

# Course 1: Personal Success and Leadership

## Module 3: National Middle School Cadet Corps – Building Stronger Leaders Inside & Out

### Lesson 3: Lifestyle Balance

## Instructor Guide

#### Student Supplies

- Blood Pressure Cuff
- Space for students to run
- Stopwatches, enough for half of the class (one per pair of students)
- Calculators (one per pair of students)
- Printed advertisements from newspapers and magazines (at least one per student)
- Colored dots or stickers (for visual survey)
- Large poster or note paper (for visual survey)

### LESSON 3: Lifestyle Balance

#### Why This Lesson Is Important

It doesn't matter how much you love ice cream, too much will make you sick! Too much or too little of anything can harm you and your body. Balance is essential for personal health, security and success. But what does balance mean? You will examine the keys to your emotional and physical health and other elements of a balanced lifestyle.

#### What you will DO in This Lesson

*Distinguish elements of a balanced lifestyle*

#### You Will Show That You Have Learned This Skill By:

- Completing calculations on the *It All Adds Up* worksheet
- Analyzing the impact of exercise on heart rate
- Calculating your blood pressure
- Completing and adding the *Personal Time Budget* and *Time Tracking* worksheets to your JLC Portfolio
- Assessing your existing support network and environment

#### Your Performance Will Be Successful When:

- *It All Adds Up* worksheet tracks food and drink consumption for at least four days
- Information for all tracked food and drink items is complete on the *It All Adds Up* worksheet
- Daily recommended servings are completely assessed on the *It All Adds Up* worksheet
- Heart rate was measured after every activity and interval listed on the *Listen to My Heart* worksheet
- Your position is effectively supported and communicated during the Food Court Debate
- *Time Tracking* worksheet tracks how you spent your time for at least four days
- *Personal Time Budget* worksheet compares your estimates to how your time is actually spent
- The four questions at the end of the *Personal Time Budget* worksheet are completed
- The *40 Assets Checklist* is completed
- JLC Portfolio includes the completed *It All Adds Up*, *Listen to My Heart*, *Under Pressure*, *Time Tracking* and *Personal Time Budget* worksheets and the *40 Asset Checklist*



Module 3

#### Things you'll learn along the way:

- Relate how nutrition impacts health
- Distinguish between emotional and mental health (stress and sleep)
- Identify how changes in overall health can impact behavior and function
- Contrast a balanced lifestyle to an unbalanced lifestyle

#### Vocabulary

Aerobic  
Anaerobic  
Calories  
Circadian Sleep  
Eustress  
Serving Size

#### Core Abilities

- Build your learning skills
- Take responsibility for your actions and choices

#### Linked Program Outcomes

- Activate strategies for personal success and a healthy lifestyle

#### Linked External Standards

- NHES Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health
- NHES Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health

Slide  
1



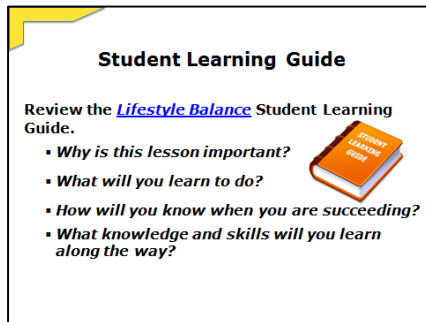
**5 minutes**

PREPARE:

Launch the Lesson Presentation. Familiarize yourself with the Part 1 slides of the Lesson Presentation. Associate the slides with the Student Learning Activities; this will help guide you and your students.

You may take time here to launch the Student Response System (Insight 360) allow for 'clicker' attendance.

Slide  
2



**REVIEW:**

The Student Learning Plan

### **Why This Lesson Is Important**

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- Calculating your blood pressure
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- Assessing your existing support network and environment

#### **Your Performance Will Be Successful When:**

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- Information for all tracked food and drink items is complete on the *It All Adds Up*

worksheet

- Daily recommended servings are completely assessed on the *It All Adds Up* worksheet
- Heart rate was measured after every activity and interval listed on the *Listen to My Heart* worksheet
- Your position is effectively supported and communicated during the Food Court Debate
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Slide  
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**Keywords**

*Which of the following initials refer to the number of calories your body burns at rest to maintain normal body functions?*

- A. BMI
- ✓ B. BMR
- C. RDA
- D. USDA

Slide  
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**Keywords**

*What is a calorie?*

- A. a measure of the vitamin content of a food source
- ✓ B. the amount of energy needed to raise the temperature of one kilogram of water how many degrees Celsius
- C. the amount of energy it takes to do aerobic exercise
- D. a measure of what is burned in a fireplace when wood turns to ash

REVIEW: Keywords

Slide  
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**Keywords**

*Which word best completes the following sentence: When people drink beverages high in calories, they do not normally \_\_\_\_\_ for those calories by eating less.*

- A. Justify
- B. Exercise
- C. Pay
- ✓ D. Compensate

Slide  
6

**Keywords**

*Which if the following food items would have the most empty calories?*

- ✓ A. A powdered donut
- B. A steak
- C. A glass of water
- D. A peanut butter and jelly sandwich

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Slide  
7

**Keywords**


*Nutrition Fact Labels show what percentage the food or drink product based on how many calories consumed in one day?*

- A. 1000
- B. 1500
- ✓ C. 2000
- D. 2500

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Slide  
8

**Learning Activity**



"Many people seem to think that success in one area can compensate for failure in other areas. But can it really?...True effectiveness requires balance."  
~Stephen Covey

\_\_\_\_1. READ the quote, "Many people seem to think that success in one area can compensate for failure in other areas. But can it really? True effectiveness requires balance."

What does this mean to you? DISCUSS this as a class.

The man who said this is Stephen Covey, author of the extremely successful book, *The 7 Habits of Highly Effective Teens*. We will explore three of those habits in this learning plan. Take a minute to READ these first three habits. With a partner, WRITE a "Tweet," a one sentence definition or summary of each habit that is no longer than 140 characters, including spaces. Be ready to SHARE this with the class.

FACILITATE:

Have a student read the quote. Ask the student to discuss what this means and how this might relate to one's "personal best."

Review the three "inside" habits of *Highly Effective Teens*.

Give the students five minutes to get into pairs and create "tweets" that summarize each habit in their own words. Have each group volunteer their best "tweet" of the three to share with everyone else. If one of the habits wasn't offered, ask the students what made it hard to summarize that habit in their own words.

Slide  
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**The INSIDE Habits**

**HABIT 1: BE PROACTIVE**

**HABIT 2: BEGIN WITH THE END IN MIND**

**HABIT 3: PUT FIRST THINGS FIRST**

\_\_\_\_2. How do you THINK the first three habits of *Highly Effective Teens* relate to your health and lifestyle balance? WRITE your thoughts in your Student Learning Guide.

**TIME: 5 minutes**

FACILITATE:

Review the directions with students and give them three minutes to write their thoughts into their SLG.

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**Learning Activity**

- In groups, create "tweets" that describe each habit.
- *Remember*, a tweet has to be 140 characters or less, including spaces.



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**Learning Activity**



Think About It

BE PROACTIVE. How does this relate to me?

BEGIN WITH THE END IN MIND. How does this relate to me?

PUT FIRST THINGS FIRST. How does this relate to me?

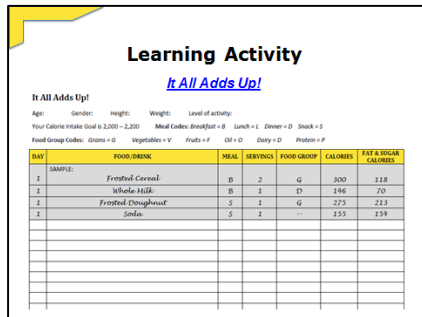
**THINK ABOUT IT**

*How do you think these habits relate to your health and lifestyle balance?*

Slide  
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Slide  
13



3. Let's examine your health habits. **TRACK** your health elements: what you eat and how much you exercise for at least four days. Then, everyday, for the next few days, write down all food and drinks you consume, as well as any exercising you do. Use the Calories Calculator ([www.myfoodapedia.gov](http://www.myfoodapedia.gov)) or some other resource to **DETERMINE** the calories, fat and sugar in the foods you eat every day. If you are not sure, or don't see your food listed, look at

**TIME: 10 minutes**

PREPARE:

## Access to computer calculators

[OPTIONAL. If computer access is not available, then you will need to make sure you have ample calculators for students to calculate their ideal calorie intake. The calculators only need to have the four simple functions (+, -, x, /)]

FACILITATE:

Have students turn to the Health Element Tracking Sheet in the SLG and take a few minutes to write down what they have had to eat and drink, and how much exercise they have had so far this day.

Tell students to calculate the number of calories they need to consume every day to maintain a healthy weight. Tell them they need to keep this diary for at least four days, longer if your schedule permits.

Review the text for *It's All in the Label* and the parts of the sample label. Ask students how many of them look at this label before they buy or consume food. Reinforce the importance of looking at this label, specifically what the company claims is a serving size, the number of calories, the percent of saturated fats and the sodium and what are healthy and unhealthy levels of each.



the nutrition label when you get home, or ask your teacher for help. Remember to try to remain true to what you would normally eat. Take a few minutes now to start RECORDING what you have had to eat and how much exercise you have had so far today. If you don't know the number of calories or amount of fat and sugar in your food, and you can't get to a computer, leave that blank for now. You will SUBMIT this worksheet to your teacher for a grade.

### OPTIONAL OR EXTRA CREDIT:

Record for seven days

### ADDITIONAL WEB RESOURCES:

[www.livestrong.com](http://www.livestrong.com), [www.caloriescount.org](http://www.caloriescount.org)

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**Learning Activity**  
*Listen to My Heart Worksheet*

ACTIVITY	PULSE RATE	AFTER 1 MINUTES	AFTER 2 MINUTES	AFTER 3 MINUTES	AFTER 4 MINUTES (OPTIONAL)	AFTER 5 MINUTES (OPTIONAL)
Sitting (resting rate)						
Walking in place (for 1 minute)						
Jumping jacks (for 1 minute)						
Sprinting (100 meters)						
Swimming (100 meters)						

**Under Pressure**

Blood pressure refers to the amount of pressure on one's arteries every time the heart beats. This rate is given in two parts: your systolic pressure and the diastolic rate. Your systolic rate is the pressure exerted on your arteries by your heart beat. The diastolic rate measures the pressure in your arteries when your heart is NOT beating. Your blood pressure is composed of two numbers. The average blood pressure for most is 120/80.

Your blood pressure should be taken when you are resting and relaxed. Write down your blood pressure.

Circle 100  
Circle 100

4. For this activity, you will need a Partner, the *Listen to My Heart* worksheet, the *Under Pressure* worksheet, a place to run, and a stopwatch or watch with a second hand for both of you. FOLLOW the directions on the *Listen to My Heart* worksheet. With your Partner, RECORD your heart rate after each activity listed.

Once you and your partner have

### **TIME: 25 minutes**

#### PREPARE:

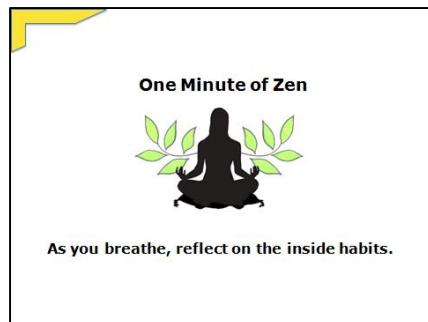
A space for students to run and elevate their heart rates (gym, outside track, etc.)  
Enlist the aid of a community medical professional or the school nurse; be sure that person brings a blood pressure cuff  
Stopwatches/watches with second hands for students (1 per pair)  
Set up "stations" for each activity on the worksheets.

#### FACILITATE:

Have the students find partners. Tell them to get out the *Listen to My Heart* and *Under Pressure* worksheets.  
Give each pair a stopwatch to measure heart rate.  
Take the students to a place inside or outside where there is plenty of room to run. These exercises will work best if you set up In the same room, have at least one station where a medical care professional can run the blood pressure tests for students; have the students cycle through this station as they complete the other activities.  
Remind students to turn in both sheets for a completion grade.

completed this sheet, have the medical professional (school nurse, local health care professional, etc) in your class measure your blood pressure. WRITE this down on the *Under Pressure* box below. Your teacher will check these sheets for a grade.

Slide  
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Slide  
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**TIME: 15 minutes**

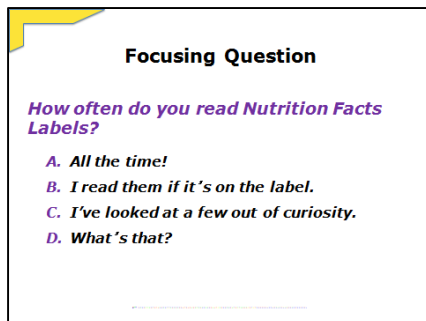
PREPARE:

Launch the Lesson Presentation.

Familiarize yourself with the Part 2 slides of the Lesson Presentation. Associate the slides with the Student Learning Activities; this will help guide you and your students.

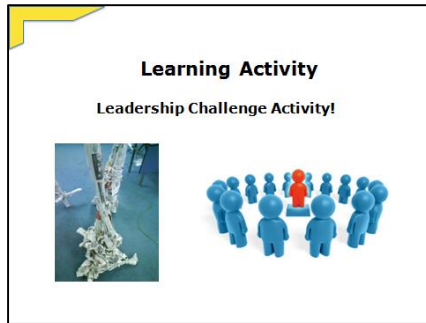
Prepare 10 full sheets of newspaper and one roll of masking tape for each group  
A kitchen timer, stopwatch or egg timer

Slide  
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ASK Focusing Question – DISCUSS why it may be important to read labels

Slide  
18



\_\_\_\_1. GET into your groups and get ready for a challenge! CLEAR your desks or tables to give yourselves enough space to work. TAKE the 10 full sheets of newspaper and a roll of masking tape from your instructor. You have 10 minutes to BUILD the tallest structure that can stand. The tallest structure in the class that can stand on its own WINS the challenge.

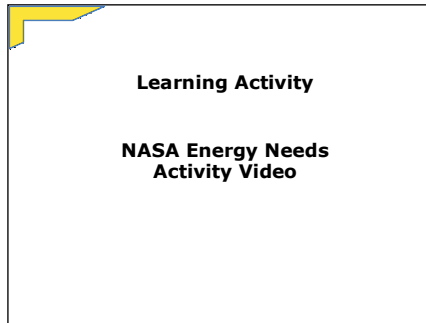
FACILITATE:

Newspaper Build: Provide each group with 10 full sheets of newspaper and a roll of masking tape. Give them 10 minutes to build a structure. The tallest one that can stand wins the challenge.

Use an Internet stopwatch, a kitchen timer, or some other device to help count down the 10 minutes.

(Optional: add a fan for added challenge)

Slide  
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**TIME: 45 minutes**

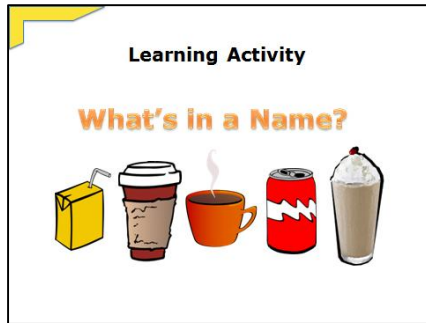
OPTIONAL:

NASA CONNECT has an excellent 2 minute video on *Basal Metabolic Rate (BMR)* NASA CONNECT BMR video--<http://www.open-video.org/details.php?videoid=6007> complete with educational materials.

Watch the video and then do an activity calculating BMR from NASA CONNECT'S *Better Health Educator's Guide*, pages 15 – 18.

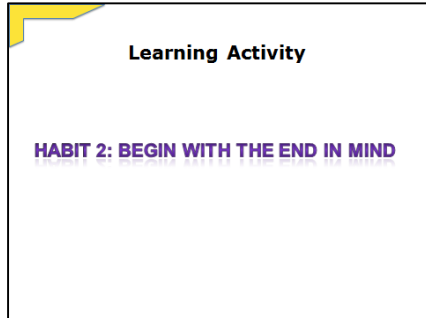
<http://www.knowitall.org/nasa/pdf/connect/Better%20Health.pdf>. Calculating the BMR, and how it differs for girls and boys, will enhance students' understanding of caloric intake and the benefits of proper nutrition while strengthening their math and science skills.

Slide  
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ASK: What are some names of drinks you like?  
Soda, coffee, slushie, milkshake, etc.

Slide  
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OPTIONAL: With a partner, select a vitamin or mineral found in food and TELL your instructor of your choice. WORK with your partner to strategize how you can research the required information. If possible, begin RESEARCH on your vitamin or mineral using encyclopedias, other library reference tools or the Internet. IDENTIFY at least three food sources for that vitamin or mineral, two ways that it helps our bodies, and one consequences of not getting enough of that vitamin or mineral.

OBTAIN a marker and a large sheet of paper. CREATE a visual of the "3-2-1" information you find and PRESENT it to the class.

**TIME: 2 class periods or 90 minutes**

PREPARE:

Prepare students with the CPS Focusing Question:

FACILITATE:

You may need to schedule time in the library or computer lab for students to research.

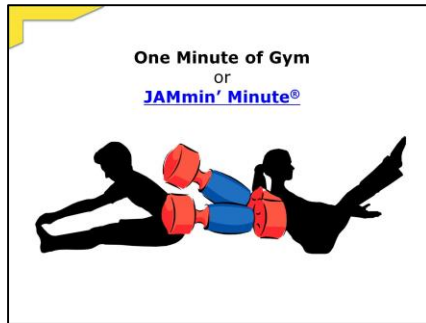
Give students one class period to research and plan their visual.

Allow a small portion of the next class (15 minutes) to finish their visual.

Use the rest of the time (30 minutes) for the presentations.

Assess their presentations according to the *Assessment Task* criteria in the SLG.

Slide  
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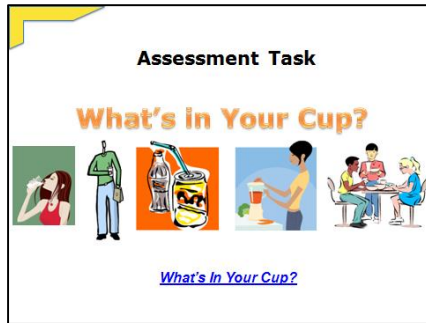
PREPARE:  
Choose OMOG/JAMmin Minute®.

Slide  
23



Have Students SUBMIT completed assignment for a grade.

\_\_\_\_ 2. Get into your GROUPS and CALCULATE the drink calories you would find in one serving of the drinks listed in the Hidden Calorie Chart. FOLLOW the directions on the sheet to find out how to make these calculations. CHECK your math to make sure you have the right answers.  
How many hidden calories do students consume in a day? In your groups, CALCULATE how many extra calories are consumed in the What's In Your Cup student scenario assigned by your teacher.



**TIME: 20 minutes**

**PREPARE:**

Different sizes of measuring cups (preferably with ounces notated; the science instructor may have some flasks that would work as well)

Different fast food drinks (soda, coffee, slushie, milkshake, etc.) that represent the types of drinks students consume on a regular basis. (You could have THEM collect/bring them in as homework or extra credit. If students bring them in, they should wash/rinse out the used cups first.)

**FACILITATE:**

Read the SLG text.

Have the students turn to their “What’s in a Cup?” drink scenarios and be sure each group has at least one calculator. Be sure each group has TWO “calculators” (students who will calculate the caloric intake) and at least one “math checker” who will review the math used to calculate the answers.

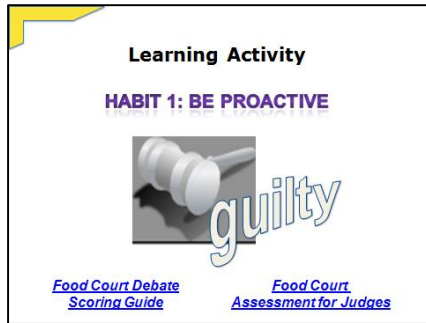
Assign a drink scenario to each group and give them 5 minutes (more if needed) to figure out how many extra calories each scenario student consumed.

Review the math steps at the bottom of the worksheet and use the following example:

“Let’s say that the drink is 10 ounces in size, and that 10 ounces has 150 calories in it. How much is a serving size again? (Students should respond, “8 ounces.”) So we know the size of the drink, in ounces, and the number of calories for that drink. Next we need to multiply the calories by 8—what do you get? (Answer should be 1200.) Great. Now let’s divide that answer by the original number of ounces—10. What do we get for a final answer? (Students should say “120”) Yes, so an 8-ounce serving size of this drink has 120 calories.

Demonstrate different cup sizes to students: 6oz., 8oz., 12oz, 16oz, 20oz. Make them aware of cup sizes, especially of those bottles or cups that “hide” multiple servings, such as Snapple.

Remind students that they will turn this in for a grade and will be graded on the math.



\_\_\_\_ 3. FORM groups. Look at the Nutrition Facts Labels in your SLG. Your instructor will provide you with a “position”—either “pro” (the food is nutritious) or “con” (the food is NOT nutritious). Your group has five minutes to ANALYZE the Nutrition Fact Label you have and BUILD your case that this food or drink item is or is not nutritious. FIND at least three facts in the label that support or prove your case. If you have extra time, PRACTICE your “closing argument” in your group, with a different student reading each fact you picked to support your case. When your teacher says that Food Court is in session, each case will go before the judges, the “Pro” group going first and then the “Con” group. You have **one minute** to PRESENT your case! Take a deep breath and show off your best persuasive skills. Once you hit one minute, the judges will cut you off, even if you are not finished. After both sides present

**TIME: 22 minutes**

PREPARE:

Access a stopwatch, kitchen timer or egg timer

FACILITATE:

Reserving three students as judges, put students into an even number of groups (no more than six groups. You can choose to ask for volunteers or you can simply pick the judges.)

Read the activity directions in the SLG to make sure they understand the challenge ahead of them.

Have students refer to the Nutrition Fact Labels in their SLGs. Assign a “Pro” group and a “Con” group.

Start the timer countdown. Students can refer to their SLGs for information to help with their case.

While the groups work, have the judges review the criteria for judging the cases made by the opposing sides. Remind them that they have to rule based on the case made, and NOT any prior knowledge or judgment of a particular food. Judges also need to listen carefully for facts rather than opinion.

When the five minutes is up, call up the first label case. (NOTE: You can start sooner if all teams finish earlier.) Introduce the “Pro” side and start the timer for 1 minute. If the group has not finished by the end of one minute, call “Time!” and tell them to stop. Then the “Con” side presents their case within one minute. Give the judges 1 minute to confer and rule. (There are three judges so that there is no tie.)

Repeat this process with the remaining Food cases.

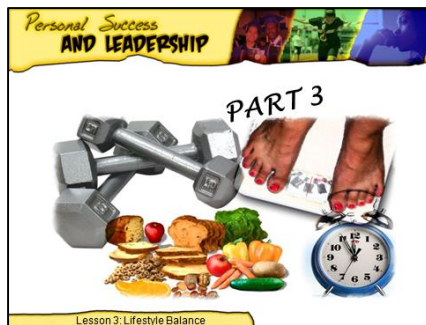


their cases, the judges will have one minute to confer before they rule if the food is “healthy” or “not healthy.”

Depending on your role in this activity REVIEW the *Food Court Debate Scoring Guide* and *Food Court Assessment for Judges* in your SLG. Be sure to ACCESS and USE these during the activity.

WRITE at least one thing you learned about Nutrition Food Labels, about the food you eat, or about persuasive speaking.

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**TIME: 5 minutes**

PREPARE:

Launch the Lesson Presentation. Familiarize yourself with the Part 3 slides of the Lesson Presentation. Associate the slides with the Student Learning Activities; this will help guide you and your students.

Prepare the Student Response System (Insight 360).

Slide  
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**Focusing Question**

*How do you decide how many calories to consume each day?*

- ✓ A. You don't—just consume between 2000 and 2400 calories
- B. Multiply height times weight
- C. Multiply weight time percent of time you exercise
- D. Using a formula

Prepare students for the Focusing Question

Slide  
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**Learning Activity**

**Size Matters!**



\_\_\_\_1. Most people don't know the difference between a "portion," and what the United States Department of Agriculture (USDA) says is a "serving size." Do you know what a serving size is? In your groups, USE the paper bowl and cooked spaghetti your instructor gives you to GUESS how much is in a serving size. The group with the closest answer wins this challenge.

**TIME: 15 minutes**

PREPARE:

Launch the Lesson Presentation. Familiarize yourself with the Part 3 slides of the Lesson Presentation. Associate the slides with the Student Learning Activities; this will help guide you and your students.

Need baseball, "1 cup" measuring cup, box of plastic gloves for students to handle food, 20-25 cups of cooked spaghetti, paper plates, paper bowls.

A demonstration table, prepared with six paper plates, one for each of the food groups listed in the SLG. Label each plate with the food group and the number of recommended servings for each.

Copy of current USDA food pyramid

FACILITATE:

Explain the difference between a "portion" and a "serving size." (A serving size was a measure created by the USDA for nutritional comparison—it is not the same as the number of servings of each food group recommended by the USDA. A portion refers to the amount of food served for one person—a serving or helping.)

Divide cooked spaghetti evenly among the groups.

Allow 1 minute for students to confer and create a "serving size." In the meantime,

With your instructor, use the measuring cup to determine how much of each of the following food groups you should eat a day.  
Bread, cereal and other grains - 6 to 11 servings.  
Fruit - 2 to 4 servings.  
Vegetables - 3 to 5 servings.  
Milk, yogurt and cheese - 2 to 3 servings.  
Meat, poultry, fish, eggs, beans, nuts - 2 to 3 servings.  
Fats, oils and sweets - Use sparingly.  
How does your diet measure up?  
Which food group are you the closest to consuming the correct amount each day?

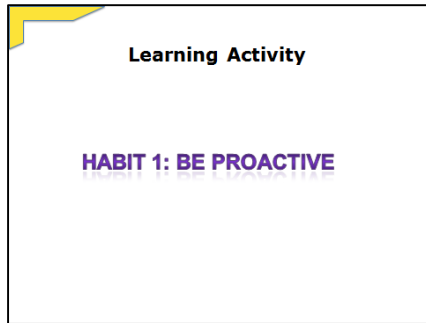
create a demonstration area. Take what each group creates as a serving size and see which groups' response best fits the 1 cup measuring cup—that group is the winner. Tell them afterwards that a closed fist is a good estimate of 1 cup or a serving size (8 ounces).

Compile all spaghetti into one pile on the area you have designated as the “demonstration table.” Use the 1 cup measuring cup as a “scoop” to demonstrate the daily recommended servings of the various food groups as listed in the SLG. Have each food group measured out on its own paper plate. Given that each recommended serving is a range, use the average of each range. For example, if the range is 2 – 4, then put 3 cups of spaghetti on that plate. (If the spaghetti is too unwieldy, use a plastic knife to cut it into smaller pieces.) (OPTIONAL: If time allows, keep the SLGs closed and have students ESTIMATE daily recommended serving sizes on a second set of paper plates labeled with each food group but without the recommended number of servings. This will help their math and science skills.)

As students clean up, read the text in the SLG for this activity.

If possible, follow-up with additional activities from NASA CONNECT's *Better Health Educator Guide*, [http://nasa.ibiblio.org/video/NASACONNECT/NASACONNECT-BetterHealthFromSpaceToEarth/related\\_content/Better%20Health.pdf](http://nasa.ibiblio.org/video/NASACONNECT/NASACONNECT-BetterHealthFromSpaceToEarth/related_content/Better%20Health.pdf)

Slide  
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\_\_\_\_2. THINK about the four factors that impact your weight: genetics, environment, behavior and socioeconomic. Which one do you have the most control over? BE PROACTIVE! Know how to balance your diet and exercise to remain healthy—at any weight!

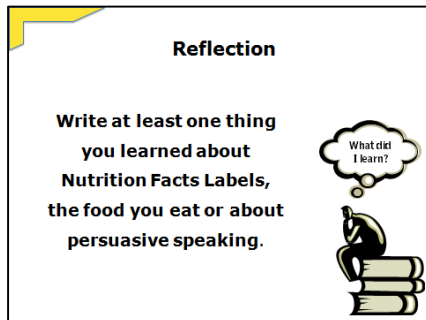
FACILITATE:

LEAD students in a discussion of the four factors that impact their weight: genetics, environment, behavior and socioeconomic.

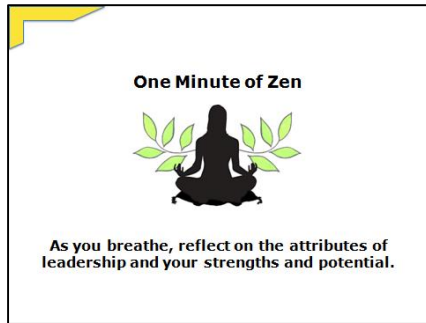
ASK Which one do you have the most control over?

They should record responses in their SLGs

Slide  
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Slide  
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Slide  
32



**TIME: 5 minutes**

PREPARE:

Launch the Lesson Presentation. Familiarize yourself with the Part 4 slides of the Lesson Presentation. Associate the slides with the Student Learning Activities; this will help guide you and your students.

Prepare the Student Response System (Insight 360).

\_\_\_\_ 1. CHECK OUT your knowledge of the Learning Plan's Vocabulary Words.

Slide  
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**Focusing Question**

*Which of the following is NOT an "Inside Habit" of highly effective teens?*

- A. Put first things first
- ✓ B. Treat others as you would be treated
- C. Be proactive
- D. Begin with the end in mind

**TIME: 12 minutes**

PREPARE:


Prepare students with the Focusing Question:

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**Learning Activity**

**Potential Effects of Sleep Deprivation:**

- Unable to learn
- Acne
- Aggressive behavior
- Eat too much
- Get sick
- Lack of judgment



\_\_\_\_ 2. Feeling tired? If you are, then so is your brain. Sleep is food for the brain. Important body functions and brain activity occur when you sleep, so skimping on sleep can be harmful. When you're tired, it's harder to get along with your family and friends. Also, it hurts your test scores and your performance. When you do not get enough sleep, you are more likely to have an accident, injury and/or illness. Want to learn more? WATCH the NASA video on sleep. Adolescents need to get between 8.5 to 9.25 hours of sleep a night. How does your sleep measure up?

FACILITATE:

Select random students to read each bullet point that warns of the effects of sleep deprivation.

Read the text, "Feeling tired?" until the NASA video is mentioned.

Have the students view a five-minute NASA video on sleep, "Right Ratio of Rest (Pt 2): Benefits of Sleep." (Available for download in different formats on NASA's archive Web site: <http://nasa.ibiblio.org/details.php?videoid=6574&start=0&subject=Science>. This Web site also has a downloadable Educator's Guide.)

Follow up the first NASA Sleep video with the 9-minute "Right Ratio of Rest (Pt 4): Sleep Schedule (2)"

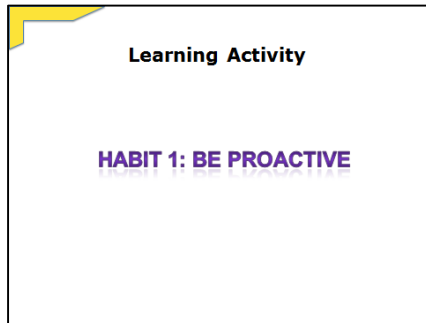
(<http://nasa.ibiblio.org/details.php?videoid=6576&start=0&query=sleep%20schedule&action=search>. This Web site also has a downloadable Educator's Guide.)

Finish up by reading the rest of the text in the SLG.

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**TIME: 8 minutes**

PREPARE:

Look back at the *Time Budget* Worksheet completed earlier.  
Prepare to pass out paper for a form of the Friday Game.

FACILITATE:

Ask students to see if their *Time Budget* Worksheet accounted for sleep. Discuss the importance of this.


\_\_\_\_ 3. BE PROACTIVE! Sleep should be your first priority. Getting enough sleep will put you at your physical and mental best. It can also keep you from getting sick and make it easier for you to deal with problems. Believe it or not, plenty of rest can help you maintain positive relationships with others! So, be proactive! REVIEW your “Time Budget” and make sure you BUDGET enough time for a good night’s rests.

Slide  
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**Learning Activity**

**TRUE CONFESSIONS**

*When did your performance suffer from lack of sleep?*



\_\_\_\_ 3a. GET OUT a piece of paper. In one sentence or less, WRITE out a personal account of a time when lack of sleep influenced your performance or judgment. When did you mess up because of lack of sleep? Give your response to your teacher for a variation of the Friday Game.


**FACILITATE:**

Ask students to write about a brief personal account of a time when lack of sleep influenced their performance – whether for a job, a sports activity, school or homework, etc.

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**Learning Activity**

**Write a One Minute Paper**



\_\_\_\_ 4. COMPLETE a *Minute Paper*. In one minute, write down the two most surprising things you have learned so far in this lesson plan and two questions you still have. GIVE your *Minute Paper* to your teacher.

**TIME: 4 minutes**

**PREPARE:**

Provide paper for the *Minute Paper* activity.

**FACILITATE:**

Provide students with a piece of paper.

Prompt students to write a *Minute Paper* —the two surprising things they have learned so far in this lesson and two questions they still have.

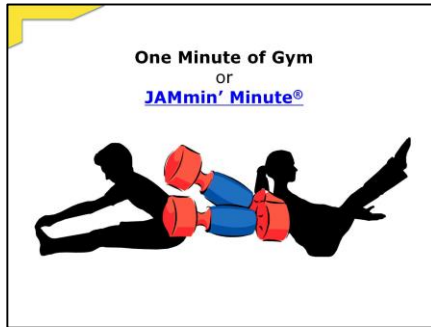
Collect their papers and adjust the instruction/class activities accordingly.

Have students experiment with focus and balance. Tell them to observe their abilities to balance on one foot when they are looking around the room. Then, have them observe their balance when they pick one spot on the floor or wall to focus on—was it easier then? (It should be.)

Have them finish the minute reflecting on how focus can help them with their academic and personal “balance.”



Slide  
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PREPARE:  
Choose OMOG/JAMmin Minute®.

Slide  
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PERSONAL TIME BUDGET		
Name:	Month:	Year:
Weekly Income:	168 hours, 0 minutes	
Daily Expenses:	ESTIMATED	ACTUAL
Sleep		
Meals		
Travel		
Personal Hygiene		
Housework		
Work		
Extra-Curriculars		
Sports		
Religious Activities		
Community Activities		
Social Activities		
Computer/Internet		
Hobbies (specify)		

**TIME: 15 minutes**  
PREPARE:  
Provide calculators, at least one for every pair of students to share

FACILITATE:  
Have students turn back to their *Personal Time Budget* worksheet. The worksheet should be completed by now.  
Read the text with the students.

\_\_\_\_ 5. How did your time tracking work out? Turn back to Personal Time Budget sheet and CALCULATE the actual time you spent on the various activities. How close were your estimates? Any surprises? Take a few minutes and RESPOND to the following reflective questions.

In terms of balance, what are your current strengths? What do you need to work on in terms of how you spend your time? What do you need to do differently to become closer to your ideal self?

Slide  
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**TIME: 5 minutes**

PREPARE:

Launch the Lesson Presentation. Familiarize yourself with the Part 5 slides of the Lesson Presentation. Associate the slides with the Student Learning Activities; this will help guide you and your students.

Prepare the Classroom performance system.

- Prepare the NASA CONNECT video, “Good Stress: Building Better Muscles and Bones”—<http://www.knowitall.org/nasa/connect/index.html> (2.03 minutes).

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**Focusing Question**

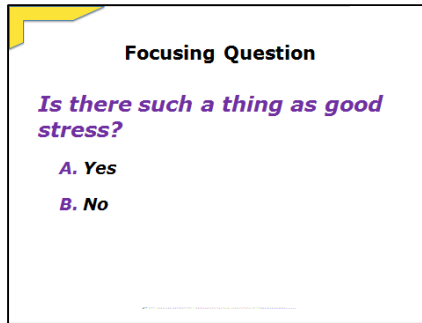
*Based on what you have learned, what is your current health status?*

A. *Green light*— I am already have a balanced, healthy lifestyle.

B. *Yellow light*— I’m OK but could do a lot better.

C. *Red light*— I have a LOT of work to do to become healthier.

Slide  
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A presentation slide with a yellow tab in the top-left corner. The title "Focusing Question" is centered at the top. Below it, the question "Is there such a thing as good stress?" is written in purple. Two multiple-choice options, "A. Yes" and "B. No", are listed below the question, also in purple.

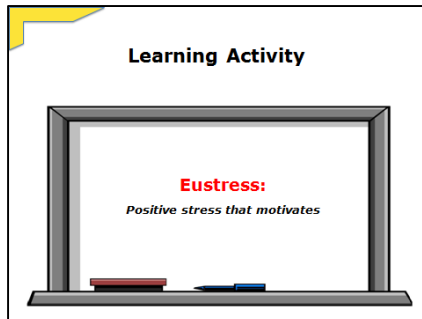
**Focusing Question**

*Is there such a thing as good stress?*

**A. Yes**

**B. No**

Slide  
44

A presentation slide with a yellow tab in the top-left corner. The title "Learning Activity" is centered at the top. Below the title is a graphic of a whiteboard with a black frame. On the whiteboard, the word "Eustress:" is written in red, and below it, the phrase "Positive stress that motivates" is written in black. At the base of the whiteboard frame, there are small red and blue rectangular objects.

**Learning Activity**

**Eustress:**

*Positive stress that motivates*

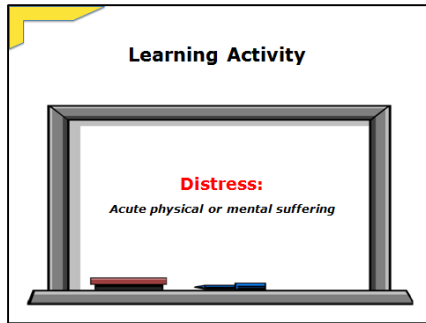
\_\_\_\_\_ 1. Read about stress in the text.

Good stress, or eustress, is the force that gets you out of bed in the morning to get ready for school, work or whatever activities await you. It is what keeps you going in a marathon when you think that you can't run another foot. It is the deadline that prompts you to get your homework done or to perform well on the playing field. In other words, eustress is a positive stress that motivates us. Without it, we might become giant blobs of DNA that never attempt to achieve our physical, emotional and intellectual potential.

**FACILITATE:**

- Have students read about eustress and distress and then respond to the comprehensive questions.

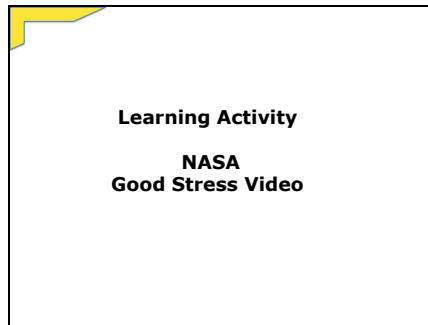
Slide  
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\_\_\_\_\_1a.Bad stress, or distress, is the stuff that has created an entire industry of self-help books, events and TV shows. Stress can be created by influences such as work, school, peers or co-workers, family and death. People under constant distress are more likely to become sick, mentally and physically.

People often find ways of dealing with distress, in both negative and positive ways. Examples of positive ways are listening to music, performing calming exercises, participating in sports and similar healthy distractions. Negative ways often take the form of using drugs, abusing alcohol and lashing out in anger, which lead to addictions and, later, more stress.

Slide  
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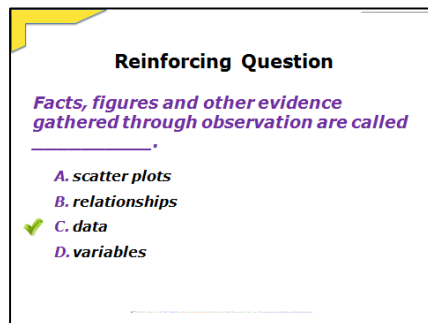


\_\_\_\_1b.WATCH the NASA video, "Good Stress: Building Better Muscles and Bones."  
TAKE NOTES in your book to prep are for a quiz.

FACILITATE:

- Read the text with students on "stress."
- Launch the NASA CONNECT video, "Good Stress: Building Better Muscles and Bones"—<http://www.knowitall.org/nasa/connect/index.html> (2.03 minutes)
- Have students take notes on the video.
- OPTIONAL: Follow-up with an activity from the NASA CONNECT Educator Guide, [www.knowitall.org/nasa/pdf/connect/Good\\_Stress\\_Guide.pdf](http://www.knowitall.org/nasa/pdf/connect/Good_Stress_Guide.pdf). These interactive classroom exercises build students' math and science skills.

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FACILITATE:

- Have the student respond to the reinforcing questions

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### Reinforcing Question

*Why do astronauts' muscles weaken in space?*

- A. The muscles weaken because of poor training prior to space flight.*
- B. Astronauts are too busy with space experiments and repairs to exercise.*
- C. They select astronauts who are smart and not those in prime physical condition.*
- ✓ *D. Leg muscles aren't used, causing the muscle to weaken from lack of force.*

Slide  
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### Reinforcing Question

*Which factor that affects your weight is easiest for you to control?*

- ✓ *A. Behavior*
- B. Environment*
- C. Genetics*
- D. Socioeconomic*

Slide  
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**Reinforcing Question**

*A serving size, as listed on the Nutrition Facts Label, is often defined as 1 cup, or \_\_\_\_\_ ounces.*

A. 4  
✓ B. 8  
C. 12  
D. 16

Slide  
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**Learning Activity**

***What is your favorite thing to do when you get stressed?***

FACILITATE:


- Have the students get out a scrap of paper.
- Read the Friday Game question, “What is your favorite thing to do when you get stressed?”
- Continue with the Friday Game until time runs out.

3. On a scrap piece of paper, quickly RESPOND to the following question, “What is your favorite thing to do when you get stressed?” SUBMIT this paper in to your instructor.

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**Learning Activity**

**Tired of Getting Ripped Off?**



Tired of getting ripped off? Learning good money skills now will help you live a longer, healthier and happier life down the road. But retail stores are trying to sabotage your personal financial balance!

Did you know that advertising is also referred to as the "fine art of separating people from their money?" We'll look at financial skills later in the program, but for now, let's take a look at WHY you spend your money as you do. READ about the different tactics business owners use to separate you from your money.

**TIME: 10 minutes**

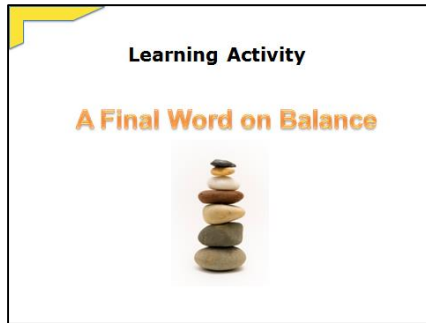
PREPARE:

- If possible, cut ads out of magazines so that you have at least one per student.

FACILITATE:

- Read the text with students until you get to the “tactics (unsavory) business owners use to separate you from your money.”
- Pass out the magazine ads.
- After each advertising category listed in the SLG, ask students which of their ads fit that category.
- Have students take turns reading the remaining text aloud.
- OPTIONAL: If time and technology allows, have students analyze video advertisements using YouTube, VHS, DVD, or a DVR.
- Alleviate some stress by leading students in OMOG or JAMmin Minute®





\_\_\_\_5. You can't live a balanced lifestyle without a strong support system and a sense of safety. Assets come in many shapes and sizes, and sometimes the most valuable are the ones you can't buy. EXAMINE and COMPLETE the 40 Assets Checklist. These assets represent your support system—the final element of personal success. Over the course of this program, you will review this Checklist and your answers. Although you can't control all of the items, you can control many. CIRCLE three items that you didn't check but can control. These might give you some ideas when we write goals later on in the class. Together, we can work to help you achieve these assets.

**TIME: 10 minutes**

**PREPARE:**

- Familiarize yourself with the 40 Assets Checklist in the SLG.


**FACILITATE:**

- Have a student read the SLG text aloud.
- Tell students to turn to the 40 Asset Checklist and check off the “assets” listed that they have in their lives.
- Students should then circle a maximum of three assets they did not check off that are within their control—if they have less than three, then they check those off if those are within their control. These will provide some ideas when students write SMART goals in the next Learning Plan for the Personal Success Plan.
- Collect and grade the Personal Health Portfolios according to the Performance Assessment Task criteria.

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**Assessment Task**


Complete the [\*Putting It All Together Assessment Task\*](#). Use the scoring guide to self-assess your skills and outline some areas you'd like to improve upon throughout this course.



You've done a lot this lesson to get a sense of how balanced your health is. Take your *It All Adds Up*, *Listen to My Heart*, *Under Pressure*, *Time Tracking* and *Personal Time Budget* worksheets, and the *40 Assets Checklist*, and use them to start your *Personal Health Portfolio*. Make your *Personal Health Portfolio* your third section and put these worksheets in this section. Then, turn your binder in to your instructor for a grade.

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**One Minute of Zen**



As you breathe, reflect on putting first things first and achieving a balance.