: Here's a question: Which part of the circle is the most important?

A: They're ALL important. That's why they're 3 equal sizes. When it comes to health and wellness, every part counts!

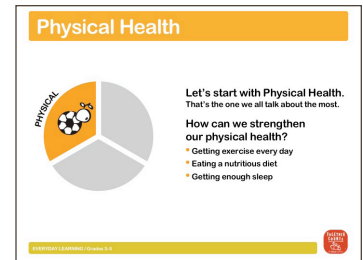
Slide 8: Physical Health

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

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

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

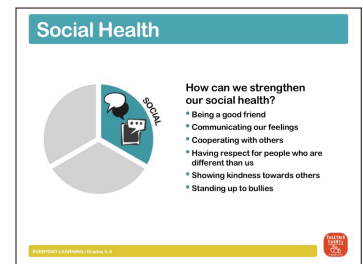
- Not smoking or vaping
- Not trying alcohol or drugs



Slide 9: Social Health

How can we strengthen our social health?

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



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

Slide 10: Mental & Emotional Health

How can we strengthen our mental and emotional health?

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

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

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



Slide 11: Activity: Make your own Wheel of Wellness

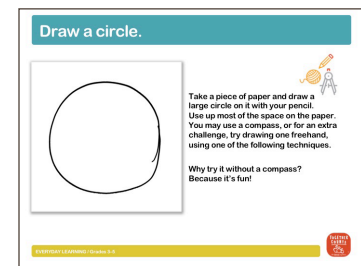
Now we're each going to make a Wellness Wheel of our own. It will look similar to the one here on the screen, but you can add things you like to each category. For instance, you could add some different sports or types of physical activity, a different example of a favorite fruit or vegetable, different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


Slide 12: Make a Wheel of Wellness
Materials:

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


Slide 13: Draw a circle.

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


Teacher Reference:

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

3 Life Hack Ways to Draw a Circle Without a Compass (1:36)

https://www.youtube.com/watch?v=_yqmQESN_Oo

How to Draw a Perfect Circle Freehand

<https://www.youtube.com/watch?v=zR3wbEudDII>

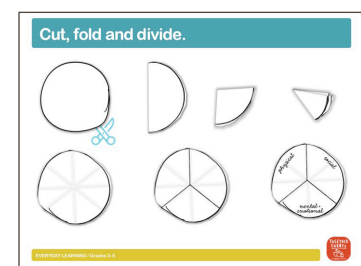
Freehand Technique: Use your writing hand to draw the circle while your other hand spins the paper. If you are right-handed, grip your pencil in your normal writing position. Now press the knuckle of your right pinkie into the center of your paper. Hold the pencil on the paper and freeze your hand in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

Slide 14: Cut, fold and divide.

[Teacher models how to do this. For reference: How to divide a circle into 3 equal parts]

<https://www.youtube.com/watch?v=ePWYFkBgqMw>

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



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

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

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

Slide 15: Activity: Make a Wheel of Wellness

What would YOU add to each part?

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





WORKSHEET – Unit 1 – Grades 3-5

Name: _____

Categorize & Connect

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

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

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



LESSON PLAN B

Thoughts & Feelings

Time Frame: Four 40-minute sessions

Learning Objectives:

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

Materials for Lesson Plan:

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

Overview:

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



Part A. Don't Mess with Stress

Time Frame: 40 minutes

Materials for Lesson Plan:

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

Focus: Mental & Emotional Skills

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

Part 1. Read-Aloud Story and Discussion

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

[Master of Mindfulness: How to Be Your Own Superhero in Times of Stress](#) by Laurie Grossman

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

[Angry Octopus: An Anger Management Story](#) by Lori Lite

Teaches children how to use progressive muscle relaxation and breathing techniques to calm down, lower stress, and control anger. (Grade Level: K–6)

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

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

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

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

What are some physical symptoms of stress?

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

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

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

Part 2. Stress Busters Poster

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

Extension: "Stanley Stress" Video

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

Video: [Stanley Stress / PBS Learning Video](#)

(Click on the link above. You may watch online or download from this link to watch later.)



Stanley Stress Video

Lyrics:

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

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



Stanley Stress Video

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



Stanley Stress Video

Discussion Questions:

The video recommends we do three things when we're feeling stressed. What's the first thing?

- Talk about your feelings.

What's another thing?

- Make a list of important things to do. (Breaking down the tasks can make you feel less overwhelmed.)

What's the third thing?

- Relax and take deep breaths.

What else did the girl in the video do to relax?

- She curled up on the couch with a book that she likes.
- She went for a bike ride.

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

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

Part B. Make-Your-Own Emojis

Time Frame: 40 minutes

Materials for Lesson Plan:

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

Focus: Emotional Skills

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

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

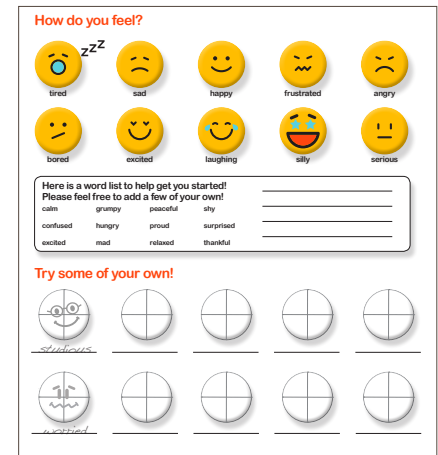
Brainstorm a list of “feelings” words

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

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

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

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



Make-Your-Own Emojis



Instructions:

Part 1. Make-Your-Own Emojis

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

Part 2. Write and Reflect

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

Example: When I feel sad, I can...

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

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

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

Extension:

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

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



Part C. “Inside-Out Selfie” Activity

Time Frame: 40 minutes

Materials for Lesson Plan:

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

Focus: Emotional Skills – Self-Knowledge, Self-Esteem

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

Instructions:

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

Extension:

Watch this empowering video with your class: [TedED Talk: 3 Tips to Boost Your Confidence](#)

Here’s a “Recipe for Confidence” from the video:

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

Family Connection:

Start a “Feelings Journal” at home for writing and drawing. Watch this video for inspiration: [Exploring Feelings: Adventures in Learning | PBS Kids](#)



Part D. Compliment & Connect

Time Frame: 40 minutes

Materials for Activity:

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

Focus: Social Skills, Social Wellness

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

Part 1. Read-Aloud Story

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

Part 2. Make a Cootie Catcher!

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

Instructions:

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

Here's how to play:

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

Extensions:**Skip the Template**

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

Conversation Starters

Make another cootie catcher with conversation starters like:

What is your favorite...

- Food
- School lunch
- Type of music
- Book
- Animal
- Sport
- Recess activity
- Band or Singer
- Subject
- Song
- Fruit
- Vegetable

Connect with a Friend

Encourage students to extend this activity after school with a friend. Suggest they use their creative skills to make cootie catchers of their own and then play them with each other. It's also a good way to connect and make a new friend.

Offer this suggestion: “See someone sitting alone at lunch or recess? Go say hello and ask them to point to one of the four corners on your cootie catcher to get started.”

Interview a Classmate

Then write a paragraph or two about them and share with your teacher or read to the class. Sample questions:

- In which month were you born?
- Who's your hero?
- Do you have a favorite sport or activity?
- Do you have a pet?
- Where were you born?
- What's your favorite food?
- What food do you hate?
- If you could visit anyplace in the world, where would it be?
- If you had an invisible friend, what would you name it?
- What's your favorite book?
- What's your favorite TV show, movie or video game?
- Do you have a favorite band or type of music?
- Which song could you listen to over and over?
- What song drives you crazy?
- Ten years from now, where do you want to be?

Other Recommended Books:

[*Listening with My Heart: A story of kindness and self-compassion*](#) by Gabi Garcia

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

[*Kid President's Guide to Being Awesome*](#) by Robby Novak

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

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

Additional Resources | “Thoughts & Feelings” Lesson Plan:

What Every Child Needs For Good Mental Health | Mental Health America

www.mentalhealthamerica.net/every-child-needs

Standards Alignment | Students will:

National Health Education Standards

Standard 1. Comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 5. Demonstrate the ability to use decision-making skills to enhance health.

Standard 7. Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

SHAPE America, National Physical Education Standards

Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Common Core Standards

English Language Arts Standards > Speaking & Listening

Comprehension and Collaboration:

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

CCSS.ELA-LITERACY.SL.4.2 - Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-LITERACY.SL.3.2 - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually and orally.

English Language Arts > Reading > Literature

Key Ideas and Details:

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

Worksheets & Downloads:

Make-Your-Own Emojis Worksheet

How do you feel?



tired



sad



happy



frustrated



angry



bored



excited



laughing



silly



serious

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

calm

grumpy

peaceful

shy

confused

hungry

proud

surprised

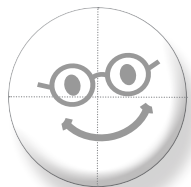
excited

mad

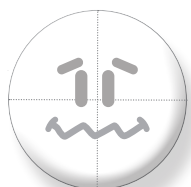
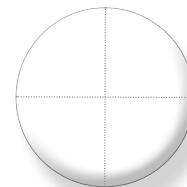
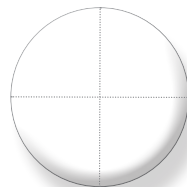
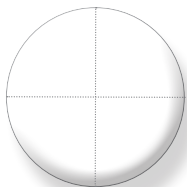
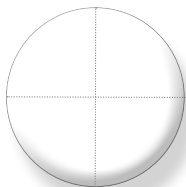
relaxed

thankful

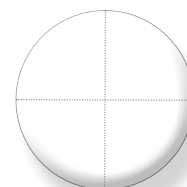
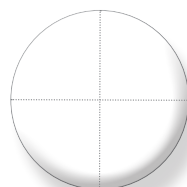
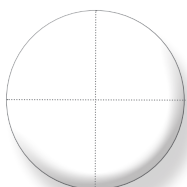
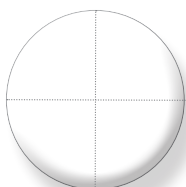
Try some of your own!



studious



worried





Make Your Own Cootie Catcher



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

Compliments / Positive Messages

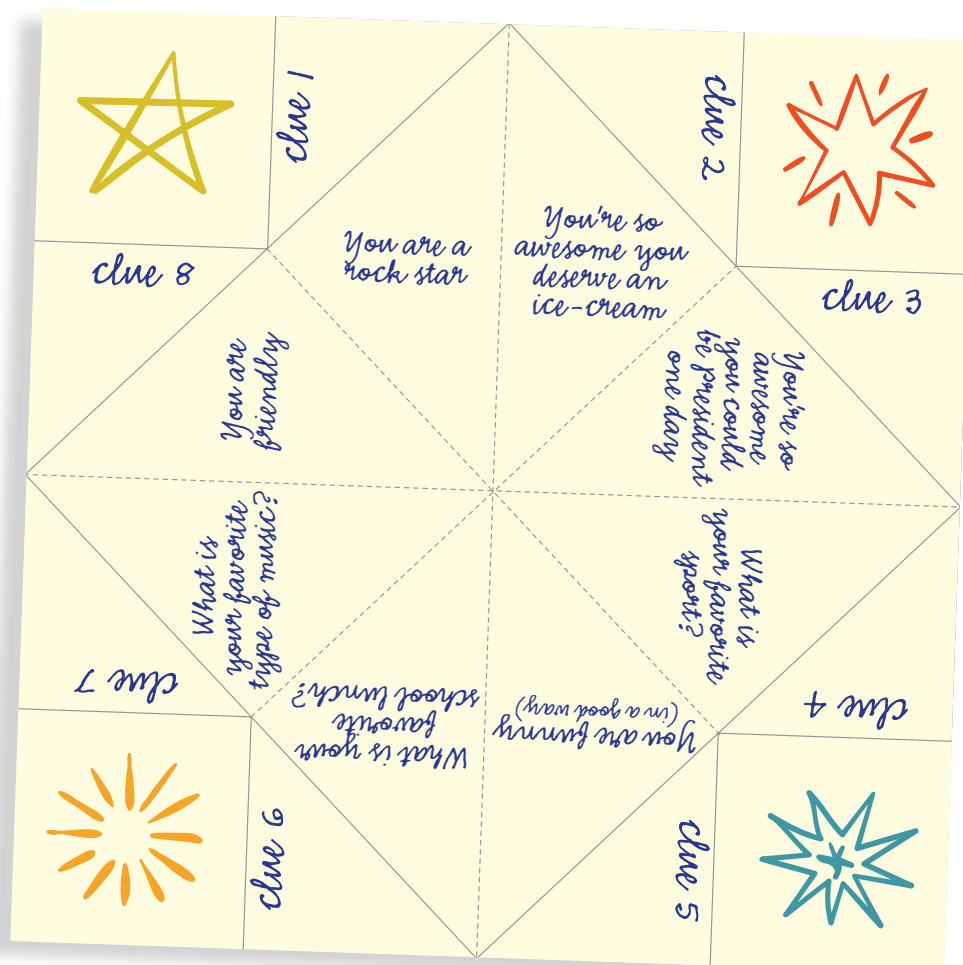
- You are friendly
- You are funny (in a good way)
- You are a hard worker
- You are kind to animals
- You are a good sport
- You are strong
- You are never mean
- You are a rock star

You're so awesome you...

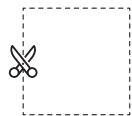
- Deserve an ice-cream
- Have a great smile
- Are nice to new students
- Could be President one day
- Can do anything
- Should write a book

Conversation Starters

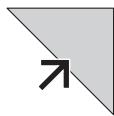
- What is your favorite...
- Food
- School lunch
- Type of music
- Book
- Animal
- Sport



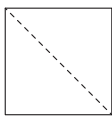
Make Your Own Cootie Catcher



1. CUT OUT



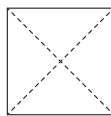
2. FOLD OVER



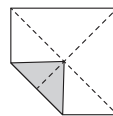
3. UNFOLD



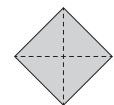
4. FOLD OVER



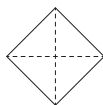
5. UNFOLD



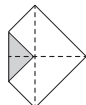
6. FOLD ALL
FOUR CORNERS



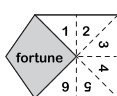
7. LOOKS LIKE THIS



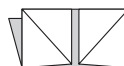
8. KEEP FOLDS TOGETHER.
TURN IT OVER



9. FOLD IT OVER



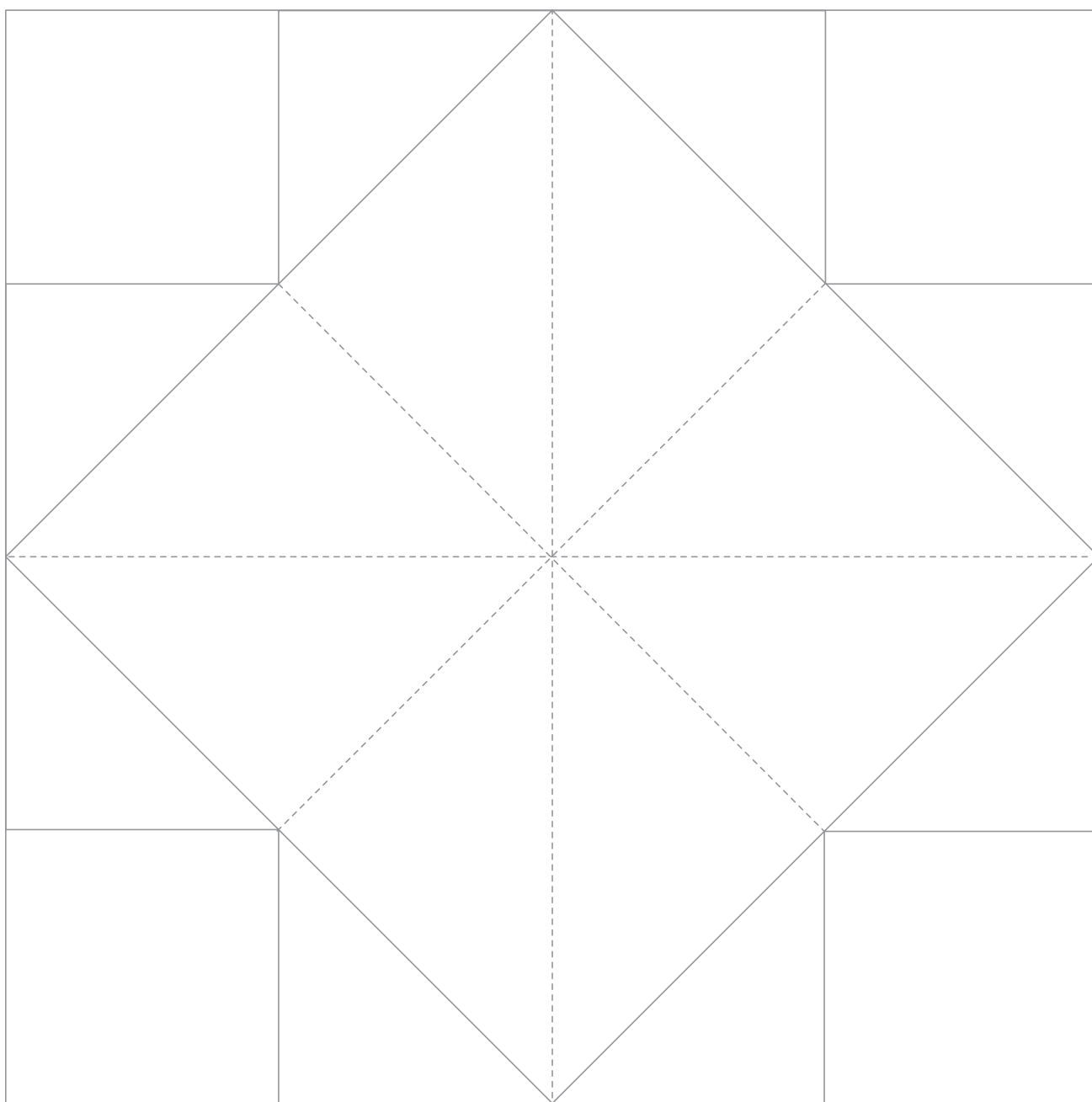
10. LOOKS LIKE THIS



11. FOLD IN HALF.
PUSH CORNERS IN



12. OPEN FOLDS
INTO POCKETS





LESSON PLAN C

Every Choice Counts

Time Frame: Two 40-minute sessions

Learning Objectives:

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

Materials for Lesson Plan:

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

Overview:

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

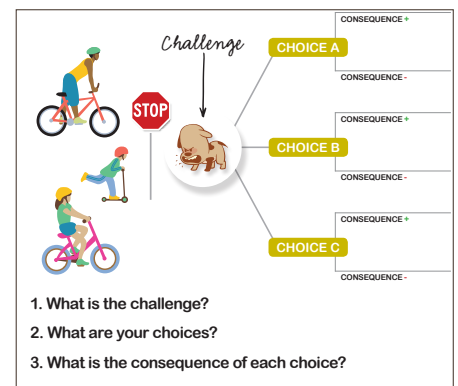
Some decisions are more difficult to make than others. For bigger decisions, it's useful to follow a model to break down the steps. One popular model is Stop – Think – Act – Reflect or STAR. Next to the T or “Think” section, you can list the different choices and consequences. If that's one you use in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

Part A. Make Your Own Roadmap

Time Frame: 40-minute session

Teacher Preparation:

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



Decision-Making Map

Introduction:

Begin with these talking points:

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

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

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

Here's how to draw your own roadmap for decision-making:

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

Part B. What Would You Do?

Time Frame: 40 minutes

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

Part 1. Gaming & Group Decision-Making

Do these online games, quizzes and exercises as a group or individually. Get your decision-making skills in gear!

Solo Games:**Play the Blastoff game:**

<https://www.fns.usda.gov/blastoff>

Reach Planet Power by fueling your rocket with food and physical activity. Fuel tanks for each food group help students keep track of how their choices will, ultimately, pay off!

Do the Tough Choices Quiz Show

https://www.cdc.gov/bam/life/tough_game.html

"My Life" Corner / BAM! Body and Mind

Designed for kids 9–12 years old—complete with games and quizzes to test your skills!

Topics include bullying, peer pressure, media and advertising awareness, and dealing with stress.

<https://www.cdc.gov/bam/life/index.html>

Group Decision-Making:

Help the Characters Make a Decision!

<https://www.cdc.gov/bam/life/kabam.html>

Do this exercise as a class. Click on each box in this online KABAM! Comic Strip and decide together what each person should do. Have students read this section on Tough Choices while you read aloud.

Making Tough Choices

<https://www.cdc.gov/bam/life/tough.html>

Ask students to raise their hands to give examples of the four main pieces of advice:

1. Be prepared
2. Avoid it
3. Be proud
4. Be a good friend

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

Time Frame: 40 minutes

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

Instructions:

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

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

Sample Scenarios:

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

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

General topics: birthday party invitations, bullying, gossip, rumors, cyberbullying, lying to a parent, not doing homework, finding money or a wallet

5th grade topics: also include shoplifting, smoking, vaping, being offered drugs or alcohol

Part C. Tales with Two Endings (Grade 3)

Time Frame: 40 minutes

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

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

Standards Alignment | Students will:

National Health Education Standards

Standard 3. Demonstrate the ability to access valid information, products, and services to enhance health.

Standard 4. Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5. Demonstrate the ability to use decision-making skills to enhance health.

SHAPE America, National Physical Education Standards

Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

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

Common Core Standards > English Language Arts > Speaking & Listening

Comprehension and Collaboration:

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

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

Presentation of Knowledge and Ideas:

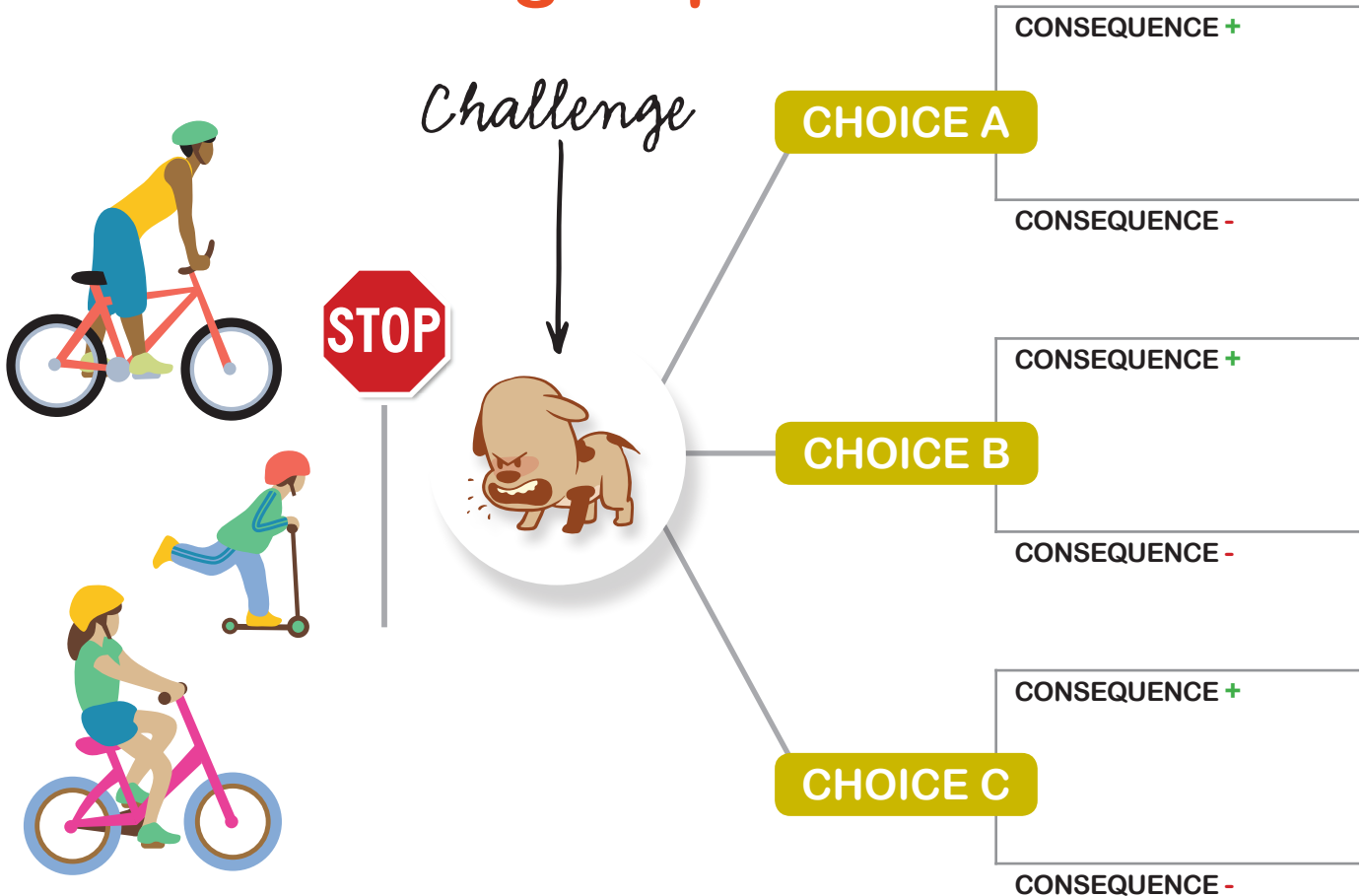
CCSS.ELA-Literacy.SL.4.4 - Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CCSS.ELA.LITERACY.SL.1.4 - Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

CCSS.ELA-LITERACY.SL.1.5 - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Worksheets & Downloads:

Decision Making Map



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

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Discussion:

What do we mean by “vigorous” activity and why is it important for good health?

- Vigorous activities make your body work harder and your heart beat faster.
- Students should spend at least 60 minutes per day doing vigorous activity.
- What kinds of physical activities do you like to do during the day? Are there any activities you’ve never done but would like to try? (Running, biking, martial arts, gymnastics, playing sports like baseball, skating, etc.)

Part 2. Get started!

Give students 10-15 minutes of free play time to fill their first day of activity on their charts. Ask what kind of indoor or outdoor activities they could do in the next half of class time to add to their charts? Explain that it has to be moderate to vigorous physical activity in order to count. (Speed walking vs. slow walking is an example.) Here are some ideas:

- Do some activities that get your heart pumping: March in place, jog in place, dance, play jump rope games with an “invisible jump rope” (use your imaginations!).
- If you’re able to go outside, you could just instruct students to run around the perimeter of the playground or field. As long as they’re moving and doing their personal best, every step counts!
- Now fill out your time on your 60 a Day chart.

C. “60 Is the Magic Number” Video (Optional)

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

Video: Cyberchase: 60 Is the Magic Number / PBS Learning (1:40 mins)

In this activity, students learn that 60 minutes of moderate to vigorous activity a day contributes to a healthy lifestyle that can keep you fit. Activities can take place in smaller chunks throughout the day to add up to a total of 60 minutes. Students use addition and a running tally to keep track of activity minutes that add up to 60 minutes. (Grades 3-5)

Discussion Questions:

While Watching the Video:

As students watch the video, ask them to think about and keep notes on these questions:

- What kind of physical activities did the CyberSquad do?
- How did the Jackie and Scanner keep track of their minutes?
- Which activities did Jackie and Scanner count toward their 60 minutes? How did they decide?
- How did they know if they had reached 60 minutes?

After Watching the Video:

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

Teacher Reference:

Youth Physical Activity Guidelines Toolkit | CDC

<https://www.cdc.gov/healthyschools/physicalactivity/guidelines.htm>

Physical Activity for Children Age 5–12 | Shape America

<https://www.shapeamerica.org/standards/guidelines/pa-children-5-12.aspx>

Teacher's Toolbox | Shape America

https://www.shapeamerica.org/publications/resources/teachingtools/teachertoolbox/Teachers_Toolbox.aspx?hkey=10cff162-c377-4a71-9182-3373635d9626

Family Connection:

Youth Physical Activity: The Role of Families | CDC

https://www.cdc.gov/healthyyouth/physicalactivity/toolkit/factsheet_pa_guidelines_families.pdf

Part B. Stay Hydrated – Every Cup Counts!

Time Frame: 40 minutes

Materials for Activity:

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

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

Water: Every Cup Counts Name: _____

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

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

Stay Hydrated

Part 1. Discussion

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

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

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

Fast facts about water:

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

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

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

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

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

Part 2. Activity: Make Your Own Water Chart

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

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

Extensions:

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

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

Resource for Teachers:

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

Family Connection:**Tips for getting kids to drink more water:**

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

Tips for making better beverage choices:

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

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

Community Connection:

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

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

Time Frame: 40 minutes

Materials for Activity:

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

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

Discussion & Math Activity:

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

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

Part 1. Let's do the math.

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

Part 2. How much time does that leave?

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

What's the recommended amount of screen time?

- Children under 2: no screen time
- Children 2–5 years old: one hour per day
- Children 6 years and older: two hours per day

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

**Part 3. Brainstorm a list of non-electronic alternatives**

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

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

Part 4. Play some simple games

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

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

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

Homework (Optional):

Over the next week, I'd like you to track your time using any type of device with a screen. Break it down by device and what you do (cell phone: texting, talking, using social media).

Track it on paper, using carefully tracked start and stop times. Make your own chart or keep notes in your daily assignment planner. Find a tracking system that works best for you!

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

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

Teacher Reference:

Recommendations for Children's Media Use | American Academy of Pediatrics

<https://www.aap.org/en-us/about-the-aap/aap-press-room/Pages/American-Academy-of-Pediatrics-Announces-New-Recommendations-for-Childrens-Media-Use.aspx>

Family Connection:

Screen Time Vs. Lean Time

<https://www.cdc.gov/nccdphp/dch/multimedia/infographics/getmoving.htm>

Screen Time Poster Printout – to hang near home computer or TV or game console

<http://www.actionforhealthykids.org/storage/documents/parent-toolkit/skipthescreen.pdf>

We Can! Screen Time Chart | U.S. Department of Health & Human Services (DHHS)

<https://www.nhlbi.nih.gov/health/educational/wecan/downloads/screen-time-log.pdf>

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

Time Frame: 40 minutes

Materials for Activity:

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

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

Discussion Questions:

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

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

[Pass out copies of the Sleep Worksheet.]

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

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

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

[Video: Sleep / Science Trek \(PBS Learning\)](#)

(You may watch or download the video in advance from this link.)

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

Video Talking Points:

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

Recommended hours awake vs. hours asleep, per age group

● Hours awake
● Hours asleep

Find your age range. Count the dots.

BLACK dots:
GREY dots:
RANGE OF SLEEP HOURS

Kids my age need: hours of sleep each night.

Age Group	Recommended Sleep Range (hours)
Newborn (0-3 months)	14-17 hours
Infant (4-11 months)	12-15 hours
Toddler (1-2 years)	11-14 hours
Preschool (3-5 years)	10-13 hours
School-Age (6-13 years)	9-11 hours
Teenage (14-17 years)	8-10 hours
Young Adult (18-25 years)	7-9 hours
Adult (26-64 years)	7-9 hours
Senior (65+ years)	7-8 hours

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

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

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

Clock Your Sleep Time



What happens when you don't get enough sleep?

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

Extension: Play the ["Pillow Pitch" online game](https://www.cdc.gov/bam/body/pillow-smarts.html) to test your sleep smarts and then answer the true-or-false questions below:

[Pillow Pitch Online Game – BAM! Body and Mind | CDC <https://www.cdc.gov/bam/body/pillow-smarts.html>](https://www.cdc.gov/bam/body/pillow-smarts.html)

Follow Up Questions:

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

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

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

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

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

True or False? Being physically active helps you sleep.

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

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

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

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

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

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

Teacher Reference:

National Sleep Foundation: New Sleep Time Recommendations

<https://sleepfoundation.org/press-release/national-sleep-foundation-recommends-new-sleep-times>

Family Connection:

Watch this video or PPT slide show at this link as a family.

["Skip the Screen" Getting Healthy Together](#) | Action for Healthy Kids

Community Connection:

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

Standards Alignment | Students will:**National Health Education Standards**

Standard 3. Demonstrate the ability to access valid information, products, and services to enhance health.

Standard 5. Demonstrate the ability to use decision-making skills to enhance health.

Standard 6. Demonstrate the ability to use goal-setting skills to enhance health.

SHAPE America, National Physical Education Standards

Standard 3. Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4. Exhibit responsible personal and social behavior that respects self and others.

Standard 5. Recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Common Core Standards > English Language Arts > Speaking and Listening**Comprehension and Collaboration:**

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

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

English Language Arts Standards > Writing**Research to Build and Present Knowledge:**

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

Math > Measurement & Data**Solve problems involving measurement and conversion of measurements:**

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

CCSS.MATH.CONTENT.4.MD.A.2 - Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit.

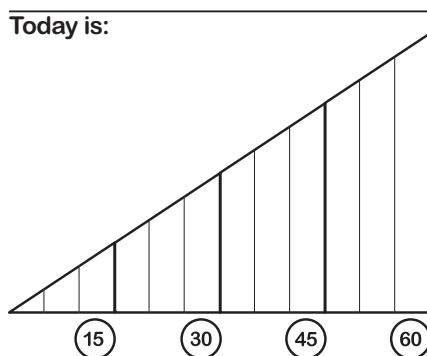
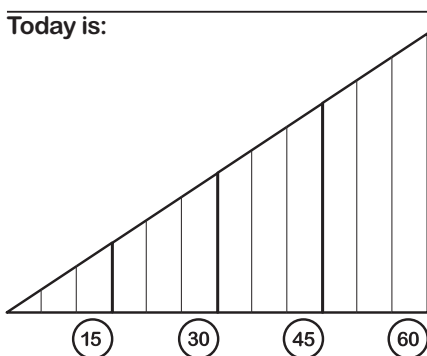
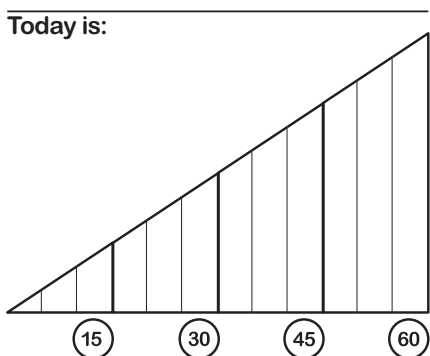
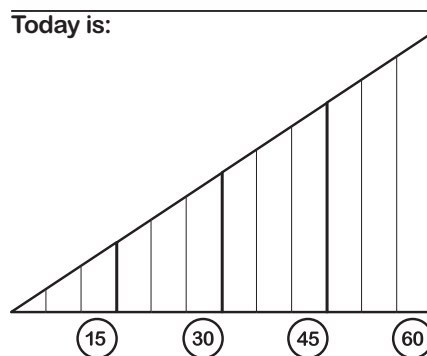
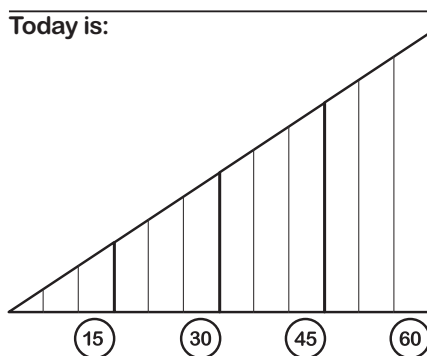
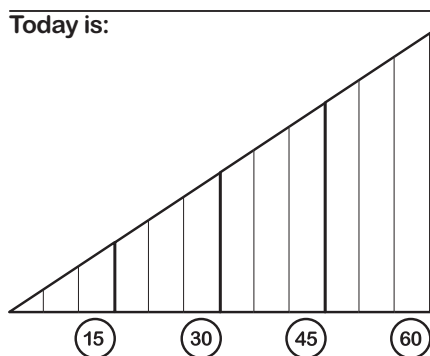
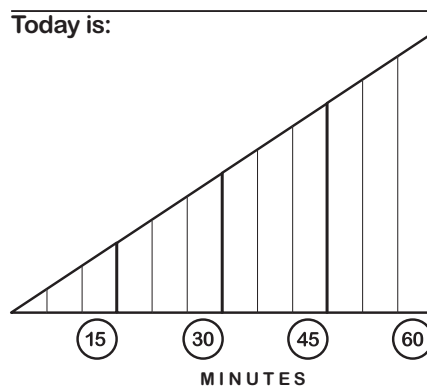
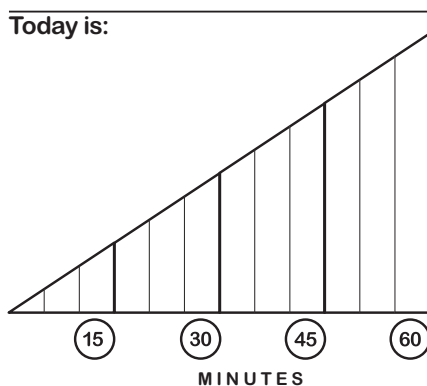
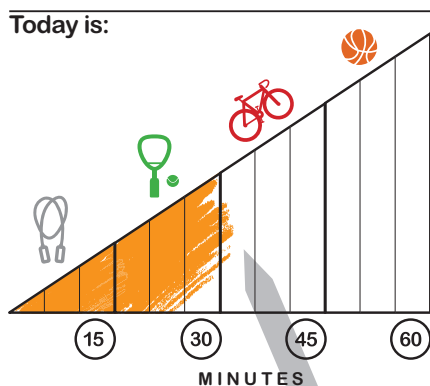
CCSS.MATH.CONTENT.4.MD.A.3 - Apply the area and perimeter formulas for rectangles in real world and mathematical problems.

Solve problems involving measurement and estimation:

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

Worksheets & Downloads:

Walk, Run & Play. minutes a day!





Walk, Run & Play. minutes a day!



Aerobic

some examples

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



Bone-Strengthening

some examples

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



Muscle-Strengthening

some examples

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

Monday, April 4

Today is:

Activity	minutes			
rode my bike	15	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
climbed tree	23	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
hop-sotch	30	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Today is:

Activity	minutes			
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Today is:

Activity	minutes			
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Water: Every Cup Counts

Name: _____

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

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



Sleep: Every Hour Counts

Recommended
hours awake vs. hours
asleep, per age group



Find your age range.
Count the dots.

BLACK dots:

+
GREY dots:

=
RANGE OF
SLEEP HOURS

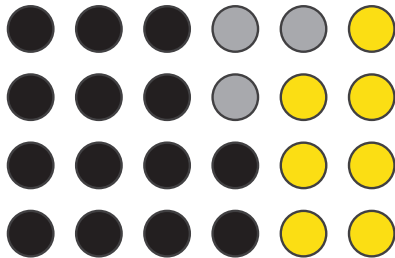
Kids my age need:

to hours
of sleep each night.



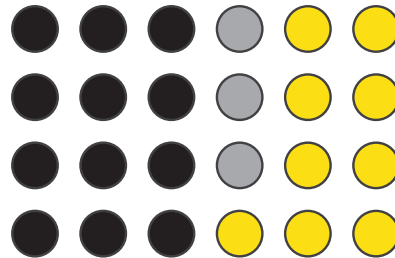
Newborn

0-3 months | 14-17 hours



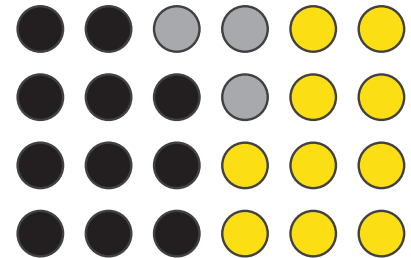
Infant

4-11 months | 12-15 hours



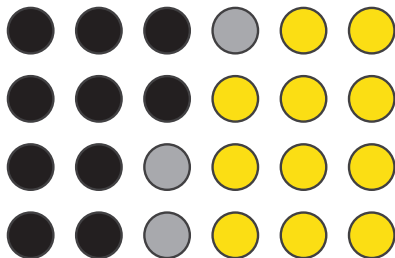
Toddler

1-2 years | 11-14 hours



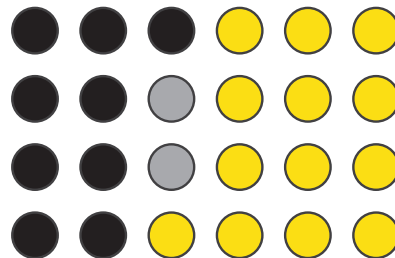
Preschool

3-5 years | 10-13 hours



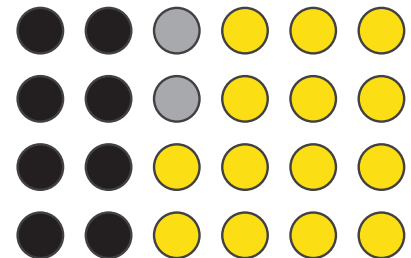
School-Age

6-13 years | 9-11 hours



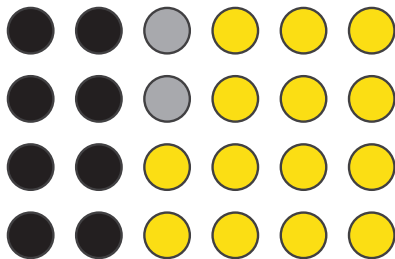
Teenage

14-17 years | 8-10 hours



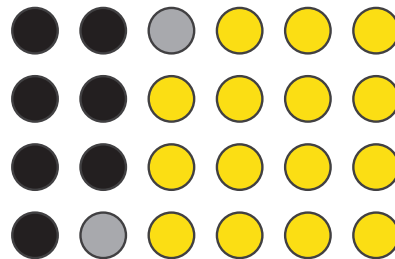
Young Adult

18-25 years | 7-9 hours



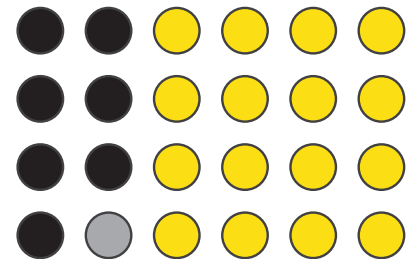
Adult

26-64 years | 7-9 hours



Senior

65+ years | 7-8 hours






Sleep: Every Hour Counts




How many do you get?

Hang this chart on your refrigerator or near your breakfast table.

Remember to fill it out each morning before you forget.

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

.....

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



Word Jumble:

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

Fill in the Blanks:

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

Draw an Emoji:

What do you look like after you have had enough sleep?	What do you look like when you have <i>not</i> had enough sleep?

Answer Guide for Teachers:

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

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