

MY BALANCED DAY



Time: Approximately 60-70 minutes*

Focus - 5 minutes; Teach/Model - 5 minutes; Guided Practice - 10 minutes;

Independent Practice - 15-20 minutes*; Closure - 20-30 minutes*

*May be divided into separate days

Instructional Goals:

- The student will read a nonfiction article and reflect on the information learned.
- The student will understand the idea of balancing daily activities in order to achieve a healthy lifestyle.
- The student will be more mindful of how they spend their time each day.
- The student will reflect on his/her day and analyze it for a healthy balance of activities.

Integrated Content Standards

- AASL Standards Framework for Learners- (<http://standards.aasl.org/wp-content/uploads/2017/11/AASL-Learner-Framework-Spread.pdf>)
- CASEL Core SEL Competencies- (<https://casel.org/core-competencies/>)
- Center for Disease Control Healthy Schools- National Health Education Standards- (<https://www.cdc.gov/healthyschools/sher/standards/index.htm>)
- Common Core English Language Arts/Literacy Standards (www.corestandards.org/ELA-Literacy/)
- National Educational Technology Standards for Students (<https://www.iste.org/standards/for-students>)

Materials/Resources:

- **PebbleGo Health** online database
- **PebbleGo Science** online database (optional)
- **PebbleGo Nonfiction Article Graphic Organizer** - one per student or pair of students
- **My Balanced Day** pie chart - one for teacher demonstration and one for each student
- **A balance with weights** (optional)

Procedures/Lesson Activities:

My Balanced Day (Part 1) Focus

1. Display a balance with weights for students to view. Demonstrate how the balance works as you adjust the weights. Alternatively, you can use drawings or pictures to demonstrate how a balance works.
2. Ask students what they think the word "balance" means. (Balance is finding equal weight or importance of something.)

Teach/Model



3. Explain that this balance is a scientific and mathematical tool, but people also use the idea of a balance in their daily lives. Many people say they want to have “balance in their life.”
4. Ask students what they think people mean when they say they want balance in their life. Briefly discuss their answers.
5. Explain that a balanced life is one that allows a person to make healthy choices, as well as to participate in activities that they find enjoyable.

Guided Practice

6. Tell students you want them to analyze their daily activities for a healthy balance, but before they can do that, you would like them to read a nonfiction article and reflect on how the article’s information relates to a healthy, balanced lifestyle.
7. Give each student or pair of students a **PebbleGo Nonfiction Article Graphic Organizer**.
8. Explain that each student or pair of students will read a nonfiction article and complete the graphic organizer.
9. Demonstrate by completing the **PebbleGo Nonfiction Article Graphic Organizer** using the Being Mindful article in **PebbleGo Health** for the class. (See example below.)

Independent Practice

10. Divide the following articles among students:
 - o Media and My Health
 - o Relationships and My Health
 - o Technology and My Health
 - o Water and My Health
 - o Hygiene
 - o Sleep Habits
 - o Exercise
 - o Setting Goals
 - o Setting Routines
11. Allow time for students to navigate to their assigned article and complete the **PebbleGo Nonfiction Article Graphic Organizer**.

Closure



12. Ask students to use the information they learned from their **PebbleGo Health** articles to brainstorm a list of activities that healthy people participate in on a daily basis. The list should include activities such as eating a healthy meal, sleeping, going to school or work, taking care of personal hygiene, playing games or watching videos for entertainment, reading and doing homework, exercising, and playing with friends.

My Balanced Day (Part 2)

Focus

1. Show students the **My Balanced Day pie chart**.
2. Explain to students there are 24 hours in a day, and the pie chart has 24 sections, one for each hour. (Note: The purpose of the pie chart is for students to become more mindful of how they are spending their time and the choices they are making with their free time. It is not meant to be an accurate accounting of their day.)
3. Ask students: If we are trying to have a healthy, balanced life, what do you think that means in relation to our daily activities and the amount of time we have each day? Lead students to realize they must divide their day into different activities but that they cannot have the same amount of time allotted for each activity. They must make choices on how to divide up their time.

Teach/Model

4. Ask the student(s) that read the **PebbleGo Health** article Sleep Habits why sleeping is important. Discuss with students how many hours a day they should be sleeping in order to stay healthy. (Note: Many studies suggest that elementary-aged students should get between 10-12 hours of sleep nightly.)
5. Shade in 10 sections of the pie chart for sleeping and color the corresponding section in the **My Balanced Day pie chart**. (See example below.)
6. Ask students how many hours are left in the day for other activities.

Guided Practice

7. Continue shading in the pie chart for other necessary daily activities, such as eating and hygiene. As you fill in the pie chart, ask each student to share what they learned from their assigned **PebbleGo Health** nonfiction articles.
8. As a group, decide how to color in the hours for "going to school." Could some of the school hours include exercise? Are students also playing with friends during recess? What about eating lunch?
9. Looking at the remaining "free time" in a typical day, discuss the difference choices students have for using that time, such as learning a new sport or skill, playing video games, or having a play date. Discuss the following to students:
 - o Some activities can include multiple purposes. For example, playing soccer with friends can help you with your relationships, exercise, and becoming a better soccer player.
 - o Every day will look a little different. Part of finding balance in your life is recognizing that you played video games a really long time one day, so the following day you should spend more time with your family.



- o When you spend too much time on any one activity, that means you do not have time for other activities.
 - o Discuss with students the possible consequences of losing out on important activities, such as sleep or spending time with friends.
 - o Explain to students that everyone is different; each person's balanced day will look a little different.
10. Tell students about an activity you love and that your dream day would be spent only doing that activity and nothing else. Using the balance, put all of the weight on one side, so it is unbalanced.
 11. Ask students how you might feel if your life was so unbalanced, even if you were doing an activity that you love. For example, if you played video games all day long, how might you feel the next day? (Your eyes might hurt. You might have a headache. You might be grumpy because you didn't get enough exercise or eat healthy meals. Your family might be mad that you ignored them all day.)

Independent Practice

12. Using the balance and weights, talk to the students about their perfectly balanced day. What do they want to do? What will they need to give up in order to do all of the activities they want? How long will they spend with each activity? As you talk about activity choices, adjust the weights.
13. Have each student complete their own **My Balanced Day pie chart** based on their idea of a perfectly balanced day.

Closure

14. Ask students to use the information they learned from their **PebbleGo Health** articles to brainstorm a list of activities that healthy people participate in on a daily basis. The list should include activities such as eating a healthy meal, sleeping, going to school or work, taking care of personal hygiene, playing games or watching videos for entertainment, reading and doing homework, exercising, and playing with friends.

Extend/Enrich

- Have students write a paragraph about their completed **My Balanced Day pie chart** and the choices they made for their free time.
- Help students set goals for ensuring a balanced life. For example, if they are not getting enough sleep at night, help them make a plan for getting more sleep.

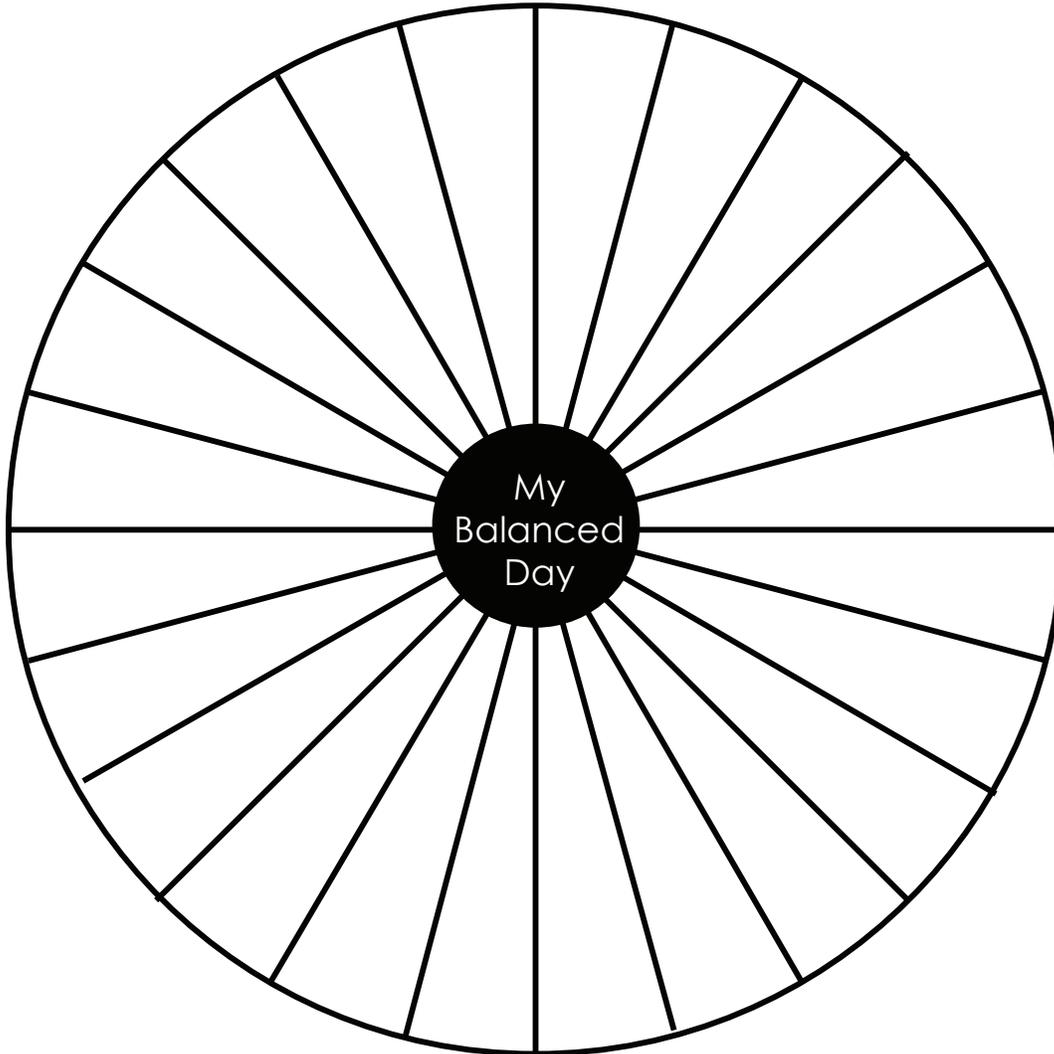
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My Balanced Day

Imagine a perfectly balanced day where you are being healthy and finding time to do at least one activity you enjoy. What would that day look like?

Color in the hours of your day using the pie chart and Activity Key below.



Activity Key

- | | |
|--|--|
| <input type="radio"/> Eating | <input type="radio"/> Playing online/watching videos |
| <input type="radio"/> Going to school | <input type="radio"/> Taking care of myself (personal hygiene) |
| <input type="radio"/> Reading/homework | <input type="radio"/> Practicing sports, music, dance, etc. |
| <input type="radio"/> Exercising | <input type="radio"/> Other: _____ |
| <input type="radio"/> Playing with friends | <input type="radio"/> Other: _____ |
| <input type="radio"/> Doing my chores | |
| <input type="radio"/> Sleeping | |

Name: _____

PebbleGo Article Title: _____

Topic:	
Important words related to this topic:	Activities mentioned in the article:
This article makes me think about:	



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