



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)



PPT Slide Examples

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 \(WSCC\)](#).



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.



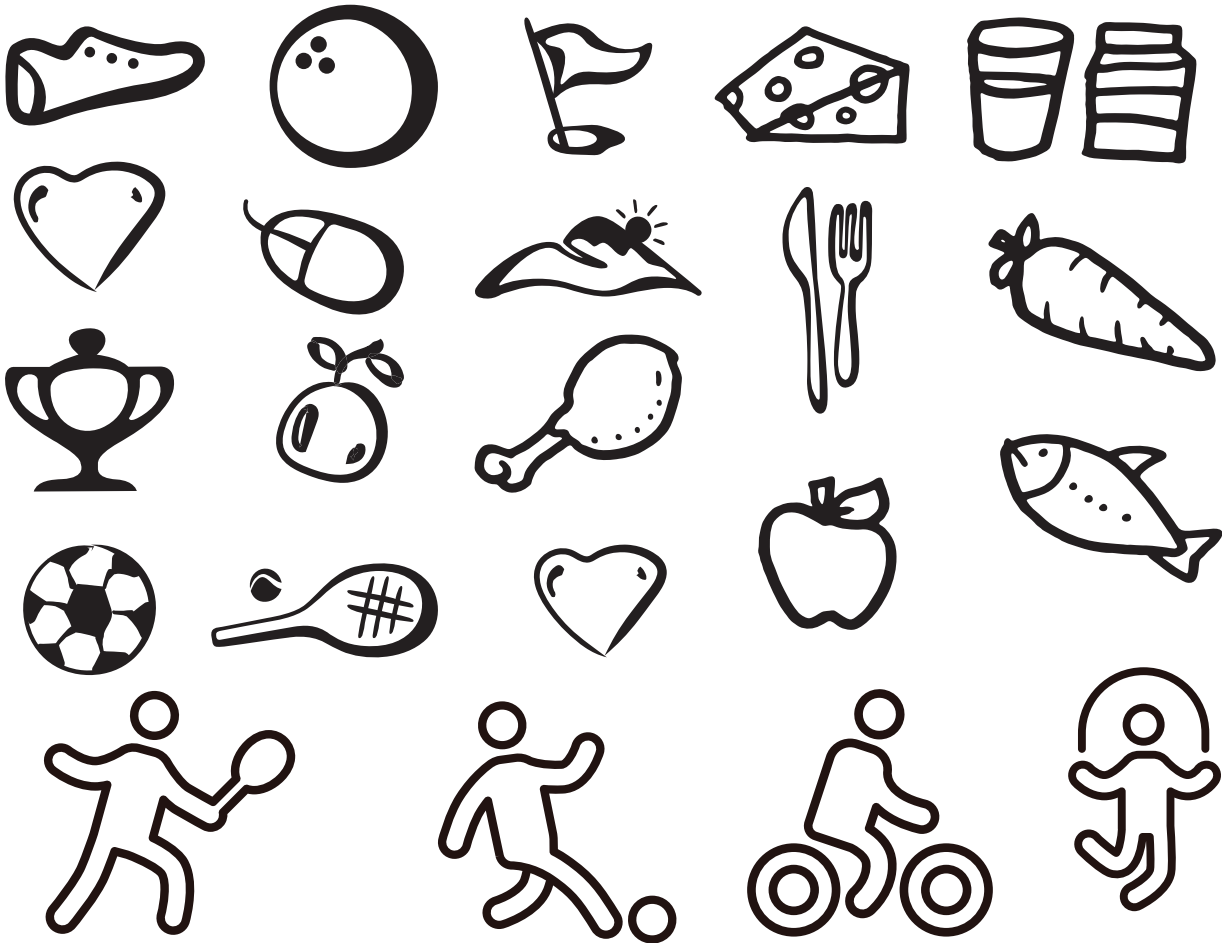
Worksheets & Downloads:

Wheel of Wellness





Decorate Your Wheel of Wellness



Cook

RUN

ARTS & CRAFTS

WALK

Read

Sing

SHARE

Dance

HIKE

music

Draw

play tag

**Play An
Instrument**

Doodle

PLAY

laugh

**SHOOT
HOOPS**

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 I feel happy.	Sometimes I feel scared.	Sometimes I feel _____.
Sometimes I feel sad.	Sometimes I feel mad.	Sometimes 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?”

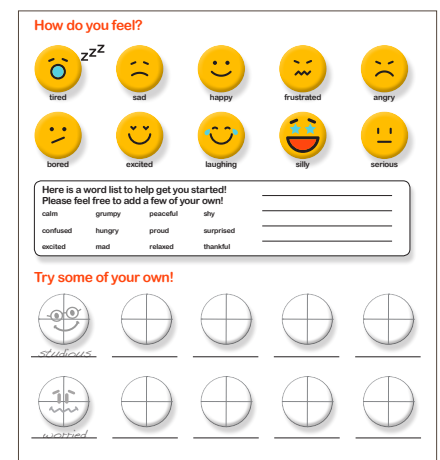
Lead the class in a brainstorming session to come up with ideas about how to deal with different feelings.

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.

[Red] Mad	[Yellow] Happy
[Blue] Sad	[Green] Calm

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

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 & Downloads:

“Draw Your Feelings” Worksheet

Sometimes I feel happy.	Sometimes I feel scared.	Sometimes I feel _____.
Sometimes I feel sad.	Sometimes I feel mad.	Sometimes I feel _____.

Make-Your-Own Emojis Worksheet

How do you feel?



tired



sad



happy



frustrated



angry



bored



excited



laughing



silly



serious

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

calm

grumpy

peaceful

shy

confused

hungry

proud

surprised

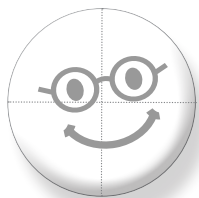
excited

mad

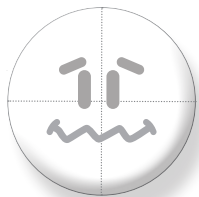
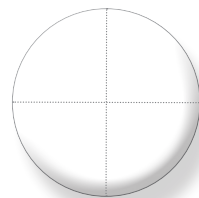
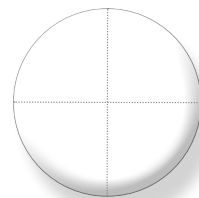
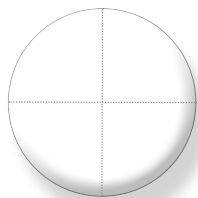
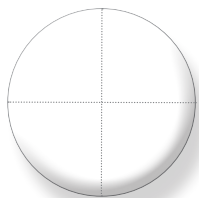
relaxed

thankful

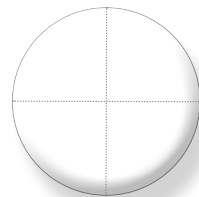
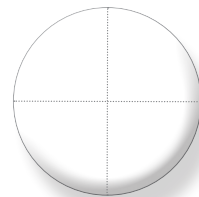
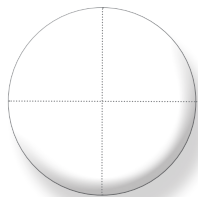
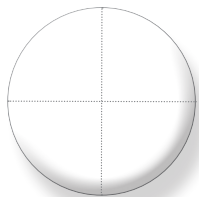
Try some of your own!



studious



worried





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:

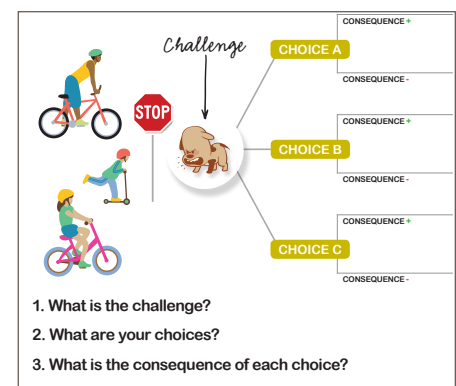
- Pros and cons
- Pluses and minuses (see the + and – signs on your Roadmap)
- For and against

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.

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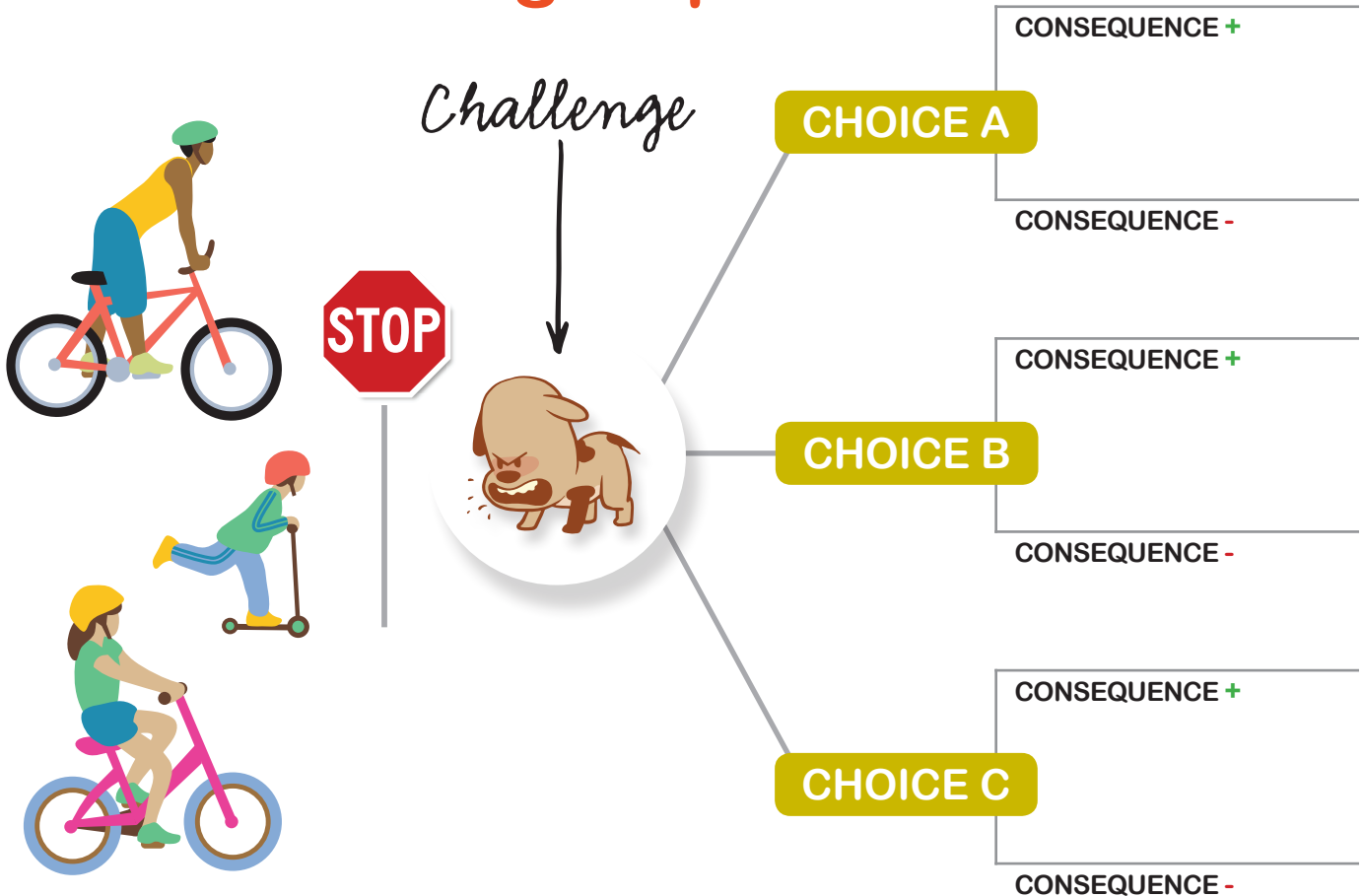
Presentation of Knowledge and Ideas:

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

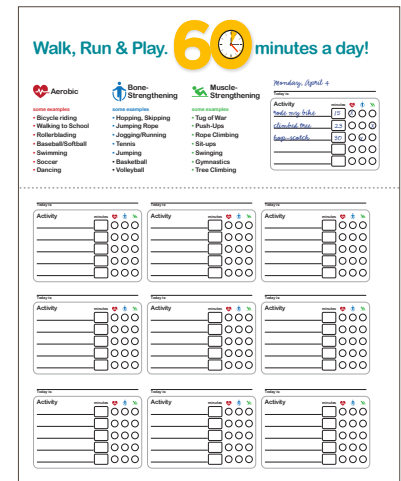
<https://www.cdc.gov/healthyschools/physicalactivity/guidelines.htm>

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

This is a blank version of the "60 a Day" chart. It includes the title "Walk, Run & Play. 60 minutes a day!" and a list of activities categorized by type:

- Aerobic:** Bicycle riding, Walking to School, Rollerblading, Basketball/Softball, Soccer, Dancing.
- Bone-Strengthening:** Hopping, Skipping, Jumping Rope, Jogging/Running, Tumbling, Jumping, Basketball, Volleyball.
- Muscle-Strengthening:** Tag of War, Push-ups, Rope Climbing, Sit-ups, Swinging, Gymnastics, Tree Climbing.

 Below the lists are three rows of "Today is:" followed by triangular grids for tracking activity. To the right of the third row is a section for "Monday, April 4" with a table for tracking activity by time of day (Morning, Afternoon, Evening) and a total count.

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.

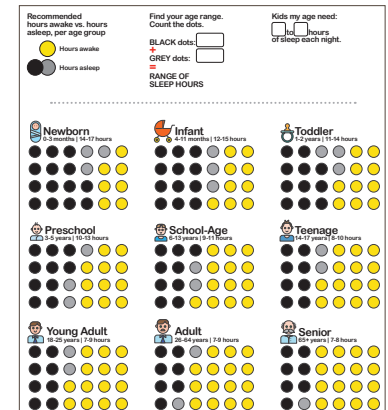
Part C. Clock Your Sleep Time – Every Hour Counts!

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							
WAKEUP TIME							
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:

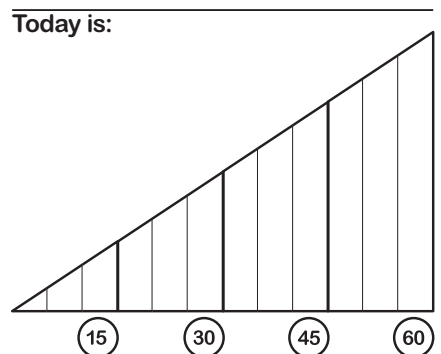
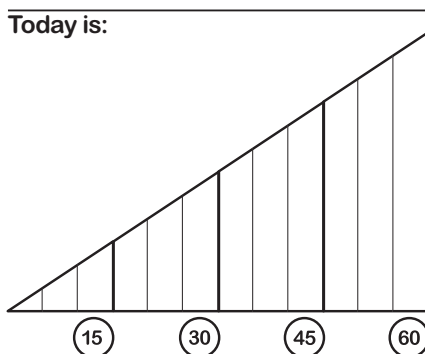
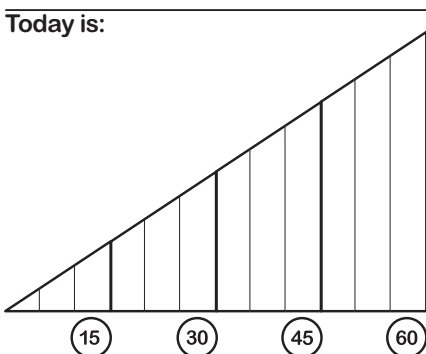
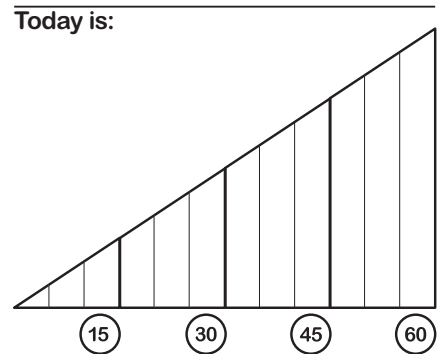
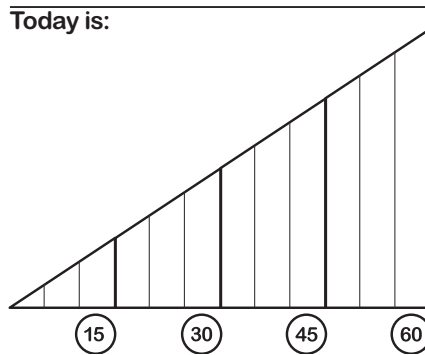
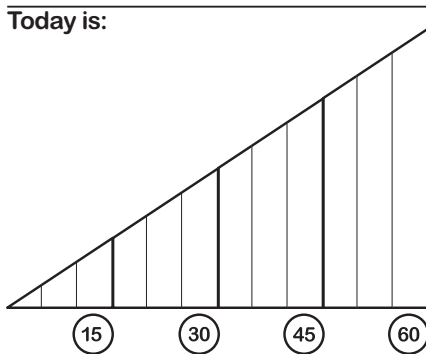
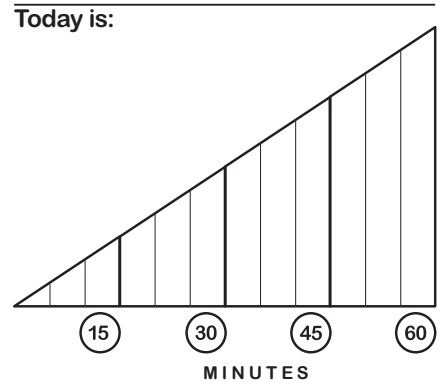
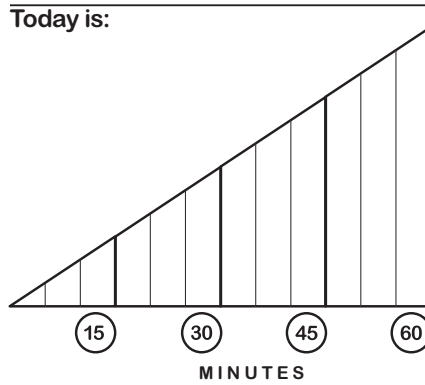
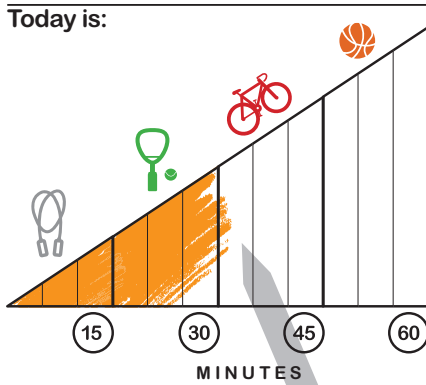
CCSS.ELA-LITERACY.SL.1.1 – Participate in collaborative conversations with diverse partners about grade appropriate topics and texts with peers and adults in small and larger groups.

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. minutes a day!





Walk, Run & Play. minutes a day!



Aerobic

some examples

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



Bone-Strengthening

some examples

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



Muscle-Strengthening

some examples

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

Monday, April 4

Today is:

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

Today is:

Activity	minutes			
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Today is:

Activity	minutes			
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Today is:

Activity	minutes			
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Activity	minutes			
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Activity	minutes			
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Today is:

Activity	minutes			
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Today is:

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



Water: Every Cup Counts

Name: _____

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

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



Sleep: Every Hour Counts

Recommended
hours awake vs. hours
asleep, per age group



Find your age range.
Count the dots.

BLACK dots:

+
GREY dots:

=
RANGE OF
SLEEP HOURS

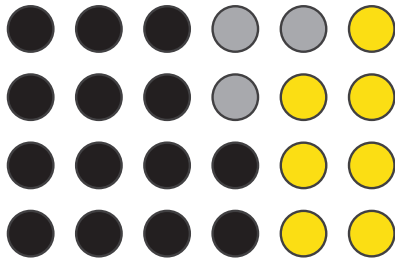
Kids my age need:

to hours
of sleep each night.



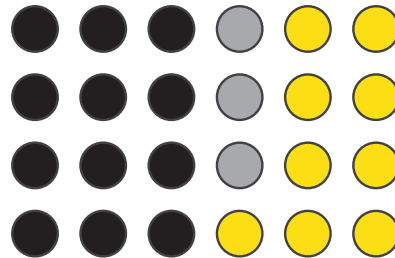
Newborn

0-3 months | 14-17 hours



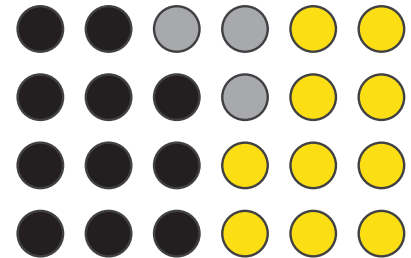
Infant

4-11 months | 12-15 hours



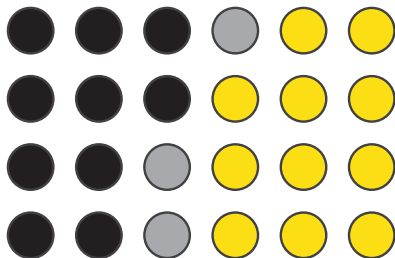
Toddler

1-2 years | 11-14 hours



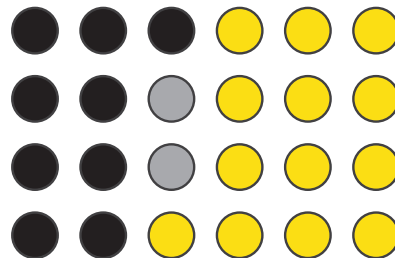
Preschool

3-5 years | 10-13 hours



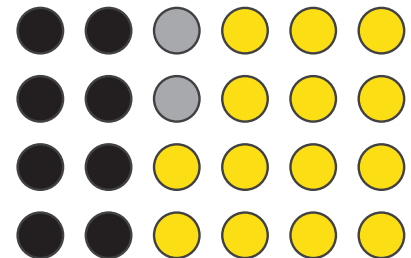
School-Age

6-13 years | 9-11 hours



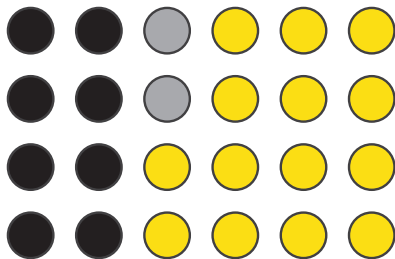
Teenage

14-17 years | 8-10 hours



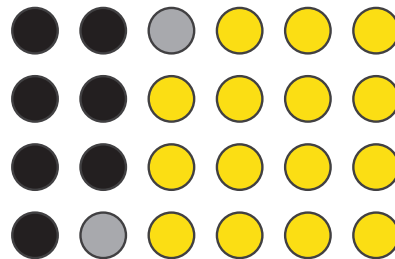
Young Adult

18-25 years | 7-9 hours



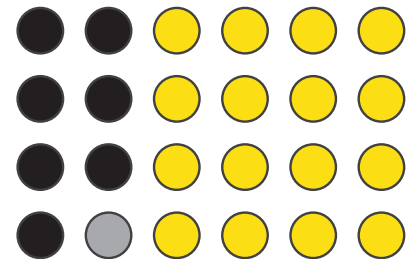
Adult

26-64 years | 7-9 hours



Senior

65+ years | 7-8 hours






Sleep: Every Hour Counts




How many do you get?

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

Remember to fill it out each morning before you forget.

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

.....

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