

## LESSON PLAN A

# What is Wellness?

**Time Frame:** Three 40-minute sessions

### Learning Objectives:

- Define “wellness” in age-appropriate terms.
- Recognize that there are different kinds of health.
- Learn that physical, social, mental and emotional health are all important parts of overall wellness.
- Understand that wellness is interconnected.
- Demonstrate how to get healthy and stay healthy using multiple strategies.
- Identify healthy behaviors and practices that help to avoid and reduce health risks.
- Identify school and community health helpers.

### Materials for Lesson Plan:

- PowerPoint deck and/or script (optional)
- Computer with Internet access and projector (optional)
- Copy of Wheel of Wellness color graphic (to display for reference)
- Copies of “My Wheel of Wellness” coloring sheet
- Copies of “Decorate Your Wheel of Wellness” worksheet
- Copies of “Pictures of Health” worksheet
- Scissors, glue sticks and tape
- Colored pencils or markers
- Large piece of craft/butcher paper or poster board
- Yarn balls, a variety of colors
- Craft sticks (or coffee stirrers or real sticks)

### Overview:

This unit introduces the concept of the “whole child” approach to health and wellbeing. Students learn a broader definition of “wellness” and how the different parts — physical health (our bodies), mental/emotional health (our thoughts and feelings) and social health (our interactions with others) — make up the whole. This aligns with the new approach outlined in: [CDC Healthy Schools and Whole School, Whole Community, Whole Child \(WSCC\)](#).

**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

## Part A. Do the Wellness Stretch

**Time Frame:** 10 minutes

Teach this basic movement as an introduction to the lesson plan. Then repeat it before activities C and D as well, or anytime you like to prompt children to stretch their minds, hearts and bodies and to reinforce key concepts.

### **Instructions:**

#### Explain the Concept

Introduce this quick activity with these talking points:

- What is wellness? It means feeling well, being healthy in body and mind.
- 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!
- Today we're going to practice doing a movement called the "Wellness Stretch." This is something we can do to stretch our bodies, clear our minds and make us feel good. We can do it before an activity, when we've been sitting for too long, or whenever we need to relax or feel more energized.

#### Model the Movements

Demonstrate while you explain each step:

1. Stand up next to your chair.
2. Stretch out your arms to make sure you've got enough personal space on either side.
3. Put two hands on your head.
4. Now put two hands on your heart.
5. Now put the palms of your hands together and slowly raise them up over your head.
6. Spread your hands apart and stretch them high to the sky in a V shape.
7. Slowly sweep your arms down to your sides, making a large heart-shaped motion.

#### Add the Words

Repeat the movements, this time adding words. Use these talking points as a guide:

- "Now let's do that again, while saying these words when I point to each part: **healthy mind, healthy feelings and healthy body.**"

"Wellness is about having a healthy mind [put two hands on your head], **healthy feelings** [put two hands on your heart] and a **healthy body** [put palms together in front of your heart]."

- Now follow steps 5–7 above, raising your hands up from your heart and sweeping them around to draw a huge heart shape. Say, "Wellness is about the **WHOLE** person" while you do this movement and ask students to do the same.
- Repeat one more time. This time, focus on the big heart-shaped stretch, going slow and as wide as you can go. Stretch out the word **W-H-O-L-E** while you stretch your arms wide to make the heart shape.

#### Make It Social!

"Whoops, we're not finished. There's one more part – our social health! Turn to the classmate to your right and shake their hand. Now turn to the classmate on your left and do the same. Wellness is about having healthy friendships, too!"

## Part B. Make-Your-Own Wheel of Wellness

**Time Frame:** 40 minutes

### Materials for Lesson Plan:

- PowerPoint deck and/or script (optional)
- Computer with Internet access and projector (optional)
- Copy of Wheel of Wellness color graphic (to display for reference)
- Copies of the “My Wheel of Wellness” coloring sheet
- Copies of “Decorate Your Wheel of Wellness” worksheet
- Scissors, glue sticks and tape
- Colored pencils or markers



Wheel of Wellness

### Teacher Preparation:

Option a) Use the following discussion points as a guide for this activity. Print a copy of the Wheel of Wellness color graphic (found at the end of this lesson plan) to display as reference. Option b) For grade 2, you may use the downloadable PowerPoint deck and script (found at the end of this lesson plan) to cover the same information and instructions.

### **Part 1. Discussion: What is Wellness?**

[Follow PowerPoint script or use the following discussion guide:]

Hold up a color printout of the Wheel of Wellness graphic and walk around the classroom so everyone can have a good look. Talk about the three parts.

What is wellness? Wellness is about being healthy in heart, body and mind. It focuses on the whole person, not just one part. Let’s look at the different parts.

- First, there’s the circle. That represents the whole person.
- Then, the circle is divided into three equal parts:
  1. Physical
  2. Social
  3. Mental & Emotional health

Let’s look at the different parts:

#### **Physical Health**

There’s our physical health, which is about taking care of our bodies.

We do this by having a healthy diet, active lifestyle, getting enough sleep, and by going to the doctor when we need to.

How can we strengthen our physical health? (Ask class for three examples.)

- 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 helmet every time you ride a bike
- Brushing your teeth every morning and every night...

**Social Health**

Our social health is about friendships and how we interact with other people. We take care of this part by being kind and respectful and by learning how to get along well with others.

How can we strengthen our social health? (Ask for three examples.)

- Being a good friend
- Working well with classmates
- 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.

**Mental & Emotional Health**

Our mental and emotional health is about paying attention to our thoughts and feelings. Learning how to talk about our feelings and manage our behavior helps us feel better, do better in school, and get along better with others.

Keeping your mind and emotions in good shape is just as important as keeping your body in good shape!

How can we strengthen our mental and emotional health? (Ask for three examples.)

- Talking about our feelings
- Learning skills to cope with our feelings and everyday challenges
- Talking to a teacher or trusted adult for help when we need it
- Being physically active, eating a balanced diet, and getting enough sleep

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

**Q:** So, here's a question: Which part of the circle is the most important?

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

**Part 2. Decorate Your Wheel of Wellness**

Pass out copies of the "My Wheel of Wellness" coloring sheet and the "Decorate Your Wheel of Wellness" worksheet, one of each per student. Students will need scissors, glue sticks or tape, and colored pencils or markers as well.

**Instructions:**

- Now that you've learned about the Wheel of Wellness, it's time to make one of your own. It doesn't have to look the same as the example, and it doesn't have to look like anyone else's.
- You can use any of the pictures and words from the "Decorate Your Wheel of Wellness" worksheet or draw and write your own. Or, do a combination of both. Add some color if you like, using markers or colored pencils.
- Which sports and physical activities do you like to do for fun? Which look like ones you'd like to try?

- What kinds of fruits do you like? Are there other favorite foods that give you energy? Draw some of those or try to spell the word.
- Which social activities look fun to you? Are there recess games or after-school activities you'd like to do with other children? Clubs like Scouts or 4-H?

### Part C. Categorize & Connect

**Time Frame:** 30 minutes

#### Materials for Lesson Plan:

- Copies of "Pictures of Health" worksheet
- Large piece of craft/butcher paper or poster board
- Yarn (one ball)
- Scissors (one pair for each student)
- Tape or glue sticks

How is wellness connected? Students take turns sticking different "Pictures of Health" on a big, wall-sized Wheel of Wellness, in the categories where they think they belong: Physical, Social or Mental/Emotional Health. If they choose more than one category, they can tape a piece of yarn to connect them on the Wheel.

#### Teacher Preparation:

Draw a huge circle on a piece of butcher paper and tape it to a wall or board. Draw three lines to divide the circle in thirds, following the Wheel of Wellness pattern. Cut a dozen or so pieces of yarn, about half the size of the radius of your circle.

#### **Instructions:**

1. Distribute copies of the "Pictures of Health" worksheet to students. Make sure each student has a pair of scissors.
2. Instruct them to cut out the squares on the worksheet to use for this activity.
3. Call on individual students to read out the words under each square. Pre-readers can try to guess the words, based on the pictures.
4. Explain the activity: They will take turns sticking their squares on the Wheel of Wellness, in the categories where they think they belong. If they choose more than one category, they can tape a piece of yarn to connect them on the Wheel.

#### **Discussion Points:**

- Last time we talked about the three parts of wellness. Today we're going to talk about how those parts are connected.
- After you finish cutting out your pictures, think about where you think they belong on the Wheel of Wellness.
- Let's start with some easy ones: Washing your hands. Where should that go? (**Physical**)
- Bananas. Where should that go? (**Physical**) Yes, eating nutritious food gives us energy to feel good and to work, run and play.
- How about "playing sports." Where should that one go?  
**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?

**Social?** Yes, that's right. Why is it both physical and social?

Come put your square in that section. Now take a piece of yarn to connect the two squares together. Use two pieces of tape.

- Do the same with the following, using the cut-out examples from your "Pictures of Health" worksheet:
- Cheering up a friend who's sad (mental/emotional + social)
- Deep breathing (mental/emotional + physical)
- Drinking water (physical + mental/emotional)
- Sleeping (physical + mental/emotional)
- Dancing (physical)
- Dancing with your grandmother (physical + social + mental/emotional)
- Running (physical + mental/emotional)
- Playing tag (physical + mental/emotional + social)
- Eating a balanced diet (physical + mental/emotional)
- Playing a board game (mental/emotional + social)
- Talking to a teacher about bullying (mental/emotional + social)
- Going to the school nurse (physical)
- Talking to the school adjustment counselor (mental/emotional)

### Part D. Make a Wellness Wand

**Time Frame:** 30 minutes

#### Materials for Lesson Plan:

- Yarn balls, a variety of colors
- String, ribbon or crepe paper may also be used
- Craft sticks (or coffee stirrers or real sticks will also do!)
- Scissors

This is similar to *Ojo de Dios*, a traditional Mexican craft that's been a popular activity at American summer camps for many years. The simple process of making this craft — a gentle, repetitive winding motion — is as appealing as the colorful end product. This requires fine-motor skills and coordination, as students hold their sticks in one hand while weaving with the other. Once they get the hang of it, most children find the activity satisfying and relaxing.

#### **Instructions:**

Model the following procedure to show students how to do it for the first time.

1. Cut a long piece of yarn, at least two arms' lengths.
2. Place one stick across the other in an X shape. Join them together by wrapping yarn around the middle where they intersect.
3. You can make a knot at one end of your yarn to start, or just tuck the end under the yarn as you wrap.
4. Do a few wraps in one direction, and then do a few wraps in the other direction to keep your sticks in place.
5. Once you get into the groove, it's easy! Keep going as long as you like.
6. You can switch colors of yarn or add different weaving materials as you go.
7. Tie a knot to secure your yarn when you're finished and leave enough of a "tail" to hang it in a window if you like.

**Teacher Reference:**

Why is it called a Wellness Wand? Because it has separate parts, all connected together. It's a way to remind us that our thoughts and feelings and relationships with people affect our physical health, and vice versa. And it's a fun craft to do when you're feeling bored or worried or over-excited because it helps you focus and be calm. Psychologists refer to the groove one gets into while knitting and doing similar crafting activities as "flow" — that brief period of time when you are so absorbed by an activity that you forget any worries.

**Family Connection:**

Make your own Wellness Wands at home. See the instructions in the Worksheets & Downloads section at the end of this lesson plan.

**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 1. Demonstrate competency in a variety of motor skills and movement patterns.

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

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

**Common Core Standards | Math > Geometry****Reason with shapes and their attributes:**

CCSS.MATH.CONTENT.1.G.A.1 - Distinguish between defining attributes versus non-defining attributes; build and draw shapes to possess defining attributes

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

CCSS.ELA-LITERACY.SL.1.1 - Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.1.1.A - Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.1.1.B - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

CCSS.ELA-LITERACY.SL.1.1.C - Ask questions to clear up any confusion about the topics and texts under discussion.

CCSS.ELA-LITERACY.SL.1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

CCSS.ELA-LITERACY.SL.1.3 - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

**Presentation of Knowledge and Ideas:**

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

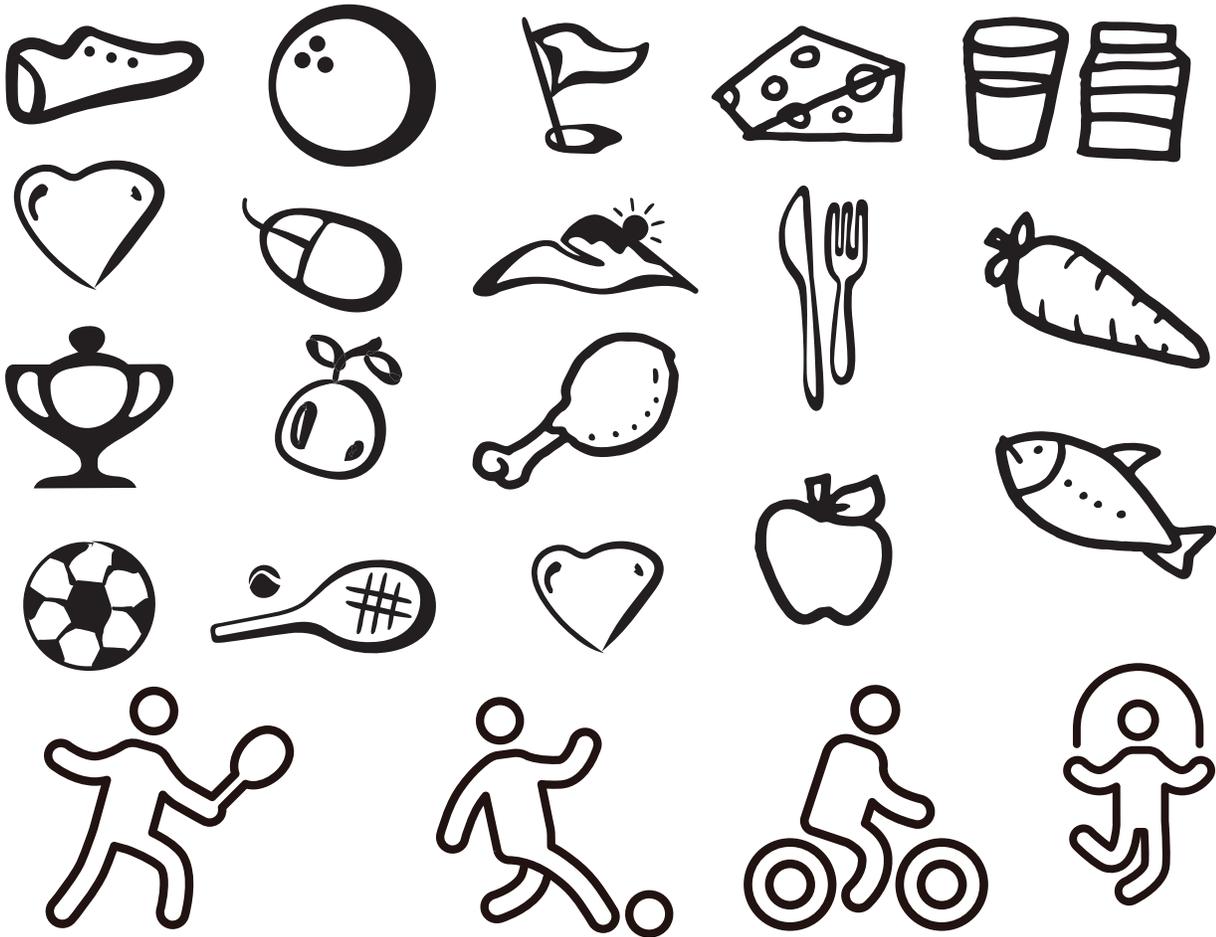
CCSS.ELA-LITERACY.SL.1.5 - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Worksheets & Downloads:

# Wheel of Wellness



# Decorate Your Wheel of Wellness



Cook

Read

HIKE

Doodle

**RUN**

Sing

music

PLAY

ARTS & CRAFTS

SHARE

Draw

laugh

WALK

Dance

play tag

SHOOT  
HOOPS

Play An  
Instrument

**Family Connection: Home Activity Make a Wellness Wand****Materials for Lesson Plan:**

- Yarn balls, a variety of colors
- String, ribbon or crepe paper may also be used
- Craft sticks (or coffee stirrers or real sticks will also do!)
- Scissors

This is similar to *Ojo de Dios*, a traditional Mexican craft that's been a popular activity at American summer camps for many years. The simple process of making this craft — a gentle, repetitive winding motion — is as appealing as the colorful end product. This requires fine-motor skills and coordination, as you hold your sticks in one hand while weaving with the other. Once you get the hang of it, we hope you'll find the activity satisfying and relaxing.

**Instructions:**

1. Cut a long piece of yarn, at least two arms' lengths.
2. Place one stick across the other in an X shape. Join them together by wrapping yarn around the middle where they intersect.
3. You can make a knot at one end of your yarn to start, or just tuck the end under the yarn as you wrap.
4. Do a few wraps in one direction, and then do a few wraps in the other direction to keep your sticks in place.
5. Once you get into the groove, it's easy! Keep going as long as you like.
6. You can switch colors of yarn or add different weaving materials as you go.
7. Tie a knot to secure your yarn when you're finished and leave enough of a "tail" to hang it in a window if you like.
8. Give one to a friend, relative or neighbor to hang in their window. (That's good for your social health and for theirs as well.)

**Note to Parents and Caregivers:**

At school your children are learning about wellness. We now recognize that wellness is made up of three main parts: physical health, social health, and mental/emotional health. All of these parts are important — and interconnected!

The Wellness Wand craft project is one of the simpler activities we're doing in this unit. Why is it called a Wellness Wand? Because it has separate parts, all connected together. It's a way to remind us that our thoughts and feelings and relationships with people affect our physical health, and vice versa. And it's a fun craft to do when you're feeling bored or worried or over-excited because it helps you to focus and be calm. Psychologists refer to the groove one gets into while knitting and doing similar crafting activities as "flow" — that brief period of time when you are so absorbed by an activity that you forget any worries. Adults enjoy this type of activity just as much as kids!



## LESSON PLAN B

# Thoughts & Feelings

**Time Frame:** Four 40-minute sessions

### Learning Objectives:

- Learn to recognize their emotions.
- Identify many different feelings.
- Begin to develop strategies for managing their behavior.
- Demonstrate healthy ways to communicate needs, wants and feelings.
- Reflect on how the decisions we make have a positive or negative impact on our health.

### Materials for Lesson Plan:

- Copies of “Draw Your Feelings” worksheet
- Copies of “Make Your Own Emojis” worksheet
- Pencils, colored pencils, black and colored markers
- Paper for writing exercise in extension (Grade 2)
- Colored construction paper: Red, Blue, Yellow, Green
- Stapler and tape
- Books (see individual activities)

### Overview:

We can promote good physical health through exercise, diet and sleep. How do we promote mental health/wellness? We can start during the elementary school years to build a strong foundation and to encourage students to talk about their feelings. 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. Express Your Feelings (Grades K–1)

**Time Frame:** 40 minutes

### Materials for Lesson Plan:

- Book: *Feelings* by Todd Parr (one copy for read-aloud)
- Copies of “Draw Your Feelings” worksheet
- Pencils and colored pencils

Children need to learn how to identify their feelings before they can learn how to manage them. Reading one of these recommended books is a great way to start.

**Instructions:**

**Part 1. “Feelings” Book Read-Aloud**

Read the book aloud to the class one time. Be sure to hold up each page while reading so children can see the pictures. Then read it a second time but stop after the word “feel” on each page and ask the students to fill in the blanks by saying the words out loud.

*Feelings* by Todd Parr

- Sometimes I feel silly.*
  - Sometimes I feel cranky.*
  - Sometimes I feel scared.*
  - Sometimes I feel like standing on my head.*
  - Sometimes I feel like reading a book under the covers.*
  - Sometimes I feel like celebrating my birthday (even though it’s not today).*
  - Sometimes I feel brave.*
  - Sometimes I feel like looking out the window all day.*
  - Sometimes I feel like dancing.*
  - Sometimes I feel like making mud pies.*
  - Sometimes I have a tummy ache.*
  - Sometimes I feel like holding hands with a friend.*
  - Sometimes I feel lonely.*
  - Sometimes I feel like yelling really loud.*
  - Sometimes I feel like staying in the bathtub all day.*
  - Sometimes I feel like trying something new.*
  - Sometimes I feel like dressing up.*
  - Sometimes I feel like doing nothing.*
  - Sometimes I feel like camping with my dog.*
  - Sometimes I feel like crying.*
  - Sometimes I feel like eating pizza for breakfast.*
  - Sometimes I feel like kissing a sea lion.*
  - Sometimes I feel like a king.*
- No matter how you feel, don’t keep your feelings to yourself. Share them with someone you love.*

**Part 2. Draw Your Feelings**

Now pass out copies of the “Draw Your Feelings” worksheet. Tell students to draw faces in each square. For the two blank ones, they can choose whatever emotion they like.

|                            |                             |                            |
|----------------------------|-----------------------------|----------------------------|
| Sometimes<br>I feel happy. | Sometimes<br>I feel scared. | Sometimes<br>I feel _____. |
|                            |                             |                            |
| Sometimes<br>I feel sad.   | Sometimes<br>I feel mad.    | Sometimes<br>I feel _____. |
|                            |                             |                            |

Draw Your Feelings

See full-size version in “Worksheets & Downloads” at the end of this lesson plan. This worksheet can be used with other books as well, or on its own.

**Other Recommended Books:**

*Today I Feel Silly: And Other Moods That Make My Day* by Jamie Lee Curtis  
Helps kids explore, identify and even have fun with their ever-changing moods.  
(Grade Level: Pre-K–3)

*Visiting Feelings* by Lauren Rubenstein  
(Grade Level: K–3)

*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 B. Make-Your-Own Emojis (Grades 1–2)**

**Time Frame:** 40 minutes

**Materials for Lesson Plan:**

- Copies of “Make Your Own Emojis” worksheet
- Pencils, colored pencils and markers
- Paper for writing exercise in extension (Grade 2)

**Instructions:**
**Part 1. Draw and Color**

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. When you finish, color them in and create more detail with markers or colored pencils. Take pictures of your favorites with a class camera or your own [optional: teacher’s discretion].

**Part 2. Discussion: “When you’re feeling blue, what can you do?”**

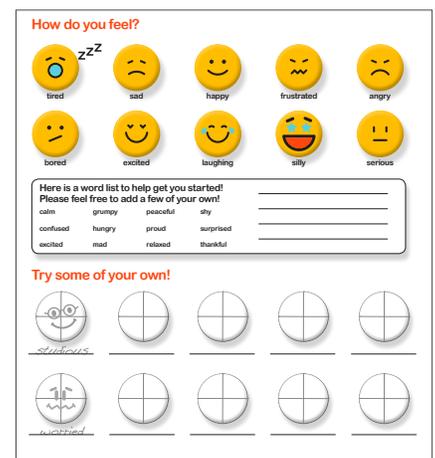
Lead the class in a brainstorming session to come up with ideas about how to deal with different feelings.

Begin with this phrase: When I feel \_\_\_\_\_, I can...

Write down a list of ideas for each emotion on the board. Give prompts from these examples.

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

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



Make-Your-Own Emojis

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:**

Write this phrase at the top of the piece of paper, fill in the blank, and then draw a picture to illustrate your ideas.

**Part C. Color Monster / Mood Meter Board**

**Time Frame:** 40 minutes

**Materials for Lesson Plan:**

- Colored construction paper: Red, Blue, Yellow, Green
- Stapler and black marker
- Photocopies of students’ emoji sheets or “Draw Your Feelings” worksheets from Activities A and B
- Book: *The Color Monster: A Pop-Up Book of Feelings* by Anna Lienas

**Part 1. Make a Mood Meter Bulletin Board**

**Teacher Notes:**

If you don’t have room available on your bulletin board, make a poster instead. Some teachers may already use mood meters in their classrooms. Some may follow a system like the RULER one developed at Yale Center for Emotional Intelligence, where others may use a less formal one. RULER helps teachers and students to Recognize, Understand, Label, Express and Regulate emotions.

**Teacher Preparation:**

Make this simple bulletin board/poster before class. Write these four words as main titles for each square, leaving room to add related feelings words in smaller print.



**Instructions:**

1. Explain the four colors of the bulletin board and how they reflect different moods.
2. Add a few more words to the board, like “Tired” (blue), “Worried” (red), “Excited” (yellow) and “Content” (green).
3. Then ask, “How are you feeling today?”
4. Pass out copies of student’s worksheets from Activities A and B and ask them to choose one face that shows how they’re feeling today. Ask them to cut out the picture and tape or glue-stick it on the bulletin board.

## Part 2. “The Color Monster”

Read *The Color Monster* book aloud to the class. Take time to show each picture to the students. Follow with discussion questions, using the suggested ones below as a guide.

*The Color Monster: A Pop-Up Book of Feelings* by Anna Lienas

By illustrating such common emotions as happiness, sadness, anger, fear and calm, this sensitive book gently encourages young children to open up with parents, teachers and daycare providers. (Grade Level: Pre-K–Grade 2)

### Discussion Questions:

- This monster has a lot of strong feelings. How many can you name?
- Which of those feelings do you like? Which of those feelings do you *not* like?
- What do you do when you feel happy? What do you do when you feel sad?
- What helps you feel better when you’re feeling sad, mad or worried about something?
- At the end of class ask students: How are you feeling now? Are you feeling different than when you started class? Would you like to choose a different face to put up on the board?

### Extension:

Ask students to choose a feeling word and illustrate it in their own way. They can make their own monster, choose a setting like home or school, and show how it expresses its emotion. Then they may display it on the Mood Meter board if they like.

## Part D. I’m Okay, You’re Okay

**Time Frame:** 40 minutes

### Materials for Activity:

- Book: *It’s Okay to Be Different* by Todd Parr
- Paper and pencils for students
- Whiteboard, blackboard or chart paper for teacher

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. “It’s Okay to Be Different” Read-Aloud

Read this book aloud to the class:

*It’s Okay to Be Different* by Todd Parr

(Theme: Social awareness and acceptance of others)

*It’s okay to need some help.* (blind girl with seeing-eye dog)

*It’s okay to have a different nose.* (elephant with trunk)

*It’s okay to be a different color.* (different color stripes)

*It’s okay to have no hair.*

*It’s okay to have big ears.* (rabbit)

*It’s okay to have big wheels.* (boy in wheelchair)

*It's okay to be small, medium, large or extra-large.*  
*It's okay to wear glasses.*  
*It's okay to talk about your feelings.*  
*It's okay to eat macaroni and cheese in the bathtub.*  
*It's okay to say no to bad things.*  
*It's okay to come from a different place. (alien in flying saucer)*  
*It's okay to be last. (finish line at race)*  
*It's okay to dance by yourself.*  
*It's okay to have a pet worm.*  
*It's okay to be proud of yourself.*  
*It's okay to have different moms, it's okay to have different dads.*  
*It's okay to be adopted.*  
*It's okay to have an invisible friend.*  
*It's okay to do something nice for someone.*  
*It's okay to lose your mittens.*  
*It's okay to get mad.*  
*It's okay to do something nice for yourself.*  
*It's okay to help a squirrel collect nuts.*  
*It's okay to have different kinds of friends.*  
*It's okay to make a wish.*  
*It's okay to be different. You are special and important just the way you are.*

## **Part 2. Discussion: Diversity and Acceptance of Others**

All of us share differences and similarities. In our classroom and across the world, let's see what makes us different from one another, and what makes us the same.

- Raise your hand if you're left-handed.
- Raise your hand if you're right-handed.
- Raise your hand if you wear glasses.
- Raise your hand if someone in your family wears glasses.
- Raise your hand if you have a pet worm.
- Raise your hand if you know someone who speaks a different language.
- Raise your hand if you've ever helped someone who felt different or left out.
- Can you share your example?
- Which part did you like best?
- Which part reminded you of you?
- What makes us all different?
- What makes us all the same?

## **Part 3. Brainstorming Exercise: Similarities and Differences**

1. Divide the class into four small groups.
2. Have two groups brainstorm and make a list of **differences** — things or characteristics that make people different.
3. Have two other groups make a list of things of **similarities** — things or characteristics that make people the same.
4. Spend a minute or two with each group, helping to facilitate their brainstorming and to write down their ideas.
5. Have all groups come together to present their list to the class. Make a master list of all the ideas on a board or flipchart.

**Teacher Reference:**

Video: ["It's Okay to Be Different"](#)

**Additional Book Recommendations:**

[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)

**Extension:**

Explore diversity and differences through food! The following book and video are a wonderful way to open up discussion and open students' eyes to the rich cultural diversity of foods and traditions in our country.

[Everybody Cooks Rice](#) by Norah Dooley

A child is sent to find a younger brother at dinnertime and is introduced to a variety of cultures through encountering the many different ways rice is prepared at the different households visited.

Video: ["Let's Eat Dinner"](#) | Everyday Learning

It's fun to try new foods with a friend! Follow our narrator as she tries traditional dinners with families from Kenya, Japan, and Lebanon. This animation teaches students about friends and foods from other world cultures, helping them recognize that diversity exists, and that people differ in language, dress, food, and more!

**Family Connection:**

Start a "Feelings Journal" at home for writing and drawing. Watch this for inspiration:

Video: [Exploring Feelings](#) | Adventures in Learning, PBS Kids

If your child is hesitant to talk about their feelings, ask them to draw you a picture instead. Creative activities like drawing can help your child express and manage difficult emotions. After asking, "How was your day?" ask, "Can you draw me a picture about your day, too?" Here are some other prompts:

- What helps you feel brave?
- What helps when you are sad?
- What helps you when you are worried?
- What makes you feel happy?

**Community Connection:**

Draw pictures of flowers, rainbows and other cheerful things and deliver them to a local senior center or community outreach center. Bring some Wellness Wands as well!

**Additional Resources | "Thoughts & Feelings" Lesson Plan:**

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

[www.mentalhealthamerica.net/every-child-needs](http://www.mentalhealthamerica.net/every-child-needs)

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

Standard 1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 3. Students will demonstrate the ability to access valid information, products, and services to enhance health.

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

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

Standard 8. Students will demonstrate the ability to advocate for personal, family, and community health.

## **Common Core Standards > English Language Arts > Reading: Literature**

### **Key Ideas and Details:**

CCSS.ELA-LITERACY.RL.K.K.1 - With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RL.K.K.2 - With prompting and support, retell familiar stories, including key details.

CCSS.ELA-LITERACY.RL.K.K.3 - With prompting and support, identify characters, settings, and major events in a story.

CCSS.ELA-LITERACY.RL.2.3 - Describe how characters in a story respond to major events and challenges.

**Craft and Structure:**

CCSS.ELA-LITERACY.RL.1.4 - Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

### **Integration of Knowledge and Ideas:**

CCSS.ELA-LITERACY.RL.1.7 - Use illustrations and details in a story to describe its characters, setting, or events.

CCSS.ELA-LITERACY.RL.1.9 - Compare and contrast the adventures and experiences of characters in stories.

### **Range of Reading and Level of Text Complexity:**

CCSS.ELA-LITERACY.RL.K.10 - Actively engage in group reading activities with purpose and understanding.

## **Common Core Standards > English Language Arts > Speaking & Listening**

### **Comprehension and Collaboration:**

CCSS.ELA-LITERACY.SL.1.1 - Participate in collaborative conversations with diverse partners about grade appropriate topics and texts with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.1.1.A - Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.1.1.B - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

CCSS.ELA-LITERACY.SL.1.1.C - Ask questions to clear up any confusion about the topics and texts under discussion.

CCSS.ELA-LITERACY.SL.1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

CCSS.ELA-LITERACY.SL.1.3 - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

### **Presentation of Knowledge and Ideas:**

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 &amp; Downloads:

# “Draw Your Feelings” Worksheet

|                                    |                                     |                                    |
|------------------------------------|-------------------------------------|------------------------------------|
| <b>Sometimes<br/>I feel happy.</b> | <b>Sometimes<br/>I feel scared.</b> | <b>Sometimes<br/>I feel _____.</b> |
|                                    |                                     |                                    |
| <b>Sometimes<br/>I feel sad.</b>   | <b>Sometimes<br/>I feel mad.</b>    | <b>Sometimes<br/>I feel _____.</b> |
|                                    |                                     |                                    |

# 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  |

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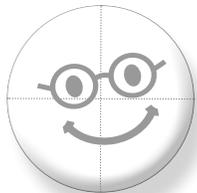


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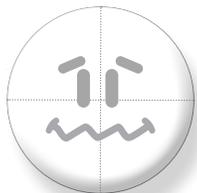
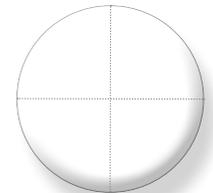
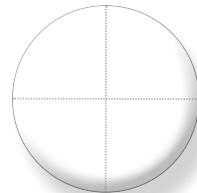
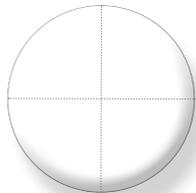
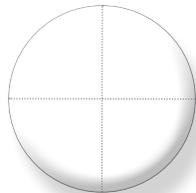


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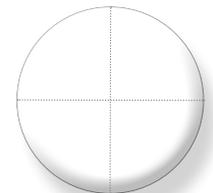
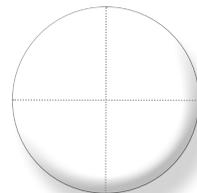
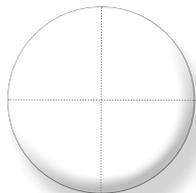
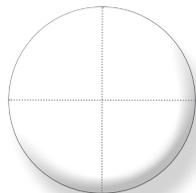
Try some of your own!



*studious*



*worried*





## LESSON PLAN C

# Every Choice Counts

**Time Frame:** Three 40-minute sessions

### Learning Objectives:

- Learn why decision-making is important.
- Identify the pros and cons of different choices and their consequences.
- Demonstrate ways to respond in an unwanted, threatening or dangerous situation.
- Demonstrate ways to tell a trusted adult if threatened or harmed.

### Materials for Lesson Plan:

- Copies of the Decision-Making Map worksheet
- Pencils and paper
- Books (see individual activities)

### 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.

### Part A. The Power to Choose

**Time Frame:** 40-minute session

### Materials for Activity:

- Book: *What Should Danny Do?*
- See alternate book choices below

### **Instructions:**

Read this interactive decision-making book aloud to the class:

*What Should Danny Do?* by Adir & Ganit Levy (Grade Level: K–2)

Written in a “Choose Your Own Story” style, the book follows Danny, a Superhero-in-Training, through his day as he faces choices that kids face on a daily basis. Each choice leads to a different story, and there are nine possible endings.

Explain what you're about to read: Danny's a superhero in training. His most important super power is his "Power to Choose." As he says, "I can change my day by making different choices." Encourage students to participate whenever there's a decision to be made. Tell kids that they, too, have Danny's super power: The "Power to Choose"!

**Discussion Guide: Choose Wisely!**

What should Danny do?

- Eat the pancakes from the alphabet plate? Or yell until he gets the Ninja plate?
- What are the consequences of each choice?

What should Danny do?

- Stomp really hard on Charlie's foot? Or tell Charlie that isn't nice.
- What are the consequences of each choice?

What should Danny do?

- Knock the race car set over? Or play with Charlie?
- What are the consequences of each choice?

What about you? Do you have a super power? (Elicit answers.)

- Yes, those are good examples. And what's one super power you all share?
- You, too, have Danny's super power: The "Power to Choose"!

If you choose to read a different book, make the read-aloud interactive by stopping at key points in the story to elicit responses. Ask students to identify challenges, choices and consequences (positive and negative) at each point.

**Teacher Reference:**

Watch this sample reading of the book from the publisher website.

[Video: Sample Reading from \*What Should Danny Do?\*](#)

**More Books About Choices & Consequences:**

[What If Everybody Did That?](#) by Ellen Javernick

[Two Bad Ants](#) by Chris Van Allsburg

[Alexander and the Terrible, Horrible, No Good, Very Bad Day](#) by Judith Viorst

**Part B. Tales With Two Endings**

**Time Frame:** Two 40-minute sessions

**Materials for Activity:**

- Copies of the Decision-Making Map worksheet (one per student)
- Pencils and one sheet of plain or ruled paper per student
- Fairy Tale Books: *Little Red Riding Hood* and *Goldilocks and the Three Bears* (optional)

Your main character faces a problem and must stop, think and decide what to do. What are the choices and consequences? In this activity, students brainstorm choices and learn to weigh the pros and cons of a decision, using familiar fairy tales as a backdrop.

You may choose to read the complete fairy tales to the class, time permitting, or just read the summaries below.

### **Part 1. Making Choices: Little Red Riding Hood**

**Summary of Story:** Little Red Riding Hood’s mother tells her to take food to her grandmother, who is sick. Her mother warns her daughter to stay on the path through the woods and go straight to her grandmother’s house. Although the young girl plans to obey her mother, she meets a wolf in the woods who tricks her. She stops to talk to the wolf and soon forgets her mother’s warning. He asks her where she’s going, and she tells him she’s going to visit her ill grandmother — and tells him where she lives. The wolf tricks her into stopping to pick some flowers. In the meantime, he runs to the house and disguises himself as the granny. It takes the girl a while to realize that the furry creature wearing her granny’s clothing is really a wolf who wants to eat her up! Luckily, she escapes just in time.

#### **Instructions:**

1. Pass out copies of the Decision-Making Map to each student. Tell them this can be used as reference while they think and talk about choices and consequences.
2. Read a summary or a full storybook version of *Little Red Riding Hood* to the class.
3. Then draw a map of the character’s journey on the chalkboard. It can be a simple line from point A (the girl’s house) to point B (her granny’s house). Mark an X on the spot where she meets the wolf. Now draw a line off the path to the field of flowers.
4. Ask the class: Can you point to the place where the girl faces her first challenge? [This is the point where she stops to talk to the wolf.] Let’s make a stop sign right there. This is where she met the wolf. [Draw a stop sign.]
5. When we face a problem or a challenge, we need to stop and think. Did Little Red Riding Hood stop? (Yes, she did.) But did she think? (No, she did not.) When the wolf asked her a question, she answered right away. So, let’s make a sign that says “Think” right after the stop sign. [Draw a sign that says “Think” on the board and tell students to draw one on their Roadmaps as well.]

[Wait until everyone has finished drawing their THINK signs on their Decision-Making Roadmaps.]

6. Now, when she encountered the wolf, what were her choices? [Ask for suggestions.]
7. What could she have done differently to change the outcome of the story? [Ask for suggestions.]
8. Possible answers: She could have told the wolf she wasn’t allowed to talk to strangers and then kept walking. She could have run away into the woods. She could have called the police. (But wait, she didn’t have a phone!)
9. At the end of the discussion, ask students: What should she have done when she came home? What were her choices?
10. Possible answers: a) Tell her mother everything. b) Don’t tell her mother because she would worry or get mad. c) Tell her mother the truth and then also call the police. d) Anything else? e) Tell her teacher at school the next day so he/she knows why she might be upset. f) And tell the school nurse too if she has a tummy ache. A week later she might still be scared and worried about the wolf. She might be having nightmares and feel anxious. What should she do then? g) Talk to the adjustment counselor.
11. Talking about your feelings is a healthy thing to do — and makes you feel better. That way, you can move on to the next step: Finding ways to calm yourself down when you’re feeling worried or “stressed.”

## Part 2. Pros & Cons: Goldilocks and the Three Bears

### Summary of Story:

A little bear, a middle-sized bear and a big bear live together in a house in the woods. Each of these bears has his own porridge bowl, chair and bed. One day they make porridge for breakfast, but it's too hot to eat, so they take a walk in the woods while their porridge cools. A girl named Goldilocks approaches the bears' house. She looks through a window, peeps through the keyhole, and lifts the latch. Assured that no one is home, she walks in. Goldilocks eats the little bear's porridge, then settles into his chair and breaks it. Prowling about, she finds the bears' beds and falls asleep in the little bear's bed. Then the bears return. The little bear finds his empty bowl, his broken chair and the girl in his bed. He cries, "Somebody has been lying in my bed, and here she is!" Goldilocks wakes up, jumps out the window and is never seen again. The End

### Introduction:

Begin this activity with a question: Raise your hand if you've ever been told to "make good choices" or "smart choices." What does that mean? Can you give an example? (e.g., wearing a helmet when you ride a bike, not filling up on candy right before dinner, always telling an adult where you're going)

In this activity, we're going to focus on the story of someone who's not very good at making decisions. It's someone from an old fairy tale you probably remember. Can you think of someone famous for making poor decisions? Someone with blonde, curly hair. That's right: Goldilocks!

Look at your Decision-Making Roadmaps and let's review the process. Each time we face a challenge, we must stop and think before making a decision.

In order to make a smart decision, we should think of our choices and then think of a positive and negative consequence for each one. Other terms to describe positive and negative consequences are:

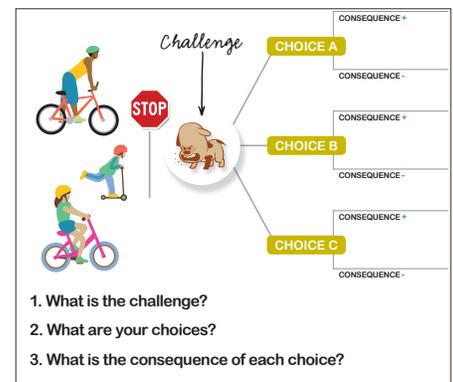
- Pros and cons
- Pluses and minuses (see the + and – signs on your Roadmap)
- For and against

Let's use "pros and cons" to keep things simple. Use "pros" to mean the positive consequences of a choice and "cons" to mean the negative consequences of a choice.

### Instructions:

Students will need their Decision-Making Map for this activity as well.

1. Read the summary above or a book version of the fairy tale to refresh your students' memories. Then tell students that their job is to "rewind the story" and help Goldilocks make some decisions at key points along the way.
2. Divide the class into two sections. Sit on the floor, space permitting, in two groups across from each other. Explain that they will take turns being the Pros group and the Cons group to discuss four challenges or decision-making points in the story.
3. Start with a tricky question: When does Goldilocks face her first big challenge? (The answer is not when she sees the bowls of porridge; it is when she goes to the house and finds out no one is home.) This is Challenge #1.
4. Challenge #1: Goldilocks goes to a stranger's house and sees no one is home. What should she do? Pros might say: Maybe she's lost or cold or



Decision-Making Map

- hungry. If there are no other houses nearby, this is the only place she can go to get warm and find food...
5. Give the groups approximately two minutes to discuss this among themselves. Then call on them to share their thoughts. **Repeat this procedure for each challenge.**
  6. Challenge #2: Goldilocks is very hungry. After entering the bears' house, she sees three bowls of porridge. Should she eat the porridge? Why or why not?
  7. The Pros group might come up with arguments like: It's good to share food with others; porridge is good for you (it's like oatmeal); the porridge will all be cold anyway by the time the bears get home. The Cons group might say: Breaking into a home is illegal; stealing is wrong; the porridge might be old and full of germs; if the bears come in and catch her they might eat her up!
  8. Now have the Pros and Cons switch roles for Decision Point #3 (chairs) and #4 (bed).
  9. At the end, ask: When it comes to decision-making, what do Goldilocks and Little Red Riding Hood have in common? (Answer: They do not STOP and THINK before they act!)
  10. Can you imagine a different outcome for each character based on making different choices? Can you come up with a different ending for one of the stories?

**Community Connection:** Invite a police officer or safety official to school to talk about age-appropriate risk-related decisions, like wearing bicycle helmets every time they ride and bike and wearing seatbelts every time they ride in a car. They can also address talking to strangers and who they should go to for help in different situations.

### **Standards Alignment | Students will:**

#### **National Health Education Standards**

Standard 1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 3. Students will demonstrate the ability to access valid information, products, and services to enhance health.

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

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

Standard 8. Students will demonstrate the ability to advocate for personal, family, and community health.

### **Common Core Standards > English Language Arts > Reading: Literature**

#### **Key Ideas and Details:**

CCSS.ELA-LITERACY.RL.K.K.1 - With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RL.K.K.2 - With prompting and support, retell familiar stories, including key details.

CCSS.ELA-LITERACY.RL.K.K.3 - With prompting and support, identify characters, settings, and major events in a story.

CCSS.ELA-LITERACY.RL.2.3 - Describe how characters in a story respond to major events and challenges.

Craft and Structure:

CCSS.ELA-LITERACY.RL.1.4 - Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

#### **Integration of Knowledge and Ideas:**

CCSS.ELA-LITERACY.RL.1.7 - Use illustrations and details in a story to describe its characters, setting, or events.

CCSS.ELA-LITERACY.RL.1.9 - Compare and contrast the adventures and experiences of characters in stories.

#### **Range of Reading and Level of Text Complexity:**

CCSS.ELA-LITERACY.RL.K.10 - Actively engage in group reading activities with purpose and understanding.

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

CCSS.ELA-LITERACY.SL.1.1 - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.1.1.A - Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.1.1.B - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

CCSS.ELA-LITERACY.SL.1.1.C - Ask questions to clear up any confusion about the topics and texts under discussion.

CCSS.ELA-LITERACY.SL.1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

CCSS.ELA-LITERACY.SL.1.3 - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

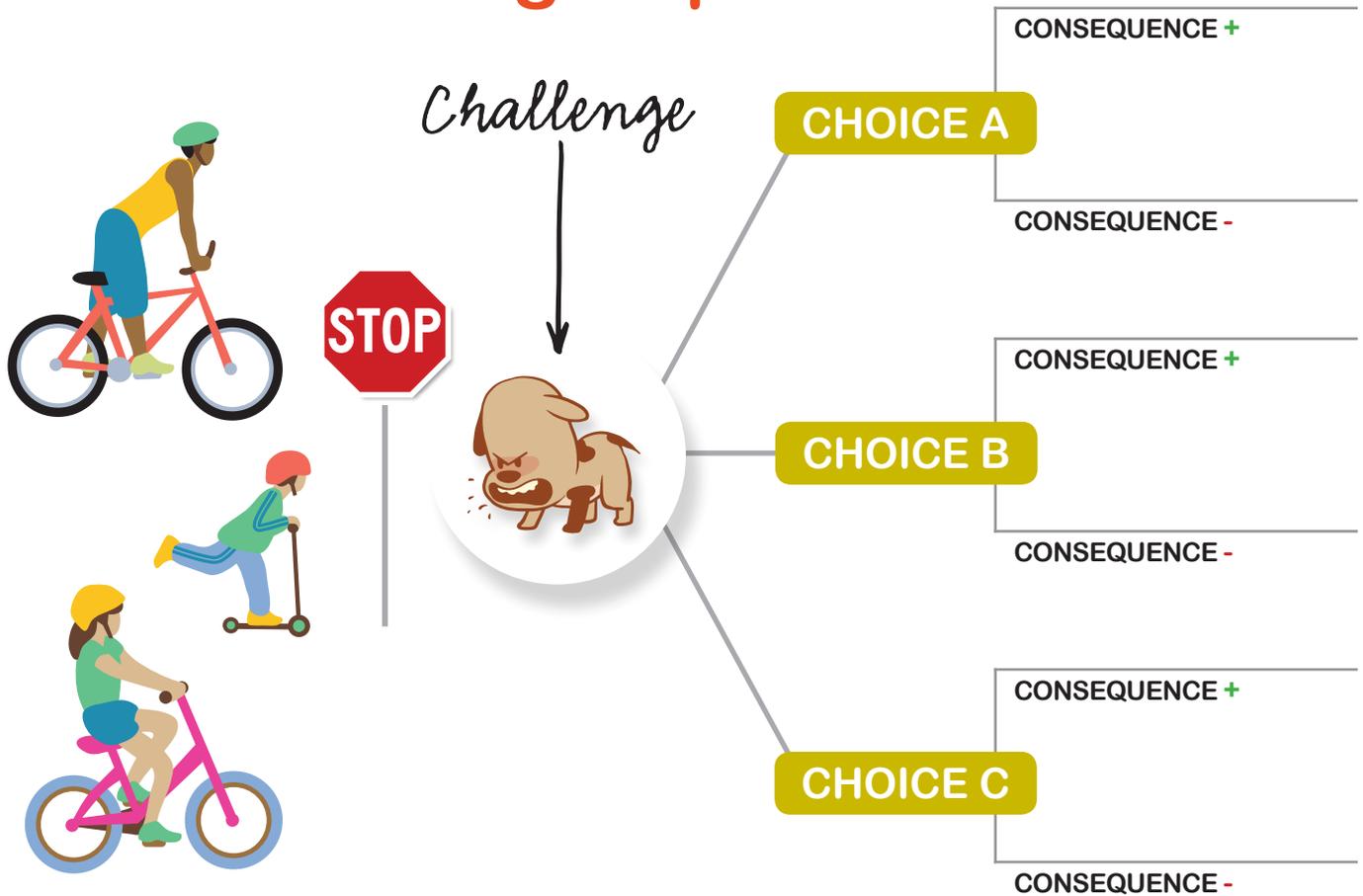
**Presentation of Knowledge and Ideas:**

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

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

Worksheets & Downloads:

# Decision Making Map



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



## LESSON PLAN D

# Be Your Own Goalie

**Time Frame:** Three 40-minute sessions

### Learning Objectives:

- Identify a short-term personal health goal and the action steps needed to achieve the goal.
- Identify who can help achieve a personal health goal.
- Demonstrate healthy practices and behaviors to maintain or improve personal health.
- Demonstrate behaviors that avoid or reduce health risks.
- Make choices that promote personal health.
- Encourage peers to make positive health choices.

### Materials for Lesson Plan:

- Copies of “60 a Day” worksheet
- Copies of “Water: Every Cup Counts” chart
- Copies of “Sleep: Every Hour Counts” worksheet
- Clock for tracking time
- Pitcher of water and cups for all students
- Pencils and colored pencils
- Computer with Internet access and projector (optional)

### Overview:

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

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

**Time Frame:** 40 minutes

### Materials for Activity:

- Copies of “60 a Day” chart (2-page chart)
- Pencils
- Clock for tracking time

**Part 1. Start your “60 a Day” chart!**

Give each student a copy of the “60 a Day” chart. Explain each section, read the sample activities in each list, and answer any questions. Encourage students to think about what physical activities they like to do and which new ones they’d like to try.

As an alternative, you may use this chart as reference and create a simpler chart to suit the needs of your students. Brainstorm different ways to track your 60 a day and solve math problems along the way. How many 10-minute chunks of time does it take to reach 60 minutes? How many 5-minute chunks of time?

**Part 2. Get moving!**

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. It has to be moderate to vigorous physical activity in order to count. (Speed walking vs. slow walking is an example.)

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!

**Family Connection:**

**Walk, Run & Play: 60 Minutes a Day!**

Send home blank copies of the “60 a Day” charts for students to share with their family members. Suggest they use these as reference and inspiration, and then make their own simple charts or checklists to keep at home. All you need is a piece of paper and a pencil!

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



**Walk, Run & Play. 60 minutes a day!**

| Aerobic  | Bone-Strengthening  | Muscle-Strengthening  | Weighting, Light   |
|--|---|---|--|
| <ul style="list-style-type: none"> <li>Bicycling riding</li> <li>Walking to School</li> <li>Rollerblading</li> <li>Basketball/Softball</li> <li>Swimming</li> <li>Soccer</li> <li>Dancing</li> </ul> | <ul style="list-style-type: none"> <li>Hopping, Skipping</li> <li>Jumping Rope</li> <li>Jogging/Running</li> <li>Tennis</li> <li>Jumping</li> <li>Baseball</li> <li>Volleyball</li> </ul> | <ul style="list-style-type: none"> <li>Tag of War</li> <li>Push-Ups</li> <li>Rope Climbing</li> <li>Sit-ups</li> <li>Swinging</li> <li>Gymnastics</li> <li>Tree Climbing</li> </ul> | <p>Activity</p> <p>Walking/Jogging</p> <p>Cardio/Other</p> <p>Supplies/Other</p> |

Activity

Activity

Activity

Activity

Activity

Activity

Activity

60 Minutes A Day

## **Part B. Stay Hydrated – Every Cup Counts!**

**Time Frame:** 40 minutes

### **Materials for Activity:**

- Pitcher of water and cups for all students
- Copies of “Water: Every Cup Counts” chart
- Pencils and colored pencils

Students fill in a chart to track daily goals for water consumption. Teacher notes 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.

### **Part 1. Discussion Points**

How many cups or glasses of water should we drink each day? Can you guess?

The answer is about 6–8 glasses per day for children your age. Does that sound like a lot or a little?

Our bodies and our brains need lots of water to keep working. If we don’t get enough water, we get tired and can’t focus well. We need water to do schoolwork, and we need water to play!

### **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.

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 an 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.

### **What about other beverages?**

Some drinks can count toward our 8 cups a day. Milk (or fortified soymilk) and 100% fruit juice can be substituted for some of our daily cups of water. We should aim for 3 cups of milk a day but no more than 1 cup of 100% fruit juice.

For younger children, it might be easier to just track cups of water. For older children, you might choose to add other options like M for milk and J for 100% fruit juice.

## Part 2. “Every Cup Counts” Activity

### Instructions:

1. Continue your discussion: 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.]
2. Now you can start filling in your “Every Cup Counts” chart. If you drank one cup of water, color in one box. If you drank two, color in two boxes.
3. Think about what you had for breakfast. Did you have a bowl of cereal with milk? Then write an M in one box.
4. Bring your chart home, hang it in your kitchen, and ask family members if they’d like you to make one for them! Bring it back to school after one week to share your results.

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

### 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.

### Teacher Reference:

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. Teachers can use this resource as a guide: [CDC: Water & Nutrition](#)

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.

### Family Connection:

#### Water: Every Cup Counts!

Send home blank copies of the Water Chart with students to share with family members and to keep at home for reference.

#### 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.

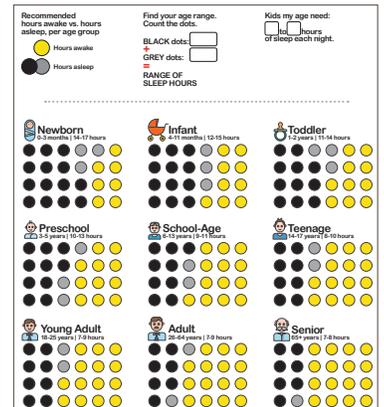
**Part C. Clock Your Sleep Time – Every Hour Counts!**

**Time Frame:** 40 minutes

**Materials for Activity:**

- Copies of “Sleep: Every Hour Counts” Worksheet
- Pencils
- Computer with Internet access and projector (optional)

The focus of this activity is a classroom challenge: Use a sleep chart to track how many hours you sleep each night for a week. Optional: Come up with a fun incentive. For instance, if you get enough points as a class, you’ll earn a pajama party! (Then plan a day when they can change into pajamas and play games and have healthy snacks.)



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 (6:30 am) |        |         |           |          |        |          |        |
| HOURS SLEPT           |        |         |           |          |        |          |        |

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

Clock Your Sleep Time

**Part 1. Discussion Points**

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

Engage in a discussion with your students, using the following main points as a guide:

Sleep is especially important for our brains.

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, your body might feel sore, and you might be slow or clumsy when trying to do sports and other activities. Even missing just one hour of sleep a night can cause problems.

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.

## Part 2. "Sleep Is Your Friend" Video

Watch this video with your class, and then follow up by asking the "true or false" questions in Part 3.

[Video: "Sleep Is Your Friend" | HealthBeat, PBS Learning\)](#)

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

Song Lyrics:

*Sleep comes when you're ready*

*When you're still, when you're cozy and calm*

*Ten hours a night makes your mind sharp, keeps you healthy and strong*

*Try turning off your electronics early*

*Keep the light low after dinner and then get ready to rest. . . .*

*Getting a good night's sleep helps me when I'm at school to pay attention and be creative too*

*Keeping a steady bedtime is easy as pie because I keep active and eat nutritious foods*

*My body has a rhythm and when I listen up it tells me what I already know. . . .*

*Ten hours a night makes you feel good, keeps you focused and helps your problems solve*

*Make sure you exercise in the daytime, avoid caffeine and big meals before bed*

*Get ready to rest, night time is the best, sleep is your friend*

## Part 3. True or False 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.

**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.

## Family Connection:

### Sleep: Every Hour Counts!

Make extra copies of the 2-page sleep chart for students to bring home and share with their families. Remind students they need to fill in their sleep times for one week and return that copy to class. The duplicate can stay at home as a visual reminder. Suggest students hang it on a refrigerator, bulletin board or table where they eat breakfast.

**Skip the Screen & Get More Sleep**

Watch the following video or PPT slide show as a family:

["Skip the Screen" Getting Healthy Together Easy Tips for Families](#) | 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 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 6. Demonstrate the ability to use goal-setting skills to enhance health.

Standard 8. Demonstrate the ability to advocate for personal, family, and community health.

**SHAPE America, National Physical Education Standards**

Standard 1. Discuss the relationship between physical activity and good health.

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 > Math > Measurement & Data****Classify objects and count the number of objects in each category:**

CCSS.MATH.CONTENT.K.MD.B.3 – Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

**Tell and write time:**

CCSS.MATH.CONTENT.1.MD.B.3 – Tell and write time in hours and half-hours using analog and digital clocks.

**Represent and interpret data:**

CCSS.MATH.CONTENT.1.MD.C.4 – Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

**Common Core Standards > English Language Arts > Reading: Informational Text****Key Ideas and Details:**

CCSS.ELA-LITERACY.RI.1.1 – Ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RI.1.2 – Identify the main topic and retell key details of a text.

CCSS.ELA-LITERACY.RI.1.3 – Describe the connection between two individuals, events, ideas, or pieces of information in a text.

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

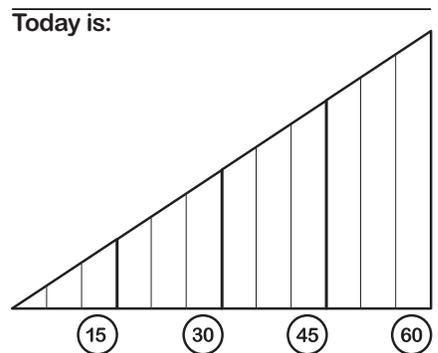
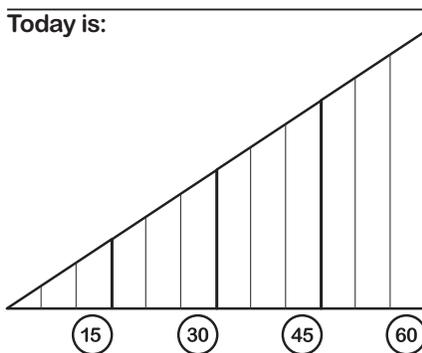
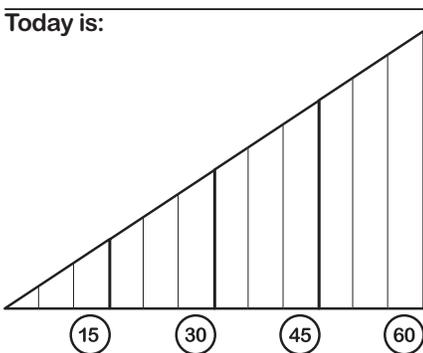
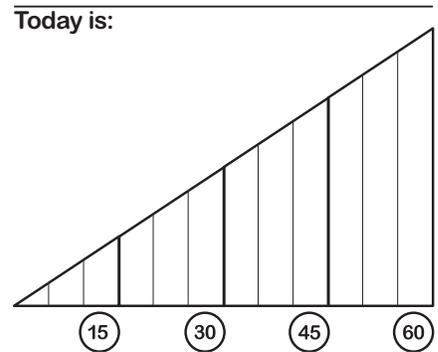
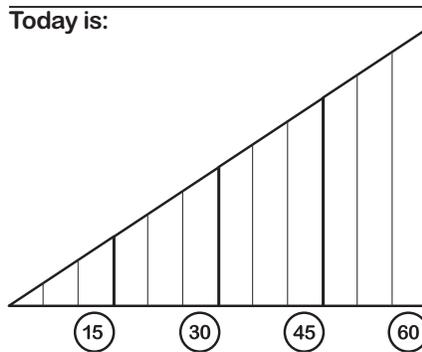
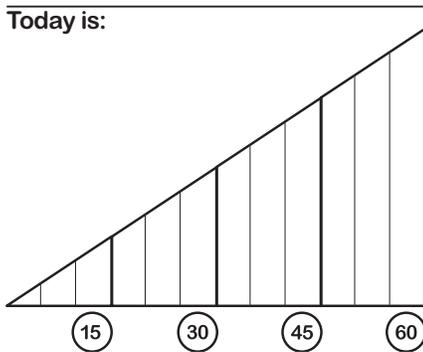
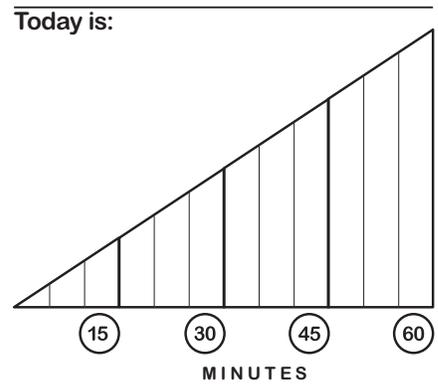
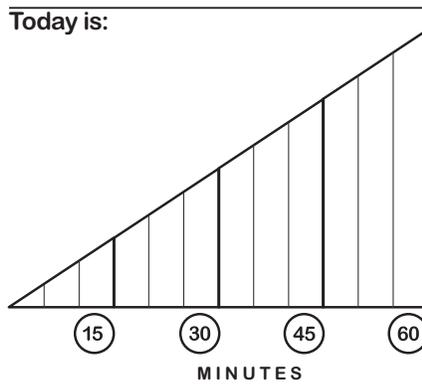
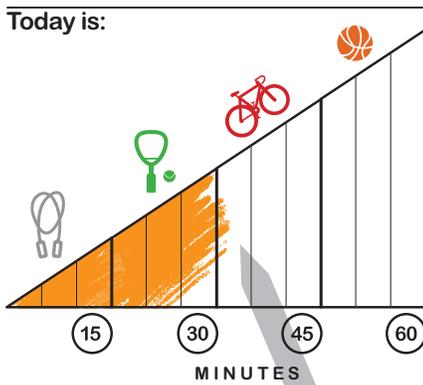
CCSS.ELA-LITERACY.SL.1.1 – Participate in collaborative conversations with diverse partners about grade appropriate topics and texts with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.1.1.A – Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.1.1.B – Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.

Worksheets & Downloads:

# Walk, Run & Play. 60 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*

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| Activity            | minutes                         |  |  |  |
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| <i>climbed tree</i> | <input type="text" value="23"/> | <input type="checkbox"/>  | <input type="checkbox"/>  | <input checked="" type="checkbox"/>   |
| <i>hop-scotch</i>   | <input type="text" value="30"/> | <input type="checkbox"/>  | <input checked="" type="checkbox"/>   | <input type="checkbox"/>  |
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# Water: Every Cup Counts

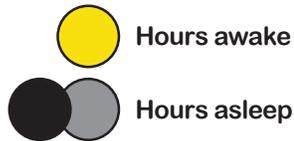
Name: \_\_\_\_\_

| Cups | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|------|--------|---------|-----------|----------|--------|----------|--------|
| 8    |        |         |           |          |        |          |        |
| 7    |        |         |           |          |        |          |        |
| 6    |        |         |           |          |        |          |        |
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| 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:

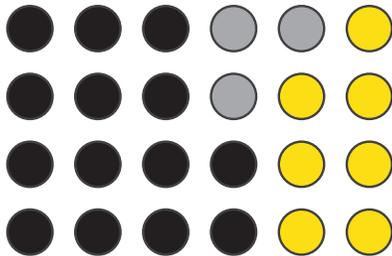
+ GREY dots:

= RANGE OF SLEEP HOURS

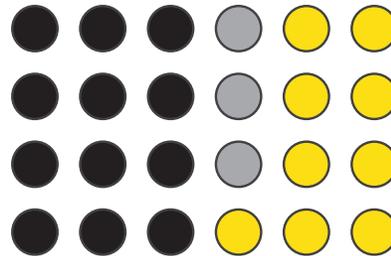
Kids my age need:

to  hours of sleep each night.

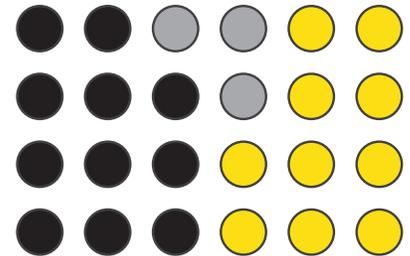
 **Newborn**  
0-3 months | 14-17 hours



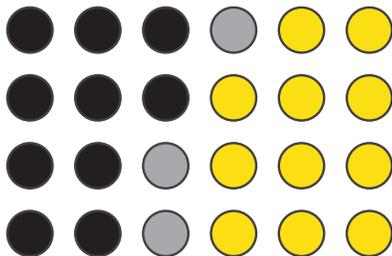
 **Infant**  
4-11 months | 12-15 hours



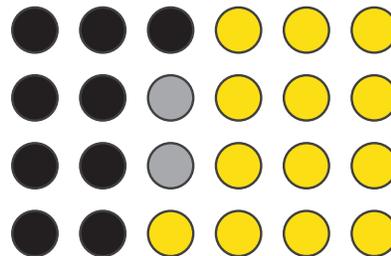
 **Toddler**  
1-2 years | 11-14 hours



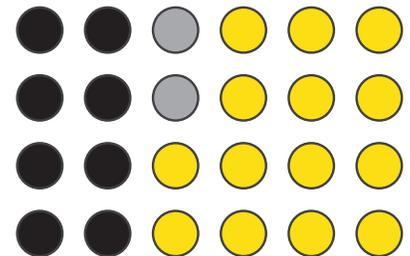
 **Preschool**  
3-5 years | 10-13 hours



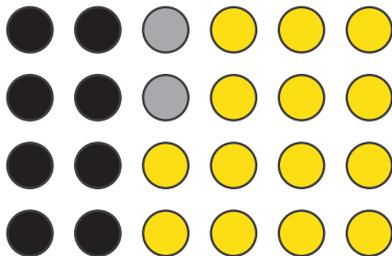
 **School-Age**  
6-13 years | 9-11 hours



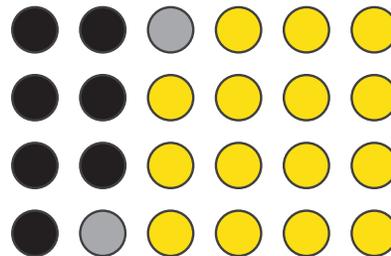
 **Teenage**  
14-17 years | 8-10 hours



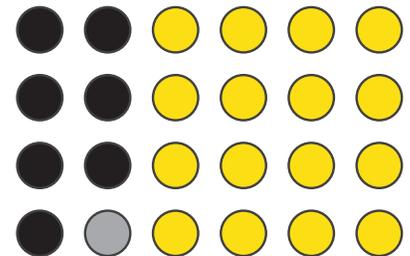
 **Young Adult**  
18-25 years | 7-9 hours



 **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 |
|---|---------|---------|-----------|----------|--------|----------|--------|
| <br><b>TIME TO BED</b> | 8:30 pm |         |           |          |        |          |        |
| <br><b>WAKEUP TIME</b> | 7:30 am |         |           |          |        |          |        |
| <br><b>HOURS SLEPT</b> | //      |         |           |          |        |          |        |



|   | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|---|--------|---------|-----------|----------|--------|----------|--------|
| <br><b>TIME TO BED</b> |        |         |           |          |        |          |        |
| <br><b>WAKEUP TIME</b> |        |         |           |          |        |          |        |
| <br><b>HOURS SLEPT</b> |        |         |           |          |        |          |        |



## LESSON PLAN A

# Fill Your Plates

**Time Frame:** Three 40-minute sessions

### Learning Objectives:

- Identify the five food groups and give examples of foods in each.
- Explain how healthy eating is part of overall wellness.
- Understand ideas and actions that promote health and prevent disease.
- Explain the importance of eating fruits and vegetables of every color for good health.
- Make and reflect on goals related to personal health.
- Understand that foods have nutrients that help us grow and stay healthy.
- Create a healthy meal plan that includes foods from each food group.

### Materials for Lesson Plan:

- Copies of MyPlate coloring page
- Copies of Meal Planning clip art page
- Crayons or colored pencils: red, orange, green, purple, blue (required for plate); other colors to supplement for pictures of food
- Scissors
- Letter size envelopes (for clipart food items)
- MyPlate placemats and food cut-outs from Activity A
- Computer with Internet access (Optional)
- Projector (Optional)
- Food items for Mini-Plate Snack (see below)
- Paper plates and paper cups
- Copies of lyrics to the “Alive With Five Groups” song

### Overview:

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

## Part A. Make-Your-Own Plate

**Time Frame:** 40 minutes

### Materials for Activity:

- Copies of MyPlate coloring page
- Copies of Meal Planning clip art page
- Crayons or colored pencils: red, orange, green, purple, blue (required for plate); other colors to supplement for pictures of food
- Scissors
- Letter size envelopes (for clipart food items)

### Instructions:

1. Show the [MyPlate graphic](#) on an overhead projector for all to follow as a guide. Or print out a color copy to show as a display.
2. Then pass out a black-and-white photocopy of the MyPlate coloring page to each student. (See Worksheets & Downloads at the end of this lesson plan.)
3. Introduce this activity with some questions:

Raise your hand if you've seen the MyPlate picture before. Can you describe what it is?

MyPlate is a tool that shows us the types and amounts of food and drink we should have at each meal and each day.

What do the different colors mean?

They symbolize the 5 food groups. Think of these 5 food groups as the building blocks of a healthy diet.

Why is each food group a different size?

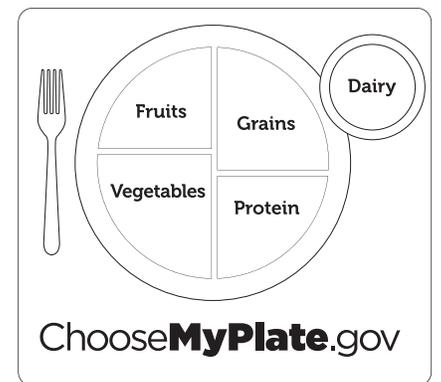
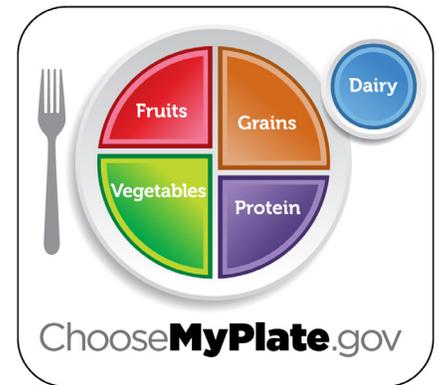
Because we need different amounts of each group for a balanced diet. These are the amounts recommended by doctors and scientists. This combination of different foods gives our bodies the nutrients and energy we need to grow and be healthy.

Do you need to carry your MyPlate picture with you wherever you go?

No, but try to keep a picture of it inside your head as a visual memory. Before you eat, stop and think about what goes on your plate, in your cup, or in your bowl.

4. Instruct students to color in each section of their plate and cup, using the same colors to match the MyPlate sections.

- Which group will you color in red? (Fruits)
- Which group will you color in green? (Vegetables)
- Which group will you color in orange? (Grains)
- Which group will you color in purple? (Protein)
- Which group will you color in blue? (Dairy)



[ChooseMyPlate.gov](http://ChooseMyPlate.gov)

5. Now students should color some of the items on their Meal Planning sheet. Ask them to color in at least one item from each food group. Next, they should cut out each item, so they can use them for menu-planning activities on their plate.
6. Challenge students to plan some meals by placing food items in each category on their MyPlate page. Encourage them to experiment with different combinations and then choose what looks like a perfect meal to them. Suggest they choose things they like to eat — or would like to try to eat — from each group.
7. Optional: Take a picture of each student's chosen meal. Then, after learning more and doing more lessons, they can compare that meal with a later one.

**Discussion Points:**

As students are coloring their MyPlate planners and foods from their coloring sheets, talk about the five food groups:

**Fruit Group:**\* Along with being sweet and delicious, fruits contain vitamins, minerals and fiber that keep us healthy and help to prevent disease. Citrus fruits are especially high in vitamin C.

**Vegetable Group:**\* Vegetables are important sources of many nutrients, including potassium, fiber, folate (folic acid), vitamin A and vitamin C. Most vegetables are naturally low in fat and calories.

**\*Fruits and vegetables** are a healthy way to get the nutrients and energy your body needs to feel and look good. Try to eat more of these two food groups every day by making half your plate fruits and vegetables!

**Protein Foods Group:** Protein-rich foods keep us feeling full. They also build bones, muscles, blood and other body parts. This food group includes more than just meat, poultry and fish. Other foods like eggs, beans, peas, soy products, nuts and seeds all fall into this category as well.

**Dairy Group:** Products in this group contain calcium, which is very important for children and teens who are still growing. The dairy group includes most foods made from milk, including yogurt and cheese. However, it does not include butter, cream cheese and cream. Calcium-fortified soy milk also counts as a dairy food.

**Grains Group:** This includes any foods made from a cereal grain such as wheat, rice, barley or cornmeal. At least half of all your grain servings should come from whole-grain foods, as they provide more fiber and nutrients.

**Extensions:**

Download the Food Group graphics from the Pre-K section here [add link] to supplement the Meal Planner graphics. Or use them to play the memory game explained in the lesson [add link].

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

**Family Connection:**

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

**Additional Resources:**

[MyPlate: 10 Practical Tips](http://www.choosemyplate.gov/ten-tips-choose-myplate)  
[www.choosemyplate.gov/ten-tips-choose-myplate](http://www.choosemyplate.gov/ten-tips-choose-myplate)

[MyPlate Kids Place](http://www.choosemyplate.gov/kids)  
[www.choosemyplate.gov/kids](http://www.choosemyplate.gov/kids)

[Resources for Parents and Educators](http://www.choosemyplate.gov/kids-parents-ducators)  
[www.choosemyplate.gov/kids-parents-ducators](http://www.choosemyplate.gov/kids-parents-ducators)

**Part B. Serve Yourself!**

**Time Frame:** 40 minutes

**Materials for Activity:**

- MyPlate placemats and food cut-outs from Activity A
- Computer with Internet access (Optional)
- Projector (Optional)

**Part 1. “Healthy Plate” Video (Optional)**

Watch the video [“Healthy Me: A Healthy Plate”](#) with your class, and then discuss it afterwards. You may either watch the video online or download it from [this link](#) on PBS Learning Media.

**Part 2. Discussion Questions**

Which foods should take up half of your plate?  
Fruits and vegetables.

Why is it important for us to eat healthy foods?

Because they supply the nutrients we need for our bodies to grow and to be in good health.

Because healthy meals and an active lifestyle help us maintain or achieve a healthy weight.

Because a balanced, nutritious diet gives us the energy we need to do school work and to play.

**Part 3. Servings Made Simple****Instructions:**

Take out your MyPlate placemats and food cut-outs from the last lesson. You’ll use those today to plan some meals. We don’t have real food to play with, so we’ll just have to use our imaginations!

Let’s start by seeing how much of each food group we should eat each day. Once we know that, then we can spread out those amounts over three meals in a day.

Let’s start with fruit. According to food scientists, kids your age should eat 1 to 1½ cups of fruit each day. Does that mean we need to carry measuring cups with us wherever we go? No, but here are some easier ways to think about portions.

Let's look at what 1 cup of fruit looks like.

Fruits: 1 cup = 8 large strawberries, 1 banana, 1 small apple or  $\frac{1}{2}$  large apple, 1 orange, 32 seedless grapes,  $\frac{1}{2}$  cup of dried fruit (like raisins or apricots)

Now set aside  $1\frac{1}{2}$  cups of your choice of fruits to eat in a day. That's your recommended amount.

Carry on with the other Food Groups. Read the list based on your class age group and abilities, let kids lead the way and give them prompts when needed.

Vegetables: 1 cup = 3 spears of broccoli, 2 medium size carrots or 12 baby carrots, 1 large ear of corn or 2 small ears of corn, 2 large stalks of celery, 1 large red pepper

Grains: 1 ounce-equivalent = 1 slice of bread, 1 cup of ready-to-eat cereal or  $\frac{1}{2}$  cup of cooked rice, cooked pasta or cooked cereal

Protein Foods: 1 ounce-equivalent = 1 ounce of meat, poultry or fish,  $\frac{1}{4}$  cup cooked beans, 1 egg, 1 tablespoon of peanut butter or  $\frac{1}{2}$  ounce of nuts or seeds

Dairy: 1 cup = 1 cup of milk, yogurt, or soymilk (soy beverage), 1  $\frac{1}{2}$  ounces of natural cheese or 2 ounces of processed cheese

Have you set aside your full day's amount of the 5 food groups? Let me know if you'd like some help.

Raise your hand if you'd like to eat and drink all the things, one food group at a time. How would you do that?

Raise your hand if you'd like to eat all your favorite things early in the day and leave the foods you like the least until the end of the day?

Raise your hand if you'd like to spread each one out over the day?

Next, it's time to decide how you'd like to divide them up over three meals: Breakfast, Lunch and Dinner.

### **Extension for Grades 1–2:**

Help me do the math! If 1 cup = 8 large strawberries, then how many strawberries are in  $1\frac{1}{2}$  cups? Half of 8 is 4, and  $8 + 4 = 12$ . So, you could eat 12 strawberries for breakfast and that would be all the fruit you need for the day. Or you could divide it up over your 3 meals. Can you give an example of how you'd do this?

Fruits: 1 cup = 8 large strawberries, 1 banana, 1 small apple or  $\frac{1}{2}$  large apple, 1 orange, 32 seedless grapes,  $\frac{1}{2}$  cup of dried fruit (like raisins or apricots)

### **Instructions, continued:**

Now take a few minutes to make a well-balanced breakfast. Use items that you've set aside for your day. Have you used foods from all 5 food groups?

Ask for volunteers to describe their well-balanced breakfast.

Repeat this procedure for lunch and for dinner.

High Five! You've all done a great job with meal planning. Next time we meet we'll have a "Serve Yourself" snack session to celebrate.

**Alternative Activity for Grades K–1:**

Print these coloring pages and have students color them in and then use them for reference. This is a math and nutrition activity rolled into one!

[What Does One Cup of Vegetables Look Like?](#)

[What Does One Cup of Fruit Look Like?](#)

[Fresh vs. Dried Fruit – Cup Equivalents](#)

**Teacher Reference:**

The recommended daily amounts for this age group are listed at the end of this lesson. What kids need to know at this age: These are the foods and portions required for a nutritious diet. This combination of different foods supplies our bodies with the nutrients needed for our health.

K–2 students should learn about the 5 Food Groups and the importance of eating a variety of nutritious foods. However, the detailed information about quantity and portion sizes can be taught in grades 3–5. For now, use concrete examples like the following to explain roughly how much they should have of each food group each day.

Here are the recommended daily guidelines for children ages 4–8:

Grains: 5 oz

Vegetables: 1 ½ cups

Fruits: 1–1 ½ cups

Milk/Dairy: 2 ½ cups

Protein Foods (Meat/Beans, etc.): 4 ounces

**Portion Sizes – Cups and Ounces Equivalents**

Examples: 1 slice of bread = 1 ounce-equivalent grains,

¼ cup of raisins = ½ cup-equivalent fruit

A 3-ounce piece of chicken is the size of a deck of cards

**Fruit Group**

1 medium bunch of grapes (about 50 grapes) = 1½ cup-equivalent

¼ cup of raisins = ½ cup-equivalent fruit

1 small apple counts as 1 cup-equivalent

1 snack container of applesauce (4oz) = ½ cup-equivalent fruit

1 large banana = 1 cup-equivalent

8 large strawberries = 1 cup-equivalent

1 small orange counts as ½ cup-equivalent

½ cup of 100% orange juice (4 fluid ounces) counts as ½ cup-equivalent

**Vegetable Group**

6 baby carrots or 1 medium carrot = ½ cup-equivalent (Red and Orange subgroup)

1 large stalk of celery = ½ cup-equivalent (Other Vegetables subgroup)

1 small ear of corn (6" long) = ½ cup-equivalent (Starchy subgroup)

1 large baked sweet potato = 1 cup-equivalent (Red and Orange subgroup)

1 medium baked or boiled potato = 1 cup-equivalent (Starchy subgroup)

1 cup of baby spinach (raw) = ½ cup-equivalent (Dark-Green subgroup)

1 cup of romaine lettuce = ½ cup-equivalent (Dark-Green subgroup)

1 cup of iceberg lettuce = ½ cup-equivalent (Other Vegetables subgroup)

½ cup of pinto beans (cooked) = ½ cup-equivalent (Beans and Peas subgroup\*)

### Grains Group

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

### Dairy Group

- 1 cup of yogurt (made with milk or soymilk) = 1 cup-equivalent dairy
- 1 snack size container of yogurt (4 ounces) = ½ cup-equivalent dairy
- 1½ ounces portion of cheddar cheese = 1 cup-equivalent dairy
- 1 cup frozen yogurt = 1 cup milk
- 1 slice of processed cheese = ⅓ cup milk

### Protein Foods Group

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

| Food                               | Portion Size   | About the Size of...                       |
|------------------------------------|--|--|
| <b>Grains Group</b>                |  |  |
| Bread                              | 1 ounce or 1 regular slice                               | CD cover                                   |
| Dry cereal                         | 1 ounce or 1 cup   | Baseball                                   |
| Cooked cereal, rice or pasta       | 1 ounce or ½ cup   | ½ baseball                                 |
| Pancake or waffle                  | 1 ounce or 1 small piece (6 inches)                      | CD   |
| Bagel, hamburger bun               | 1 ounce or ½ piece                                       | Hockey puck                                |
| Cornbread                          | 1 piece  | Bar of soap                                |
| <b>Fruits Group</b>                |  |  |
| Orange, apple, pear                | 1 small fruit (2½ inches in diameter)                    | Tennis ball                                |
| Raisins                            | ¼ cup  | Golf ball                                  |
| <b>Vegetables Group</b>            |  |  |
| Baked potato                       | 1 medium   | Computer mouse                             |
| Vegetables, chopped or salad       | 1 cup  | Baseball                                   |
| <b>Dairy Group</b>                 |  |  |
| Fat-free or low-fat milk or yogurt | 1 cup  | Baseball                                   |
| Cheese                             | 1½ ounces natural cheese or<br>2 ounces processed cheese | 9-volt battery                             |
| Frozen yogurt                      | ½ cup  | ½ baseball                                 |
| <b>Protein Foods Group</b>         |  |  |
| Lean beef or poultry               | 3 ounces   | Deck of cards                              |
| Grilled or baked fish              | 3 ounces   | Checkbook                                  |
| Peanut butter                      | 2 tablespoons  | Ping-pong ball                             |
| <b>Oils</b>                        |  |  |
| Margarine                          | 1 teaspoon   | Standard postage stamp                     |
| Oil or salad dressing              | 1 teaspoon   | Standard cap on a<br>16-ounce water bottle |

Source: Academy of Nutrition and Dietetics

<https://www.eatright.org/food/nutrition/dietary-guidelines-and-myplate/kids-and-portion-control>

### **Part C. Healthy Snacks – High Five!**

**Time Frame:** 40 minutes

#### **Materials for Activity:**

- Food items for Mini-Plate Snack (see below)
- Paper plates and paper cups
- Computer with Internet access
- Copies of lyrics to the “Alive With Five Groups” song

#### **Teacher Preparation:**

Set up a snack station for students with paper plates, cups, and foods from as many food groups as possible. For example:

- Whole-grain crackers (Grains Group)
- Cheese cubes or slices (Dairy Group)
- Grapes or apple slices (Fruit Group)
- Mini carrots (Vegetable Group)
- Orange juice fortified with calcium (Dairy and Fruit Groups)
- Or water to drink

#### **Instructions:**

##### **Part 1. Mini-Plate Snack Session**

Wash hands!

Q: Before we have our snack, what do we need to do?

A: Wash our hands! [Go first in line to model how to thoroughly wash your hands.

Wait until all students have washed their hands before beginning.]

Set guidelines.

Tell students in advance how many they may have from each group. For instance: 2 crackers, 2 cheese chunks (or 1 cheese slice), 2 apple slices or 6 grapes, 2 mini carrots. Point to each food group as you give your instructions.

Ask an essential question.

Q: What makes a snack healthy and balanced?

A: Combining as many of the food groups as possible. Think of a snack as a mini meal! What makes up the most of your snack plate? Fruits and vegetables, just like a main meal.

Now eat, drink and enjoy!

If students are thirsty after the first cup of water or juice, let them have a glass of water. Tell them that doctors say they should drink about 6 cups of water a day!

##### **Part 2. Learn the Lyrics: Alive With Five!**

Print out the lyrics to the “Alive With Five Groups” song (found at the end of the lesson) and pass out a copy to each student.

Download the song and play it for the class. Explain that you want them to listen to the words and try to learn the verses over the next few classes. Then, you’d like them to sing it as a group on the last day of this lesson unit.

Play the song two or three times. Encourage students to “act it out” and think of creative movements to match the words and messages.

**Audio File: [“Alive With Five Groups”](#)****Extensions:**

For the rest of class time, pick one of these tie-in activities:

**Food Songs & Videos**

[PBS Kids: Fizzy’s Lunch Lab | Food Songs & Videos](#)

These funny videos and songs with clever lyrics will keep students engaged while learning key content. Includes: Food Rainbow, Ballad of Fiber, Feast of the Seven Seas, Fruit is Nature’s Candy, Veggie Fever, Calcium Yum Yum, and Wheat is Sweet.

**Food Games & Coloring Pages**

[MyPlate Maze](#) (K–2)

Lead the MyPlate pal through the maze and help her find foods from each food group along the way.

[Crack the Secret Code](#) (Grade 2)

Use your detective skills and the code at the right to complete the sentences.

[Whole Grains Fact Sheet & Coloring Page](#)

[Fruits Coloring Pages](#) | Produce for Better Health Foundation

[Healthy Message Activity Pages](#) – Action for Healthy Kids

Consume 3 servings of dairy each day

Make half of your plate fruits and vegetables

Consume 5 servings of fruits and vegetables each day

Focus on Fruits resource lesson plans and worksheets

Vary your Veggies lesson plans and worksheets

[Fruits Coloring Pages](#)

[Fruit & Veggies “More Matters” Coloring Pages](#)

**Family Connection:****MyPlate at Home: Tips for Families With School-Age Children**

The [MyPlate at Home](#) guide offers some fun and easy tips for building healthier family meals that include the five food groups. Healthy eating patterns can work for anyone, accommodating their traditions, culture, and budget. Click on the link or read below:

**Make half your plate fruits and vegetables—on a budget**

- Fresh, frozen, and canned fruits and vegetables are all smart choices. Look for sales and buy some of each to last until your next shopping trip.
- Choose frozen vegetables that do not have added fat, salt, or sugars.
- Buy canned fruits packed in “100% juice” or water.
- Look for canned vegetables that say, “No added salt.”
- For additional tips, check out MyPlate’s Healthy Eating on a Budget <https://www.choosemyplate.gov/budget>

**Start every day the whole-grain way**

- Serve whole-grain versions of cereal, bread, or pancakes at breakfast.
- Whole grains with more fiber will help your kids feel fuller longer so they stay alert in school.
- Choose foods with “100% whole wheat” or “100% whole grains” on the label. Or check the ingredient list to see if the word “whole” is before the first ingredient listed (for example, whole-wheat flour). If it is, it’s whole grain.

**Milk matters**

Children of every age, and adults too, need the calcium, protein, and vitamin D found in milk for strong bones, teeth, and muscles.

- Drink milk at meals.
- If you’re lactose intolerant, try lactose-free or lactose reduced milk or calcium-fortified soy beverage

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

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

**SHAPE America, National Physical Education Standards**

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

**Common Core Standards > Math > Measurement & Data**Describe and compare measurable attributes:

CCSS.MATH.CONTENT.K.MD.A.2 – Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.

Classify objects and count the number of objects in each category:

CCSS.MATH.CONTENT.K.MD.B.3 – Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

**Common Core Standards > Math > Counting & Cardinality**Count to tell the number of objects:

CCSS.MATH.CONTENT.K.CC.B.4 – Understand the relationship between numbers and quantities; connect counting to cardinality.

Compare numbers:

CCSS.MATH.CONTENT.K.CC.C.6 – Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

**Common Core Standards > Math > Geometry**Reason with shapes and their attributes:

CCSS.MATH.CONTENT.2.G.A.3 – Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

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

CCSS.ELA-LITERACY.SL.1.1 – Participate in collaborative conversations with diverse partners about grade appropriate topics and texts with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.1.1.A – Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

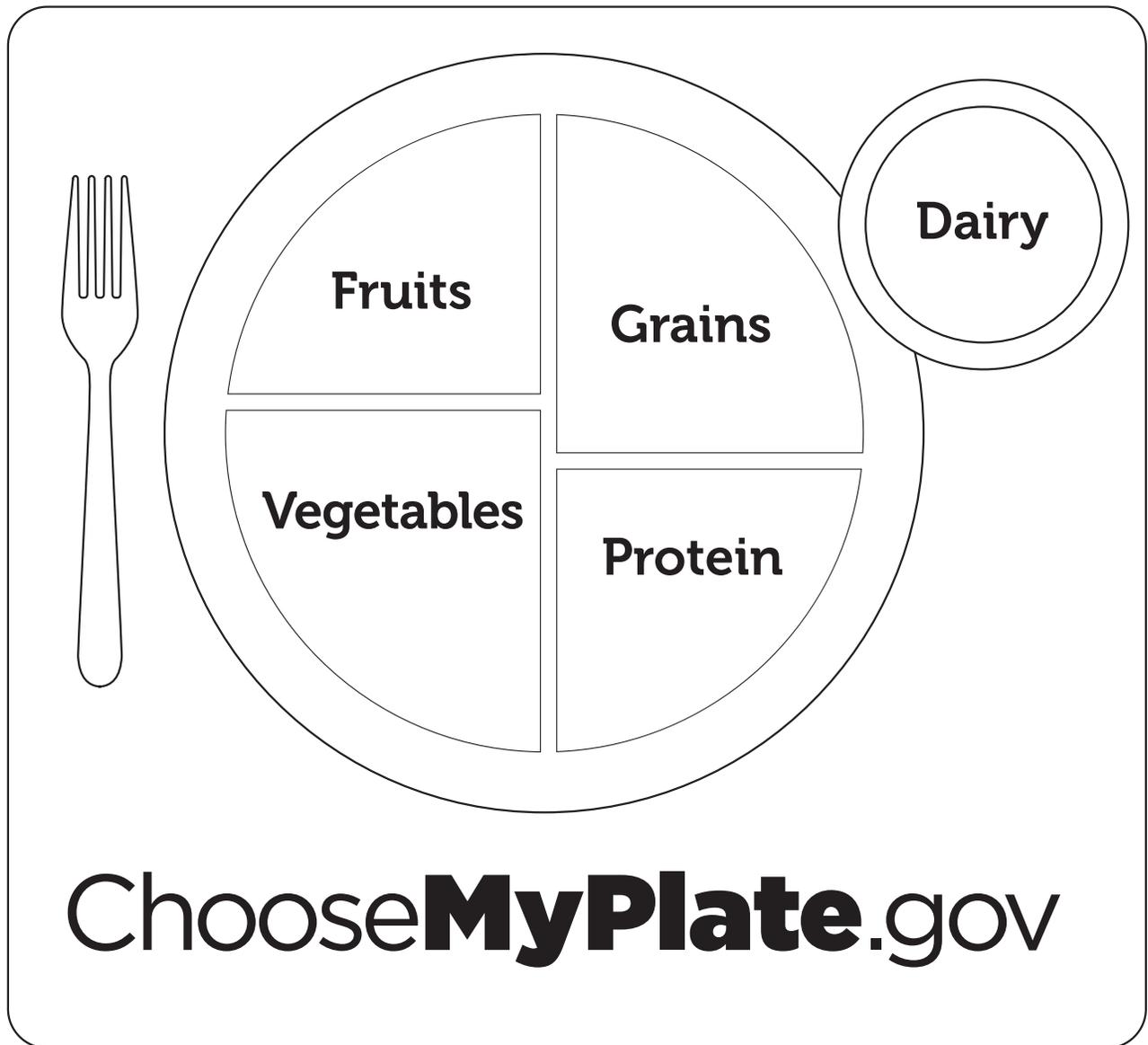
CCSS.ELA-LITERACY.SL.1.1.B – Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.

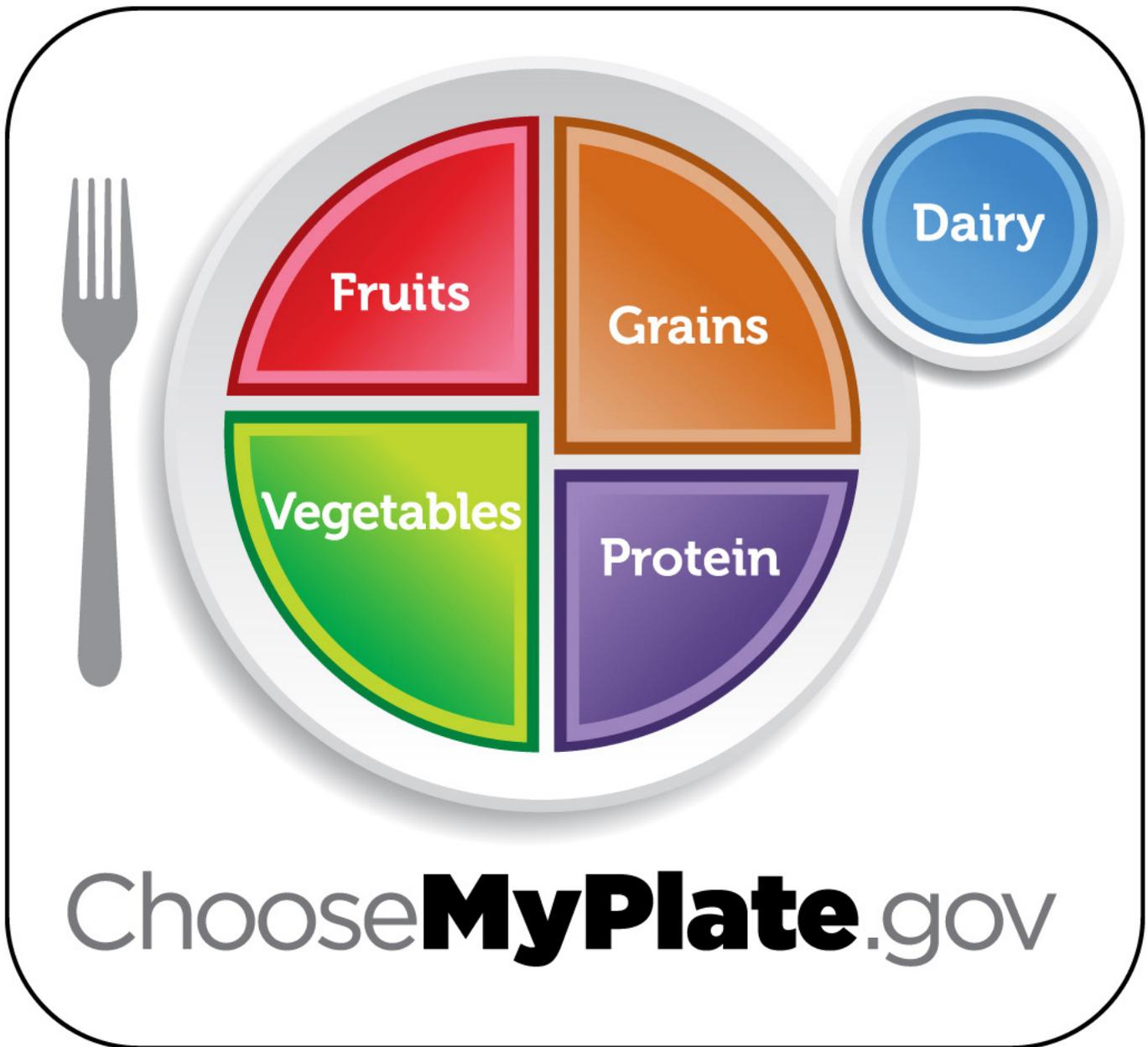
CCSS.ELA-LITERACY.SL.1.1.C – Ask questions to clear up any confusion about the topics and texts under discussion.

CCSS.ELA-LITERACY.SL.1.2 – Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

CCSS.ELA-LITERACY.SL.1.3 – Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

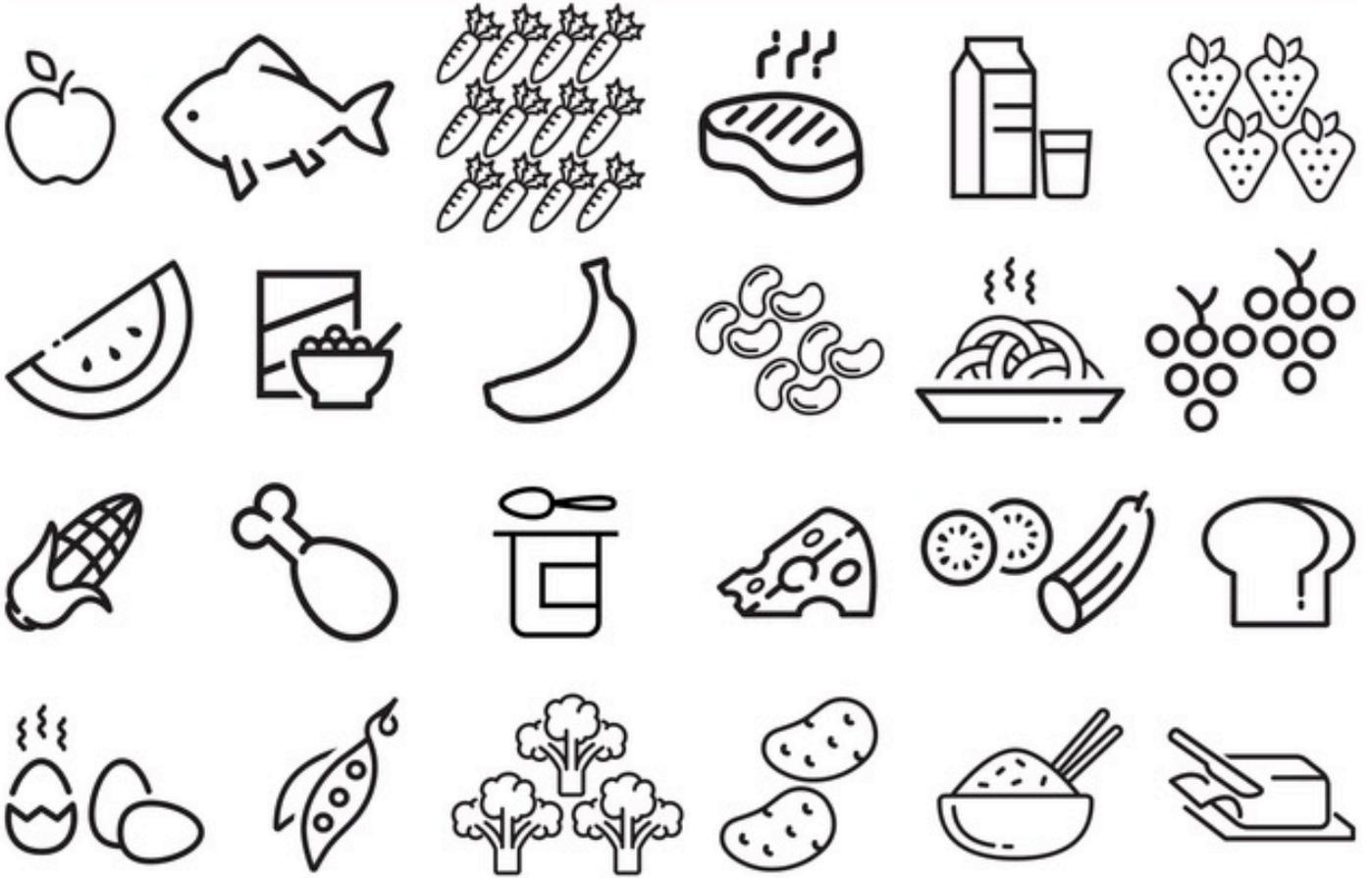
Worksheets & Downloads:





Color version of MyPlate placemat – for teachers to print and use as reference display  
[https://choosemyplate-prod.azureedge.net/sites/default/files/printablematerials/myplate\\_white.jpg](https://choosemyplate-prod.azureedge.net/sites/default/files/printablematerials/myplate_white.jpg)

# Meal Planning



**“Alive With Five Groups”**

Song Lyrics:

(Talking about the five food groups, what they are  
and what they help do)

Banana is a fruit, broccoli is a veggie

Rice is a grain, chicken is a protein food

Milk is dairy, and now we’ve got five

We’re going to feel our best (uh huh), we’re going to feel alive!

Chorus:

Alive, with five, both you and I

Alive with five, let’s give them a try

Fruits and vegetables, dairy and grains

Add to that a protein food and you’ll be on your way!

So many fruits and vegetables are good for me

Some help me heal my wounds, or give me more energy

Sometimes I like to eat them with some meat, bread, and cheese

These five food groups give me what I need, wouldn’t you agree?

Chorus:

I’ve got a red apple (a fruit, a fruit)

And green spinach leaves (a vegetable, a vegetable)

I toasted up some bread (a grain, a grain)

With some low-fat cheddar cheese (that’s dairy, that’s dairy)

A few slices of turkey (a protein food, a protein food)

That’s a fine-looking plate (my plate, my plate)

If you want to be healthy, if you want to feel your best

These five food groups are the key to your success!



## LESSON PLAN B

# Food Fact Fun

**Time Frame:** Two to three 40-minute sessions

### Learning Objectives:

- Identify the importance of nutrients and learn how they help make us healthy.
- Learn about the different nutrients found in different types of fruits and vegetables.
- Identify a range of different types of fruits and vegetables in each color of the rainbow.
- Understand the importance of a balanced diet.

### Materials for Lesson Plan:

- Flip chart with paper (or whiteboard)
- Black marker and scissors (for teacher)
- Computer with Internet access (optional)
- Visual references of fruits and vegetables (from newspaper supermarket circulars, library books, etc.)
- Pipe cleaners in rainbow colors (optional activity): Red, orange, yellow, green, blue, purple
- Fruits and vegetables (see individual activity lists)
- Cutting board
- Kitchen knife (for teacher)
- Bowls or plates
- Paper and pencils for note-taking
- Toothpicks for food sculptures
- Copies of “10 Questions Game Cards” page

### Part A. Rainbow Foods Challenge

**Time Frame:** 40 minutes

### Materials for Activity:

- Flip chart with paper (or whiteboard)
- Black marker
- Computer with Internet access (optional)
- Visual references of fruits and vegetables (from newspaper supermarket circulars, library books, etc.)

### Discussion: Rainbow Connections

Q: Which two food groups should you try to eat more of every day?

A: Fruits and vegetables

Fruits and vegetables are a healthy way to get the **nutrients** and **energy** your body needs to feel and look good.

Q: How much room should fruit and vegetables take up on your plate?

A: Half your plate!

Q: Different fruits and vegetables have different types of nutrients (like vitamins, minerals and fiber). What's a good way to get a good balance of those nutrients?

A: By "eating a rainbow" of fruits and vegetables every day!

### Make a List of Rainbow Foods

Let's make a list as a class of all the different fruits and vegetables you can think of in each color of the rainbow. [Do this on a whiteboard, blackboard or flip chart. Write the names of each color category horizontally across the paper.]

Help me out as I write the names of each color. [Red, Orange, Yellow, Green, Blue, Purple\*]

\*You are right if you named Indigo and Violet as the 6<sup>th</sup> and 7<sup>th</sup> colors of the rainbow. But for this activity, it's easier to just say Purple.

Now let's see how many we can think of for each color. Start with, "Name a fruit that's red..." Brainstorm as a class until you have 5–10 fruits/vegetables in each color category. If students are excited to name more, keep going. See this [Fruit and Veggie Color List](#) from the "More Matters" website for reference. Here are some ideas to get started:

Red strawberries or peppers; orange tangerines or sweet potatoes; green grapes or broccoli; white pears, mushrooms or onions; purple plums, cabbage or olives.

Continue your discussion with these key points:

### Fruits: All kinds count!

What kinds count? Any fruit or 100% fruit juice counts as part of the Fruit Group. Fruits may be fresh, canned, frozen, or dried, and may be whole, cut-up, or pureed. Eating the whole fruit is better than drinking just its juice. This is because fiber is lost during the juicing process. Learn more here: [www.choosemyplate.gov/fruit](http://www.choosemyplate.gov/fruit)

### Vegetables: Who's in your group?

Veggies are divided into different subgroups — each with different types and amounts of vitamins and minerals. That's why it's important to mix things up! Learn more here: [www.choosemyplate.gov/vegetables](http://www.choosemyplate.gov/vegetables)

Vegetables: [Focus on different colors rather than formal subgroups for this age group.]

Dark-green vegetables: Broccoli, kale, bok choy, and romaine lettuce

Red and orange vegetables

Variety is the spice of life! Eat a variety of:

Raw and cooked vegetables

Colors of vegetables (eat the rainbow!)

**Fun Fact:\***

Which food group do you think the following food belong to: Peppers, tomatoes, squash, cucumbers and pumpkins. Vegetables? That's what most people think, but they are actually fruit! A fruit is something that contains the seeds of a plant. Have you ever scooped the pulp and seeds out of a pumpkin to carve a jack-o-lantern? The seeds are a clue. A pumpkin is a fruit, not a vegetable!

**Teacher Reference:****\* Fruits vs. Vegetables**

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

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

**Activity Choice #1: Rainbow Foods & Friendship Bracelets****Materials for Activity:**

- Color illustration of a rainbow to display
- Pipe cleaners in rainbow colors:
- Red, orange, yellow, green, blue, purple
- Raw fruits and veggies in the 6 colors (2 types of each if possible)
- Checklist to track which students have tried which foods

**Overview:**

Students help prepare and then try samples of a variety of fruits and veggies in a rainbow of colors. By playing a key role in the prep activities, they learn basic kitchen skills. While trying different foods, they expand their horizons and discover new tastes and textures.

After trying one food from 5 of the 6 colors of the rainbow, they can choose one pipe cleaner to make into a bracelet. If they choose to do another round and eat another 5 samples (from 5 of the 6 rainbow colors), they can choose a second pipe cleaner, in a second color. Then they can twist the two pipe cleaners around each other to make a bracelet.

**Instructions:**

Prepare a variety of fruits and veggies in a rainbow of colors. Serving sizes should be small, as the emphasis is on trying a variety of different foods.

Make prep time a key part of this activity by getting students to help with the cleaning, sorting or chopping. Let them help in various age-appropriate ways, for instance:

Scrub vegetables like carrots with a sponge or vegetable scrubber. Wash apples and peppers.

Pour water for classmates, using small pitchers of water into cups. Chop some fruits and vegetables with a blunt knife, under teacher supervision.

Peel carrots and cucumbers with a peeler, under teacher supervision.

Wash tables with a soapy sponge before and after, wash and dry cutting boards, wash fruits and vegetables and wash everyone's hands.

Set up a table with different foods on different plates, categorized by color. Line up the plates in the order of the colors in a rainbow: red, orange, yellow, green, blue, purple.

Tell students they may try one serving of food from each plate. (Decide on the serving size based on the amount of food available. Make them small enough so that they can have seconds the next time around. For example: Two grape halves, one banana chunk, two baby carrots...

Each time they try a different food, make a check mark next to their name.

For every 6 different colors of food they try, they can get one pipe cleaner in the color of their choice to make a bracelet. Then they can have a second round, eating one food from each color group again.

When they've had one from each of the 6 colors, they get another pipe cleaner in their choice of color.

Then they can twist the two colors together to make a friendship bracelet.

## **Activity Choice #2: Rainbow Snack Stations**

### **Materials:**

Fruits and vegetables (see below)

Cutting board

Kitchen knife (for teacher)

Bowls or plates

Paper and pencils for note-taking

Toothpicks for food sculptures

Set up some snack stations for sampling different varieties and colors of food. Keep in mind these are just samples, so there's no need to purchase large quantities of food.

### **Instructions and Prep:**

Have students taste different varieties of each type of food and note their observations. Older students should write notes to describe the taste of each food they try. As an extension, they may do research to identify the nutrients in each type as well.

### **Pick a Pepper**

Cut up strips of peppers — and ask kids to compare the taste of each different color. Which is the sweetest? Which do they like best?

Red peppers

Yellow peppers

Orange peppers

Green peppers

Purple peppers (if available)

Curious Carrots

Orange carrots

Red carrots

Purple carrots

White carrots

**Other Rainbow Foods Ideas:**

**Color Theme:** Serve a variety of fruits and vegetables all of one color (e.g., yellow peppers, pineapple, corn, star fruit...)

**Vitamin C Special:** Research the best sources of this nutrient and present a multi-colored assortment.

**Green Vegetables:** Provide low-fat ranch dressing or dip with a selection of raw vegetables: string beans, pea pods, zucchini, broccoli, etc.

**Rainbow Sculptures:** Make an edible sculpture with 5 different colored foods. It can be anything you like: a food creature, a veggie monster, a banana boat, a work of art. Let your imagination run wild!

**Rainbow Song and Video**

[PBS Kids: Fizzy's Lunch Lab / Food Songs & Videos](#)

These funny videos and songs with clever lyrics will keep students engaged while learning key content. Look for the song about the Food Rainbow!

**Family Connection:**

[Crunchy Rainbow Wrap](#)

Try this tasty rainbow foods-themed recipe at home!

**Frozen Foods: Convenient and Nutritious!**

Make a snack or meal recipe at home using frozen and/or canned fruits and vegetables.

[Frozen foods meal planning and prep guide from EatRight.org.](#)

Buy fruit and vegetables in loose-pack plastic bags. You'll only need to pour out what you need; then immediately return what you don't use to the freezer.

Look for frozen fruits as an option when fresh fruits are out of season. Choose frozen fruit without added sugars in the ingredients list. To help frozen fruit keep its shape, serve while it's still somewhat frozen. Frozen fruit bars make a nutritious snack, too.

Choose frozen plain vegetables or those made with low-sodium sauces.

**Canned Food Recipes**

To help ease the stress of meal planning, budgeting and managing busy schedules, the Canned Food Association created the concept of "Just Add One" – one canned ingredient, that is – to make healthier, tastier dishes faster. [See the Just Add One recipes here.](#)

**Part B. Fun Food Facts**

**Time Frame:** 40 minutes

Key points to remember about food choices and meal planning for K-2:

**Strive for Five.**

Eat a mix of foods across all food groups. Choose foods and beverages from all 5 food groups — vegetables, fruits, grains, dairy, and proteins — not just 1 or 2 of them.

**Mix it up!**

Eat a mix of foods within each food group. For example, each week try eating several types of vegetables. How many colors can you eat in one week? Switch up the protein foods you eat, too — for example, if you like to eat a peanut

butter sandwich every day, try something new – like a tuna sandwich or hummus with whole-grain crackers and carrots or celery.

### **Eat a Rainbow!**

#### **Food Study Prep**

Use the following talking points to teach students some key facts about nutrition. Tell them they need to study before playing the 10 Questions Game in the next session!

Q: Which two food groups should you try to eat more of every day?

A: Fruits and vegetables

Fruits and vegetables are a healthy way to get the **nutrients** and **energy** your body needs to feel and look good.

Q: Which food group is most important for building strong bones and teeth?

A: Dairy

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

Q: Along with soy milk, can you think of other calcium-rich foods that do not contain milk?

A: Almonds and broccoli are both good sources.

Q: Can you think of a food that belongs in two food groups?

A: Beans and peas are in both the Protein Foods and Vegetables groups.

Q: Fill in the blank: Make sure half of your grains are \_\_\_\_\_.

A: Whole grains

Grains include any foods made from a cereal grain such as wheat, rice, barley or cornmeal. At least half of all your grain servings should come from whole-grain foods, as they provide more **fiber** and **nutrients**.

Q: Meat and chicken are part of the Protein Foods Group. Name another kind of protein that swims in the rivers or the sea.

A: Fish

**Protein** builds bones, muscles, blood and other body parts. Protein-rich foods keep us feeling full. The Protein Foods Group includes more than just meat, poultry and fish. Other foods like eggs, beans, peas, soy products, nuts and seeds all fall into the protein food group.

Q: Name a kind of protein food that grows on trees or in the ground.

A: Beans, peas, soybeans, peanut butter, nuts and seeds.

Q: Name a type of food that you can cook with, spread on bread, drizzle on salads, or fry potatoes with.

A: Oils and fats. Examples are salad dressing, butter, margarine or liquid oil that comes in a bottle. Try to keep this type of food to 4 teaspoons a day.

Q: Doctors say we should all try to eat more foods rich in potassium. Potassium is a nutrient that's important for our brain, our heart and our muscles. Do you know of any foods that are high in potassium?

Clue: I'm thinking of a fruit that monkeys like to eat. (bananas)

Clue: I'm thinking of a melon that's orange. (cantaloupe)

Clue: I'm thinking of a vegetable that's sometimes mashed. (potatoes and sweet potatoes)

Clue: I'm thinking of a green "superfood" vegetable that's also high in calcium and vitamin C (broccoli)

Clue: I'm thinking of a dried fruit that starts out as a grape. (raisins)

Q: Vitamin D is another nutrient most people don't get enough of, especially during the winter. That's why it's often called the "sunshine vitamin." Can you guess which foods contain vitamin D?

A: Cheese, eggs, fortified orange juice or fortified cereal with milk are all good sources. Going outside to play for a half hour a day is also a great way to get vitamin D. The "sunshine vitamin" is good for our minds and our bodies.

### **Part C. 10 Questions Game: What Am I?**

**Time Frame:** 40 minutes

#### **Materials for Activity:**

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

In addition to reinforcing content learned thus far, this game helps develop strategic thinking and communication skills.

#### **Instructions:**

Cut out game cards and hand one to each student, face down on their desk. Each card has the name of a food (e.g., chicken, egg, milk, bread, broccoli, banana, etc.) It also lists some clues and facts.

Tell students to look at their cards but to keep the information a secret!

Offer students the opportunity to come to your desk for help with reading words or understanding content.

#### **How to Play:**

Students take turns going to the front of the class to play the role of the food on their card.

They may do this individually or in pairs.

Classmates ask simple questions and try to guess the food type based on the answers given.

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

Yes or No Questions:

Are you an animal?

Are you a plant?

Do you belong to the Dairy Group? (repeat for other food groups)

Are you sweet?

Are you crunchy?

Do you have seeds?

Simple Questions / One-Word Answers:

What's your main nutrient?

What do you taste like?

Are you usually eaten raw or cooked?

Where do you come from?

Are you an animal or a plant?

Are you covered in fur/feathers/scales?

**Family Connection:**

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

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

**Resources:**

[Fruit and Veggie Color List](#)

Fruits & Veggies More Matters | Produce for Better Health Foundation

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

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

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

**SHAPE America, National Physical Education Standards**

Standard 1. Demonstrate competency in a variety of motor skills and movement patterns.

Standard 4. Exhibit 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.1.1 – Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.1.1.A – Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.1.1.B – Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.

CCSS.ELA-LITERACY.SL.1.1.C – Ask questions to clear up any confusion about the topics and texts under discussion.

CCSS.ELA-LITERACY.SL.1.2 – Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

CCSS.ELA-LITERACY.SL.1.3 – Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

**Worksheets & Downloads:**

## 10 Questions Game Cards: “What am I?”

|  |   |
|--|---|
| <p>Food Groups: Protein Foods and Vegetables (two groups!)</p> <p>Key nutrients include: Fiber</p> <p>Color: Brown, red, white, black, green</p> <p>I am a bean!</p>           | <p>Food Group: Grains</p> <p>Color: Brown or white</p> <p>Where I come from: Bakeries</p> <p>Key nutrients include: Fiber</p> <p>I am bread!</p>                          |
| <p>Food Group: Protein Foods</p> <p>Key nutrients include: Vitamin D</p> <p>Color: Brown or white</p> <p>Where I come from: Chickens</p> <p>I am an egg!</p>                   | <p>Food Group: Vegetables</p> <p>Color: Green</p> <p>Key nutrients include: Vitamin C</p> <p>Where I grow: In the ground</p> <p>I am broccoli!</p>                        |
| <p>Food Group: Dairy</p> <p>Key nutrients include: Calcium</p> <p>Color: White</p> <p>Where I come from: Cows</p> <p>I am milk!</p>  | <p>Food Group: Fruit</p> <p>Color: Yellow outside but white inside</p> <p>Key nutrients include: Potassium, fiber</p> <p>Where I grow: On trees</p> <p>I am a banana!</p> |
| <p>Food Group: Protein Foods</p> <p>Color: Silver, grey, blue, green, striped</p> <p>Where I come from: Oceans or rivers</p> <p>I’m covered in: Scales</p> <p>I am a fish!</p> | <p>Food Group: Dairy</p> <p>Color: White</p> <p>Key nutrients: Calcium, Protein</p> <p>Where I come from: Cows</p> <p>I am yogurt!</p>                                    |
| <p>Food Group: Protein Foods</p> <p>Color: White or brown</p> <p>Where I come from: Farms</p> <p>I’m covered in: Feathers</p> <p>I am a chicken!</p>                           | <p>Food Group: Grains</p> <p>Color: Brown</p> <p>Key nutrients include: Fiber, Vitamin D</p> <p>Usually eaten with: Milk</p> <p>I am cereal!</p>                          |
| <p>Food Group: Vegetables</p> <p>Color: Orange</p> <p>Key nutrients include: Vitamin A, Potassium</p> <p>Where I grow: In the ground</p> <p>I am a sweet potato!</p>           | <p>Food Group: Fruit</p> <p>Color: Orange</p> <p>Key nutrients include: Vitamin C</p> <p>Where I grow: On trees</p> <p>I am an orange!</p>                                |



## LESSON PLAN C

# Eat to the Beat

**Time Frame:** Three 40-minute sessions

### Learning Objectives:

- Express opinions and give factual information about health issues.
- Encourage others to make positive health choices.
- Comprehend ideas that promote a healthy lifestyle and enhance health.
- Identify the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Demonstrate the ability to use communication skills to enhance health.
- Demonstrate the ability to advocate for personal, family, and community health.

### Materials for Lesson Plan:

- Copies of the “Alive With Five” Song Lyrics
- Music player and playlist
- Computer with Internet access (optional)
- Construction or poster paper
- Colored markers, glue sticks, scissors
- Food pictures from supermarket circulars, etc.
- Leftover clip art from MyPlate activities
- Vegetables, olive oil, sea salt (see individual activities)
- Salad spinner or colander
- Paper plates or bowls
- Knives and cutting board
- Serving and eating utensils

### Overview:

This lesson plan reinforces content and key messages learned in previous activities. It also introduces different types of food and music from around the world. The hands-on activities all incorporate music and are designed to be fun and engaging. After learning lots of facts about the five food groups and a variety of different foods and nutrients, students celebrate by preparing and sharing healthy snacks — like make-your-own salad and homemade salsa.

## Part A. Food Songs & Slogans

**Time Frame:** 40 minutes

### **Materials:**

- Construction paper
- Pencils and colored markers
- Copies of Meal Planning clip art worksheet
- Copies of the “Alive With Five” Song Lyrics
- Food pictures from supermarket circulars, etc.
- Leftover clip art from MyPlate activities
- Glue sticks and scissors
- Computer with Internet access (optional)

### **Part 1. Sing the “Alive with Five” song**

Tell the class you’d like to begin by singing the “Alive with Five” song all together. Students were introduced to this song earlier in the Every Bite Counts unit (in Lesson Plan A > Activity C. Healthy Snacks – High Five!) and have practiced it at least twice.

1. Print out the lyrics to the “Alive With Five Groups” song (found at the end of the lesson) and pass out a copy to each student.
2. Download the song and play it for the class once to refresh their memories. Then, ask them to stand together and sing it as a group.
3. Encourage students to “act it out” and use creative movements to match the words and messages.

### **Audio File: “Alive With Five” Food Groups Song**

This song can be downloaded from the [choosemyplate.gov](http://choosemyplate.gov) website as well.

### **Part 2. Spread the Message**

A catchy slogan can really make a message stick! Make a poster or flyer focused on one of these slogans from My Plate:

- Vary your veggies
- Focus on fruit
- Get your calcium-rich foods
- Go lean with protein foods
- Make at least half your grains whole grains

Students in Grade 2 may also choose one from the “MyPlate Champions List” here:

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

Get inspired by listening to some of these songs before or during the poster-making activity:

### **Food Songs & Videos**

[PBS Kids: Fizzy's Lunch Lab](#) | Food Songs & Videos

[Eat a Variety of Colors](#): A PSA from the Produce for Better Health Foundation

[The Whole Grain Train Song](#) | [Whole Grains Council](#)

Add your own illustrations or pictures from newspapers and magazines if you like. Use some leftover clip art from your MyPlate activities as well. Hang up your posters in the classroom, share them at a community event, or combine them all together on a bulletin board.

### **Part B. Garden Party**

**Time Frame:** 40 minutes

#### **Materials for Activity:**

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

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

#### **Part 1. Assign Kitchen Tasks**

Assign different tasks, such as: lettuce washing, vegetable scrubbing/cleaning, vegetable peeling, passing out napkins and utensils, clean-up, etc.

- Identify the names of each type of vegetable they'll be preparing and each variety of lettuce or salad greens.
- Model each task before handing it off to an individual or group. Explain why you use a gentle stream of water to wash delicate lettuce leaves, show how dry the lettuce leaves in a colander or salad spinner or simply with a paper towel.
- Set up stations where kids can help wash and chop veggies like bell peppers, cucumbers and carrots. They can then be "add-ons" for the salad during serving time.

If there's enough food, allow students to have some small samples and ask them to describe the particular flavors of each.

### **Part 2. Make-Your-Own Salad**

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

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

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

### **Part 3. Relax and Reflect**

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

[The Garden Song](#) performed by John Denver or Peter, Paul and Mary

#### **Extension:**

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

#### **Video: Community Gardening | PBS Kids in Action**

<http://pbskids.org/arthur/health/nutrition/kids-action.html>

CitySprouts is a community gardening program that promotes healthy eating, hard work, and nature education in urban communities. Hear from the kids in the program as they plant and harvest vegetables and learn to cook new foods.

#### **Community Connection:**

Visit a local garden or farmer's market. Or invite a farmer to come join your garden party and give a talk and demonstration.

#### **Teacher Resources:**

[School Gardens Lesson Plans](#) | American Heart Association

### **Part C. World Food Fiesta!**

**Time Frame:** 40 minutes

#### **Materials for Activity:**

- Computer with Internet access and projector
- World map
- (No food required)

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

#### **Choice 1. Virtual Tour of International Foods**

##### **Take Your Taste Buds on a World Tour**

Listen to this [song about foods from around the world](#) — falafel, gyros and more. You may watch the short video as a class or just listen to the music. Afterward, talk about the different kinds of foods in the song. Repeat the song if students need help remembering the different foods mentioned. Ask:

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

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

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

##### Examples of Snacks:

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

##### Examples of World Fruits:

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

#### **Choice 2. “Chicks and Salsa!” Party**

Build a fun food activity around this funny book! Start by reading this book aloud to the class. When you get to the parts that explain salsa recipes and ingredients, pause and tell students to listen carefully because after you finish the book you'll all be making salsa!

### **Materials for Activity:**

- Book: [Chicks and Salsa](#) by Aaron Reynolds
- Salsa ingredients:
  - Plum tomatoes
  - Oil
  - Cilantro
  - Lime
  - Garlic or garlic powder
  - Lime
  - Salt and pepper
- Chopping board, knife for teacher
- Bowl and mixing spoons
- Tortilla chips

[Chicks and Salsa](#) by Aaron Reynolds

What happens at Nuthatcher Farm when the chickens get tired of the same old chicken feed? They whip up a scrumptious snack of chips and salsa, made with vegetables from the farmer’s garden. (Grade Level: K–3)

“The chickens are tired of eating the same thing every day, and the rooster knows only one thing that can stop their grumbling — a FIESTA!”

### **Eat to the Beat:**

Why not combine this book/food activity with salsa music? Play the following song and see more resources at the end of this lesson.

### **Salsa Music (U.S. / Cuba / Puerto Rico)**

All Around This World: Latin America

Listen to songs including: [10. Un Barco Chiquitito \(Cuban salsa\)](#)

### **Choice 3. “Dragons Love Tacos”**

This hilarious book is always a hit! Making tacos at school is a lot of work, but making nachos or simplified tacos is more manageable. Decide in advance what kind of food you’d like to incorporate into this activity. Start by reading this book aloud to the class. Then tell students you’ll all be enjoying a mini taco snack (mild, not spicy!).

### **Materials for Activity:**

- [Dragons Love Tacos](#) by Adam Rubin
- Nacho or mini taco ingredients:
  - Tortilla chips or shells
  - Canned pinto beans
  - Shredded cheese
  - Shredded lettuce
  - Mild salsa
  - Hot sauce (optional!)
- Chopping board, knife for teacher
- Plastic knives for students
- Bowl and mixing spoons
- Tortilla chips

[Dragons Love Tacos](#) by Adam Rubin

If you want to lure a bunch of dragons to your party, you should definitely serve tacos. But beware the hot salsa!  
(Grade Level: Pre-K–2)

“Dragons love tacos. They love chicken tacos, beef tacos, great big tacos, and teeny tiny tacos. So, if you want to lure a bunch of dragons to your party, you should definitely serve tacos. Buckets and buckets of tacos. Unfortunately, where there are tacos, there is also salsa. And if a dragon accidentally eats spicy salsa ... oh, boy. You’re in red-hot trouble.”

### **Eat to the Beat:**

Why not combine this book/food activity with salsa music? Play the following song and see more resources at the end of this lesson.

### **Salsa Music (U.S. / Cuba / Puerto Rico)**

All Around This World: Latin America

Listen to songs including: [10. Un Barco Chiquitito \(Cuban salsa\)](#)

### **Choice 4. Snack Attack**

How many food groups can you include in each snack?

Prepare some snacks using recipes in the [EZ Recipe Basket](#) (see pages 6–9):

Choose from healthy, balanced recipes including Salsas, Snack Mixes, Chips, Sweet Treats, Wellness Beverages and Rainbow Recipes.

### **Playlist: Songs about food**

Teachers, you might choose to create a playlist of food-themed songs, either upbeat or mellow, to play while kids enjoy making and eating snacks.

[Jambalaya \(on the Bayou\)](#) by Hank Williams

[Coconut](#) by Nilsson

### **Teacher Resources:**

#### **All Around This World: Songs for Kids**

[All Around This World](#)’s interactive world music for kids introduces families to almost 300 songs that originate from more than 100 countries. [Listen to world songs for kids here.](#)

### **Family Connection:**

Video: Cooking With Kids

<https://www.eatright.org/for-kids>

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

<https://www.eatright.org/for-parents>

Food Safety Tips:

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

**Age-Appropriate Tasks:**

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

**Healthy Kid Recipes**

<https://www.fruitsandveggiesmorematters.org/kid-friendly-healthy-recipes>

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

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

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

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

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

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

Standard 8. Advocate for personal, family, and community health.

**SHAPE America, National Physical Education Standards**

Standard 1. Demonstrate competency in a variety of motor skills and movement patterns.

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

**Common Core Standards > English Language Arts > Reading: Literature****Key Ideas and Details:**

CCSS.ELA-LITERACY.RL.K.K.1 - With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RL.K.3 - With prompting and support, identify characters, settings, and major events in a story.

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

CCSS.ELA-LITERACY.SL.1.1 – Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.1.1.A – Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.1.1.B – Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.

CCSS.ELA-LITERACY.SL.1.1.C – Ask questions to clear up any confusion about the topics and texts under discussion.

CCSS.ELA-LITERACY.SL.1.2 – Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

CCSS.ELA-LITERACY.SL.1.3 – Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

**Presentation of Knowledge and Ideas:**

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:

## “Alive With Five Groups”

Song Lyrics:

(Talking about the five food groups, what they are  
and what they help do)

Banana is a fruit, broccoli is a veggie

Rice is a grain, chicken is a protein food

Milk is dairy, and now we’ve got five

We’re going to feel our best (uh huh), we’re going to feel alive!

Chorus:

Alive, with five, both you and I

Alive with five, let’s give them a try

Fruits and vegetables, dairy and grains

Add to that a protein food and you’ll be on your way!

So many fruits and vegetables are good for me

Some help me heal my wounds, or give me more energy

Sometimes I like to eat them with some meat, bread, and cheese

These five food groups give me what I need, wouldn’t you agree?

Chorus:

I’ve got a red apple (a fruit, a fruit)

And green spinach leaves (a vegetable, a vegetable)

I toasted up some bread (a grain, a grain)

With some low-fat cheddar cheese (that’s dairy, that’s dairy)

A few slices of turkey (a protein food, a protein food)

That’s a fine-looking plate (my plate, my plate)

If you want to be healthy, if you want to feel your best

These five food groups are the key to your success!



What are the benefits of being physically active every day?

1. Regular physical activity keeps your heart healthy and strong. It also helps you build healthy muscles, bones and joints.
2. Physical activity is good for both your body and your mind! It can improve your mood, give you more energy during the day, and help you sleep better at night.
3. It is also a good way to help achieve and maintain a healthy body weight.
4. It's important to be physically active every day. Physical activity should be as important to your daily routine as brushing your teeth, bathing and getting enough sleep.

So how many minutes should we all be physically active each day?

A: At least 60 minutes

According to doctors, most of those 60 minutes should be spent doing aerobic activities. This is activity that gets your heart pumping, which makes you breathe harder and sweat. You're probably not thinking about this while you're running around or playing tag, but you're strengthening both your heart and your lungs. Your heart is pumping blood to your arms, legs and head — getting you in shape for sports, play and doing your school work. Keeping your heart in shape helps keep your whole body in shape!

Q: What's one important reason you should strive to be physically active every day?

A: Refer to the 3 points above.

Okay, enough talking. Let's get moving!

### **Warm-Up Activity:** "Whole-Body Circle"

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

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

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

- March In Place: March at a regular pace.
- Run In Place: Run at a regular pace. If you find this difficult, keep your toes on the ground and lift your heels while running in place.
- Run Wide: Place your feet further apart from each other and run in place.
- March In Place: March at a regular pace.
- High-Knee March: March in place slowly while lifting your knees as high as they can go.
- March & Reach: Now lift your hands over your head while you march.
- Sway Side to Side: Keep your hands up and sway them side to side as you march in place
- March In Place: March at a regular pace.
- Bounce in Place: You may hop or bounce on your toes.
- Walk In Place: Cool down while walking slowly.

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

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

warm-ups or wake-ups and mark them on your Physical Activity Calendar. Every minute counts!

Now, who feels like running around?

### **Outdoor or Indoor Physical Activity**

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

### **Obstacle Course**

No traffic cones required! Design a stationary "obstacle course" by giving students a sequence of steps to follow around your own school playground. For instance: 1. Run a full circle around the perimeter of the playground. 2. Climb up the stairs and slide down the slide. 3. Go across the monkey bars.

### **Playground Fitness Course**

Playgrounds are all about fun and free play, but fitness is a beneficial byproduct as well. Swinging on monkey bars strengthens upper-body muscles. Running up the stairs of the slide over and over builds lower-body strength. Other activities help develop balance, strength and flexibility. Create a specific circuit for kids to follow – for fitness and fun!

### **Cool Down Activity**

Back in the classroom, pass out copies of the Physical Activity Calendar to each student.

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

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

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

Think about what activities you might do today and this week. Look at the list attached to the calendar to get ideas.

- What are a few of your favorite ways to get active?
- What are two new things you can try to get active?

Track your activity and remember to write down your minutes. Hang on to your "60 a Day" worksheets to use in the next lesson and to track your physical activity over the next week.

### **Teacher Resources:**

[Sample Physical Activity Chart](#) | CDC

Take a look at this example of a 7-year-old's weekly physical activity for reference.

## **Part B. Play, Play Every Day!**

**Time Frame:** 40 minutes

### **Materials for Activity:**

- “60 a Day” charts from Activity 1
- Hopscotch instruction sheet
- Pencils

For K–2 students, the most important thing is to be physically active and have fun. As long as they’re running around at least 60 minutes a day, they’ll be working their muscle groups, strengthening their bones and getting a good share of aerobic exercise. Remember that children should:

- Be physically active at least 60 minutes every day.
- Make at least half of those minutes Aerobic. (30 minutes is good, 60 minutes is great!)

### **Talking Points:**

Let’s think about different ways we can get our 60 minutes of vigorous physical activity on our charts every single day. Who has a favorite game they like to play?

Who likes Hide and Seek? Capture the Flag? What other games? How about tag? How many different versions of tag do you know?

### **Play Tag!**

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

### **Freeze Dance**

Or, put on some popular music and have everyone dance. Stop the music several times and yell “freeze!” Have everyone freeze for 10 seconds. Those still standing should close their eyes and see if they can remain in position for 10 more seconds without losing their balance. If kids prefer, play “statue” instead without music, indoors or out.

What happens when you want to play but don’t have enough people to form a team?

### **Play Catch**

No gloves required! Simple instructions: Use a tennis ball or similar soft ball, match kids up into pairs or threesomes, and have them play catch. That’s it!

### **Play Invisible Baseball**

Don’t have a ball or bat or time for a game? Play “invisible” baseball and act out the actions instead, mime style. Practice pitching and practice batting on your own or gather a group for an “invisible” ball game.

### **Run the Bases**

Don’t have a bat or ball? Go outside and just the run the bases. Don’t have real bases? Use rocks or sweatshirts or whatever you can find to mark the spots. It’s a great excuse to get outside in the fresh air.

### **Hopscotch**

Hopscotch builds balance and coordination and strengthens legs, knees and ankles. Make an outline with sidewalk

chalk outdoors or masking tape indoors. Or arrange six to nine hula hoops in a hopscotch pattern and hop away! See the “How to Play Hopscotch” diagram and instructions at the end of this lesson plan.

### Teacher Reference:

Aerobic, Muscle- and Bone-Strengthening: What Counts? | CDC  
[www.cdc.gov/physicalactivity/basics/children/what\\_counts.htm](http://www.cdc.gov/physicalactivity/basics/children/what_counts.htm)

## Part C. Mini Goals Matter Too!

**Time Frame:** 40 minutes

### Part 1. Personal Best

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

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

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

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

### Part 2. Screen Test

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

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

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

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

**Teacher Resources:**

[SPARKabc](#) (Activity Break Choices)

Exercises that use physical activity to improve academic achievement and foster healthy behaviors.

**Family Connection:**

Make black-and-white copies of the “60 a Day” charts and send one home with each student to share with their family.

Make extra copies of the “How to Play Hopscotch” printable and send one home with each student to share with their family. Encourage them to play the game at home — using sidewalk chalk to make a diagram in a driveway, sidewalk or blacktop in a public park; or masking tape to make one indoors.

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

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

Standard 2. Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

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

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

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

**SHAPE America, National Physical Education Standards**

Standard 1. Demonstrate competency in a variety of motor skills and movement patterns.

Standard 2. Apply knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3. 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 & Listening****Comprehension and Collaboration:**

CCSS.ELA-LITERACY.SL.1.1.A – Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics under discussion).

CCSS.ELA-LITERACY.SL.1.2 – Ask and answer questions about key details in information presented orally.

CCSS.ELA-LITERACY.SL.1.3 – Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Worksheets & Downloads:

# 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

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| climbed tree | 23                       | <input type="checkbox"/>  | <input type="checkbox"/>  | <input checked="" type="checkbox"/>   |
| hop-scotch   | 30                       | <input type="checkbox"/>  | <input checked="" type="checkbox"/>   | <input type="checkbox"/>  |
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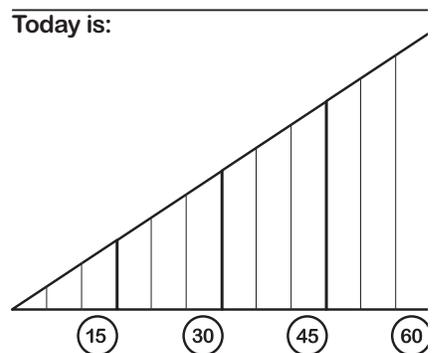
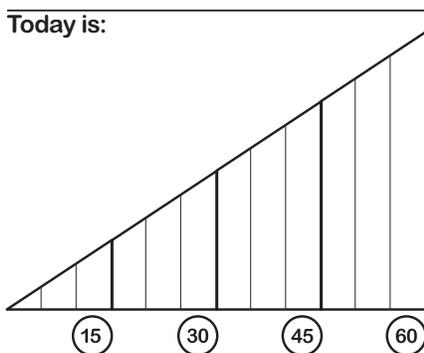
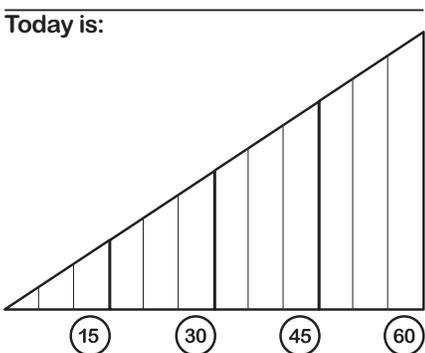
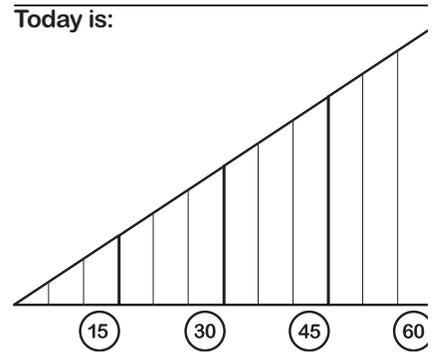
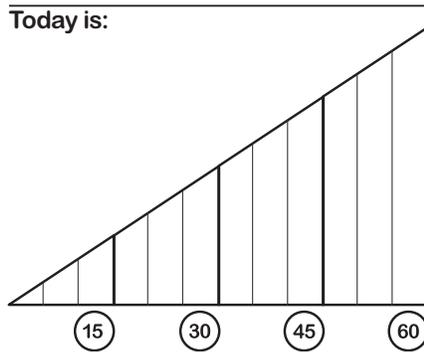
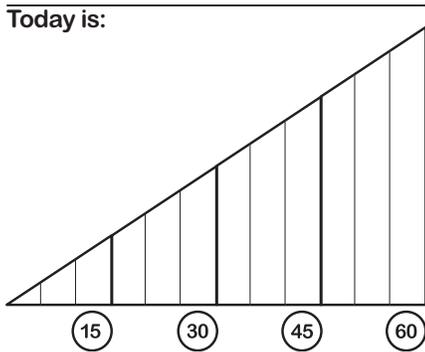
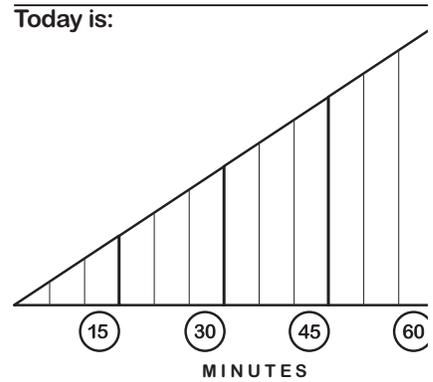
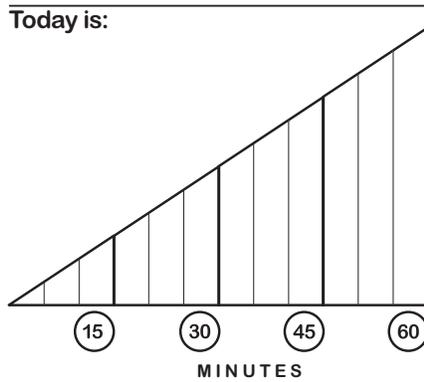
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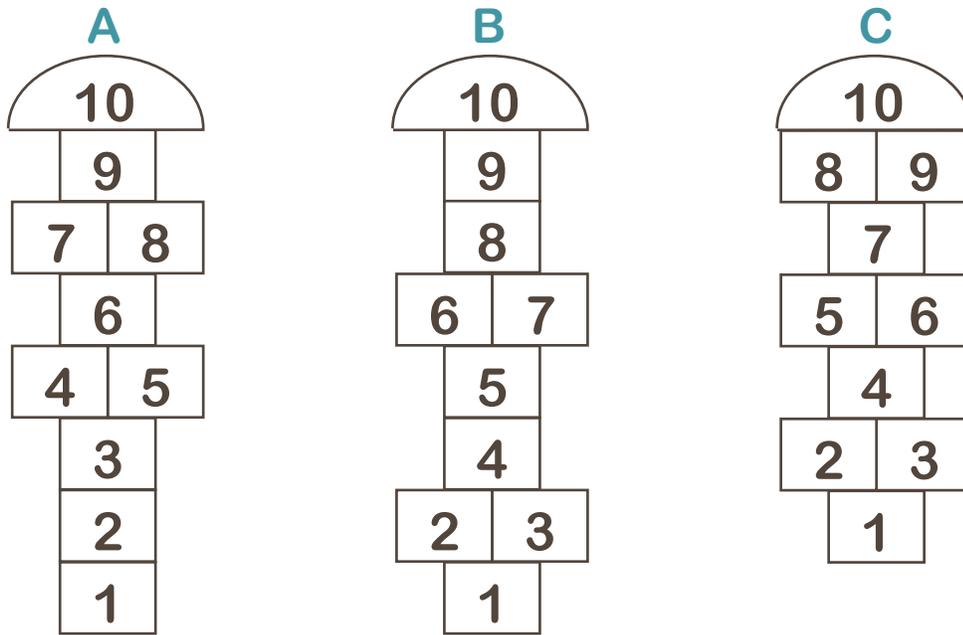
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# Walk, Run & Play. **60** minutes a day!



## How do you hop?



### How to Play Hopscotch

#### Materials:

Chalk or masking tape  
Stone (or recycled bottle cap or button)

#### Instructions:

- Draw a hopscotch pattern on the ground with chalk. If indoors, use masking tape to make squares on a classroom or gym floor. Make 8–10 squares and number them.
- Throw your stone into square 1.
- (If it bounces out or lands outside the lines, you lose your turn and pass the stone onto the next person.)
- Hop along, placing one foot in each square, but skipping over the one with the stone.
- Hop over square 1, landing on one foot in square 2, and continue hopping along to the end square. Turn around and hop back again.
- When you reach square 2, lean over to pick up the stone (keeping your balance on one foot), and then hop in square 1 and out.
- Then repeat the routine all over again, tossing your stone into square 2, and so on.

#### Rules:

**Hopping 101:** Hop on one foot on single squares. Jump on two feet on double squares, with one foot in each square. Never allow both feet to land in one square (or lose your turn).

**Watch your step:** If you step on a line or outside a line, you lose your turn.

**Skip the square with the stone:** Always hop over that square (or lose your turn).

**Keep your balance:** If you touch the square with your hand or foot while bending down, you're out.

**How to win:** The first person to complete the course while following all the rules wins the game.

P.S. You can also just spend time hopping through the single versus double squares on your own, without worrying about stones and all the rules!



## LESSON PLAN B

# Desk Exercises

**Time Frame:** Two 40-minute sessions

### Learning Objectives:

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

### Materials for Lesson Plan:

- Books: *I Am Yoga* and/or *Good Morning, Yoga*
- Computer with Internet access

### Overview:

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

### Part A. Everyday Desk Exercises

**Time Frame:** 20 minutes

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

#### **Seated Stretches**

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

#### **Leg-Lifts**

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

**Forward Crawl**

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

**Back Crawl**

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

**Teacher Resources:**

[Brain Breaks, Instant Recess and Energizers](#) | Action for Healthy Kids

[In-School Activity Breaks](#) | American Heart Association

[Health E-Tips: Movin' Minute – Seated Exercises](#)

[Meet the Challenge: Physical Activity for Children with Disabilities](#) | CDC

**Family Connection:**

Teach some desk exercises to your family members!

**Community Connection:**

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

**Part B. Healthy Bodies, Healthy Minds!**

**Time Frame:** 20 minutes

**Part 1. Relax and Unwind**

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

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

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

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

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

**Cross Crawl**

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

**Focus Pocus**

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

**Lazy Eights**

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

**Part C. Zen at Your Desk**

**Time Frame:** 40 minutes

**Materials for Activity:**

- Books: *I Am Yoga* and/or *Good Morning, Yoga*
- Computer with Internet access

Many basic yoga poses can be done beside students’ desks or in small group areas in the classroom. Practicing yoga breathing, good posture and simple stretches can help children and adults of all ages alleviate stress and focus their minds. Yoga promotes physical as well as mental and emotional wellness. Yoga is a skill for life!

**Teacher Preparation:**

Watch an instructional yoga video designed for teaching elementary age students:

[Teaching Yoga in the Classroom](#) | Action for Healthy Kids

[Tree Pose](#) (Kindergarten) | PBS Learning

[Tree Pose](#) (K–2) | PBS Learning

**Part 1. Read a Yoga Book**

Begin by reading a book on yoga for early elementary students. Lead your students through a handful of simple poses after reading through them aloud. There are several good book choices, including:

[I Am Yoga](#) by Susan Verde (Grade Level: K–2)

Includes illustrations and instructions for:

The Mountain Pose, Tree Pose, Bow/Basket Pose, Airplane Pose, Star Pose, Half Moon Pose, Boat Pose, Camel Pose, Flower Pose, Child’s Pose, Relaxation Pose and Warrior Poses

[Good Morning, Yoga: A Pose-by-Pose Wakeup Story](#) by Mariam Gates (Grade Level: K–2)

Features breathing and visualization exercises, along with “The Good Morning Yoga Flow” with Sun Breath, Downward Dog, Balancing Table, Mountain and Bridge poses.

## Part 2. Focus on Breathing

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

### Belly Breathing

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

### Balanced Breathing

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

## Part 3. Focus on Balance

### Stork Stand

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

### Sidewalk Balance Games

Think of ways to include balance activities into free play time. Walk balance-beam style on a curb, putting one foot carefully in front of the other, heel to toe. Or play "don't step on the cracks" when walking on a sidewalk.

### Teacher Resources:

[Tips for Doing Yoga with Children with Disabilities](#) | PBS Learning

[Teaching Yoga in the Classroom](#) | Action for Healthy Kids

### Standards Alignment | Students will:

#### National Health Education Standards

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

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

#### SHAPE America

Standard 1. Demonstrate competency in a variety of motor skills and movement patterns.

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

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

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

### Common Core Standards > English Language Arts > Speaking & Listening

#### Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.1.1 – Participate in collaborative conversations with diverse partners about grade appropriate topics and texts with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.1.1.A – Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).



## LESSON PLAN C

# Multicultural Movement

**Time Frame:** Three 40-minute classes

### Learning Objectives:

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

### Materials for Lesson Plan:

- Computer with Internet access and projector
- Instruments or accessories for dances, e.g., tambourines, maracas, ribbons, etc.

### Overview:

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

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

### Part A. Dance Around the World

**Time Frame:** 40 minutes

Watch a few short videos about different types of dance from around the world. What do they have in common?

[Kou Kou: African/African-American Culture](#) | PBS Learning Media (3:07 minutes)

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

Discussion Questions:

- Does this remind you of any type of dance you've seen before?
- In the Kou-Kou dance, Dosso did the dance moves in slow motion to teach others how to do them. Do you think you could follow along?

- Should we watch it again and all try to learn some of the dance moves?

[We Are the Music](#) | PBS Learning Media

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

Discussion Questions:

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

### **Part B. Learn the Basics**

**Time Frame:** 40 minutes

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

**Instructional Videos:**

[Conga \(Grades K–2\)](#) | SPARK PE

A Latin American dance long popular with young students.

[Mexican Hat Dance \(Grades K–2\)](#) | SPARK PE

Differentiated for K, 1 and 2 grade levels, with a combination of fast and slow tempos.

[Tarantella \(Grades K-2\)](#) | SPARK PE

A traditional Italian folk dance. Tambourines optional!

**Teacher Reference:**

[About the Mexican Hat Dance | Wikipedia](#)

The "Jarabe Tapatio," better known as the "[Mexican hat dance](#)," is popular in Mexico and in countries such as Cuba, Peru and the Dominican Republic. The dance has come to symbolize Latin America to people around the world.

### **Part C. Global Dance Craze**

**Time Frame:** 40 minutes

#### **Part 1. Practice Your Moves**

Vote on the dance you liked best from the last class (Conga, Mexican Hat Dance or Tarantella), then watch it again. How much did you remember? Dance along to the video and focus on remembering the steps. Can you imagine doing those dance steps to a different style of music?

#### **Part 2. Dance Video: [Do the Sid Shuffle!](#)**

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

**“Homework” Assignments:**

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

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

**Family Connection:**

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

**Teacher Resources:**

SPARK PE Blog Post: [The social/emotional benefits of dance for students](#)

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

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

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

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

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

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

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

Standard 8. Demonstrate the ability to advocate for personal, family, and community health.

**SHAPE America, National Physical Education Standards**

Standard 1. Demonstrate competency in a variety of motor skills and movement patterns.

Standard 2. Apply knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3. 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.