



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!

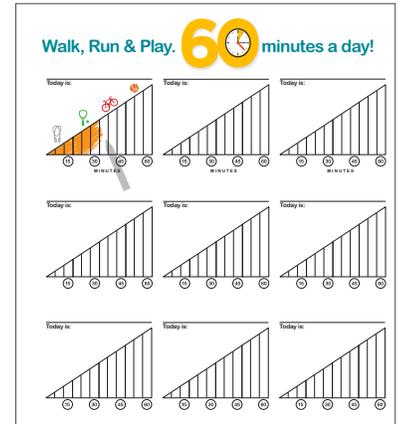
Send home blank copies of the “60 a Day” charts for students to share with their family members. Suggest they use these as reference and inspiration, and then make their own simple charts or checklists to keep at home. All you need is a piece of paper and a pencil!

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



Walk, Run & Play. 60 minutes a day!

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

Activity tracking grid with 9 rows and 3 columns of checkboxes.

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.

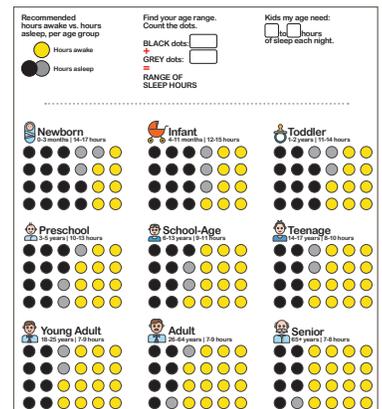
Part C. Clock Your Sleep Time – Every Hour Counts!

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:**

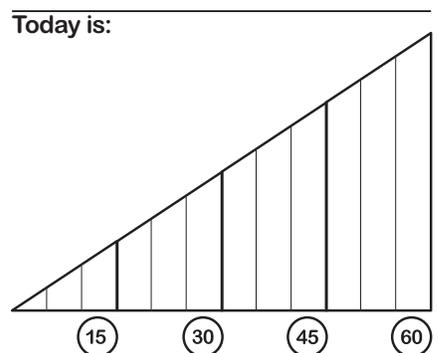
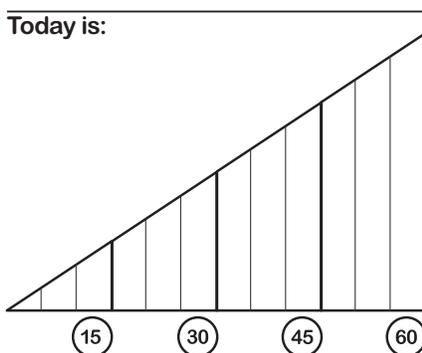
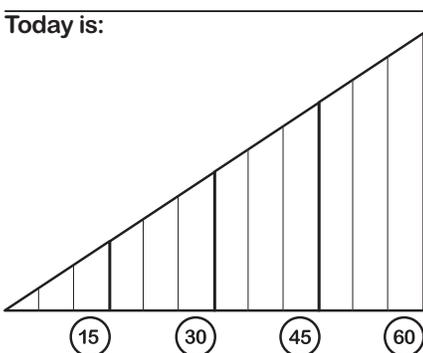
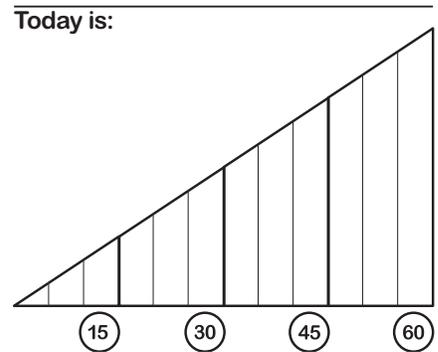
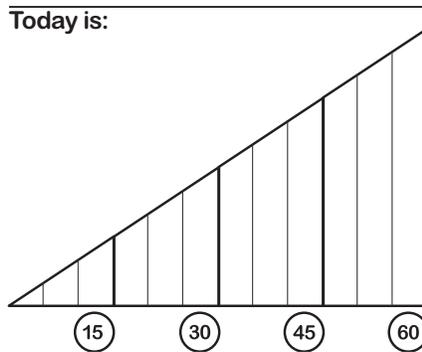
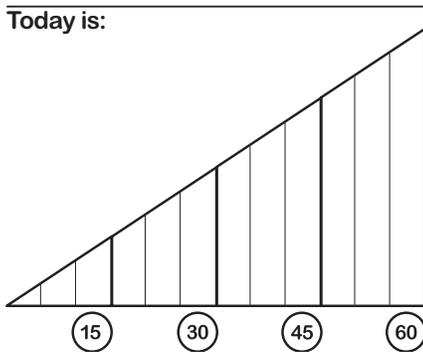
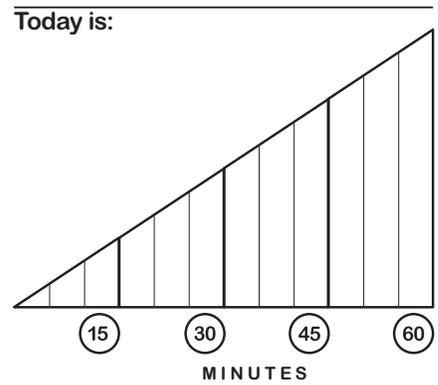
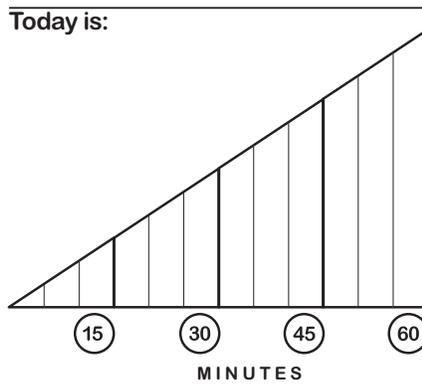
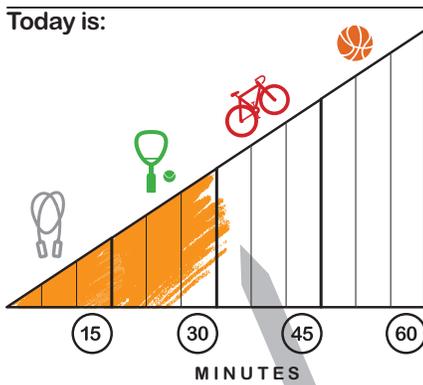
CCSS.ELA-LITERACY.SL.1.1 – Participate in collaborative conversations with diverse partners about grade appropriate topics and texts with peers and adults in small and larger groups.

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. 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-scotch	30	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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Water: Every Cup Counts

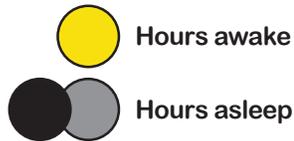
Name: _____

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

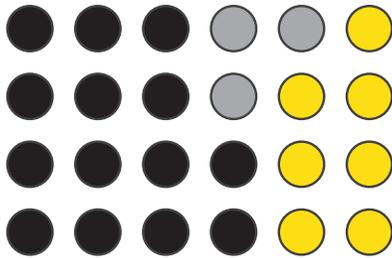
+ GREY dots:

= RANGE OF SLEEP HOURS

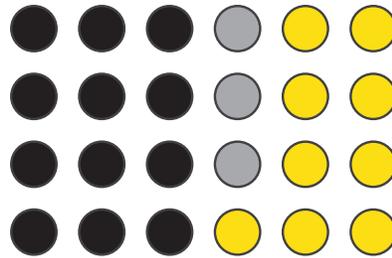
Kids my age need:

to hours of sleep each night.

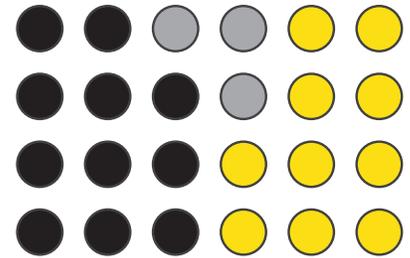
 **Newborn**
0-3 months | 14-17 hours



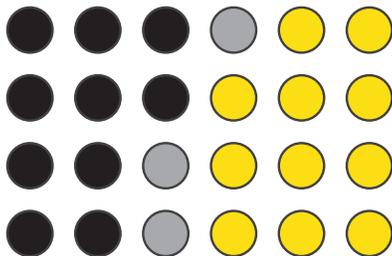
 **Infant**
4-11 months | 12-15 hours



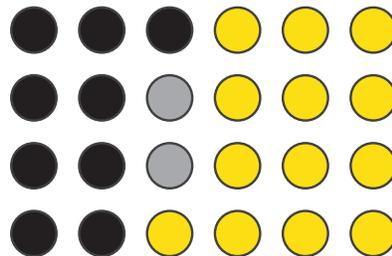
 **Toddler**
1-2 years | 11-14 hours



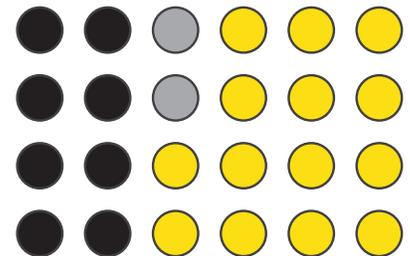
 **Preschool**
3-5 years | 10-13 hours



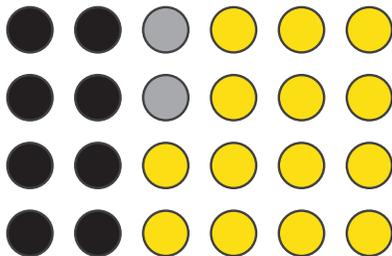
 **School-Age**
6-13 years | 9-11 hours



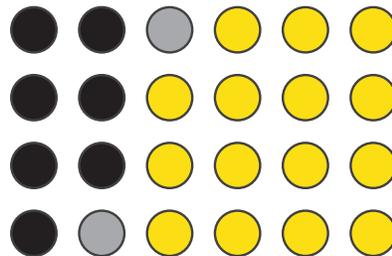
 **Teenage**
14-17 years | 8-10 hours



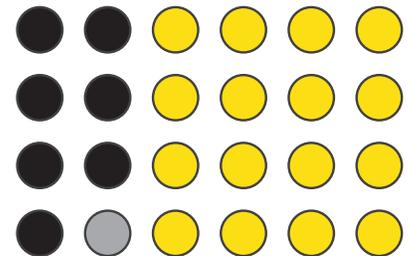
 **Young Adult**
18-25 years | 7-9 hours



 **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							