

Esentials To Health Education

presented by  **PLT4M**

A photograph of three diverse high school students smiling in front of blue school lockers. A young woman with long dark hair is on the left, a young man with short dark hair is in the center, and a young woman with curly dark hair is on the right. They are all wearing casual clothing and backpacks.

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Introduction

Middle and high school are critical periods of mental, physical, emotional, and social development, making it essential to equip young individuals with the knowledge and skills necessary to make informed decisions about their health and well-being. Health education serves as a cornerstone for fostering a generation that is not only aware of the various health issues they may encounter but also empowered to take proactive steps towards a healthier lifestyle.



The State of Student Health



DRINKING

Alcohol Use: According to the 2021 National Youth Risk Behavior Survey (YRBS), **29% of high school** students reported having at least one drink of alcohol in the past 30 days.

Binge Drinking: The same survey indicated that **14% of high school students** engaged in binge drinking (defined as having five or more drinks in a row) in the past 30 days.



TOBACCO USE

Tabacco & Nicotine Use: The 2021 YRBS reported that **4% of high school students** smoked cigarettes on at least one day in the past 30 days.

E-cigarette Use: The National Youth Tobacco Survey (NYTS) 2022 found that **14.1% of high school students** and **3.3% of middle school students** reported using e-cigarettes in the past 30 days.



MARIJUANA

Marijuana Use: According to the 2021 National Youth Risk Behavior Survey (YRBS), **18% of high school students** reported using marijuana at least once in the past 30 days.

Middle School Students: Data from the 2022 Monitoring the Future (MTF) survey shows that approximately **6.5% of 8th graders** reported using marijuana in the past year.



OBESITY

Prevalence: The Centers for Disease Control and Prevention (CDC) data from 2017-2020 indicated that **19.7% of U.S. youth aged 2-19 years** were classified as obese, with higher prevalence in adolescents aged 12-19 years (22.2%).

Trends: The obesity rate among children and adolescents has more than tripled since the 1970s.



ANXIETY

Prevalence: The National Survey of Children's Health (NSCH) 2019-2020 reported that **9.4% of children aged 3-17 years** (approximately 5.8 million) have diagnosed anxiety.

Increasing Trends: The percentage of youth experiencing anxiety has been increasing, with notable rises in recent years due to factors like the COVID-19 pandemic.



DEPRESSION

Prevalence: According to the NSCH, **4.4% of children aged 3-17 years** (approximately 2.7 million) have diagnosed depression.

High School Students: The 2021 YRBS found that **36.7% of high school students** reported feeling persistently sad or hopeless almost every day for two weeks or more in a row, which is an indicator of depression.

2024 SHAPE America National Health Education Standards

Students will be able to...

STANDARD 1: Use functional health information to support health and well-being.

STANDARD 5: Use a decision making process to support personal and community wealth and well-being.

STANDARD 2: Analyze influences that affect health and well being.

STANDARD 6: Use goal-setting process to support health and well-being.

STANDARD 3: Access valid and reliable resource to support health and well-being.

STANDARD 7: Demonstrate practices and behaviors to support health and well-being

STANDARD 4: Use interpersonal communication skills to support health & well being.

STANDARD 8: Advocate to promote health and well-being for self and others.

National Health Education Standards

The **National Health Education Standards** serve as overarching goals for skill-based health education curricula.

Functional Health Information
STANDARD 1

Health Related Skill
STANDARD 2

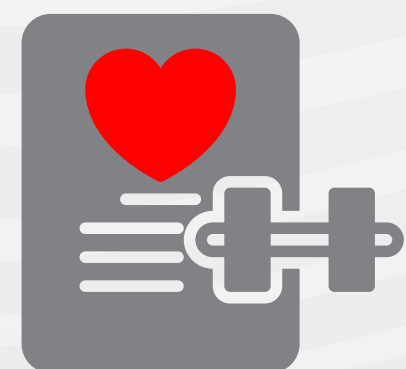
Educators determine **functional health** information (i.e., content) and the **health-related skill** (e.g., interpersonal communication, decision-making analyzing influences) within which the content is taught.

Performance Indicators

Performance indicators articulate more specific goals that lead toward progress of the standards.

Holistic Health & Wellness

Schools can take a holistic health and wellness approach to support students total physical, mental, and emotional health through a combination of physical education and health education classes.



Physical Literacy: An individual's ability, confidence and desire to be physically active for life.



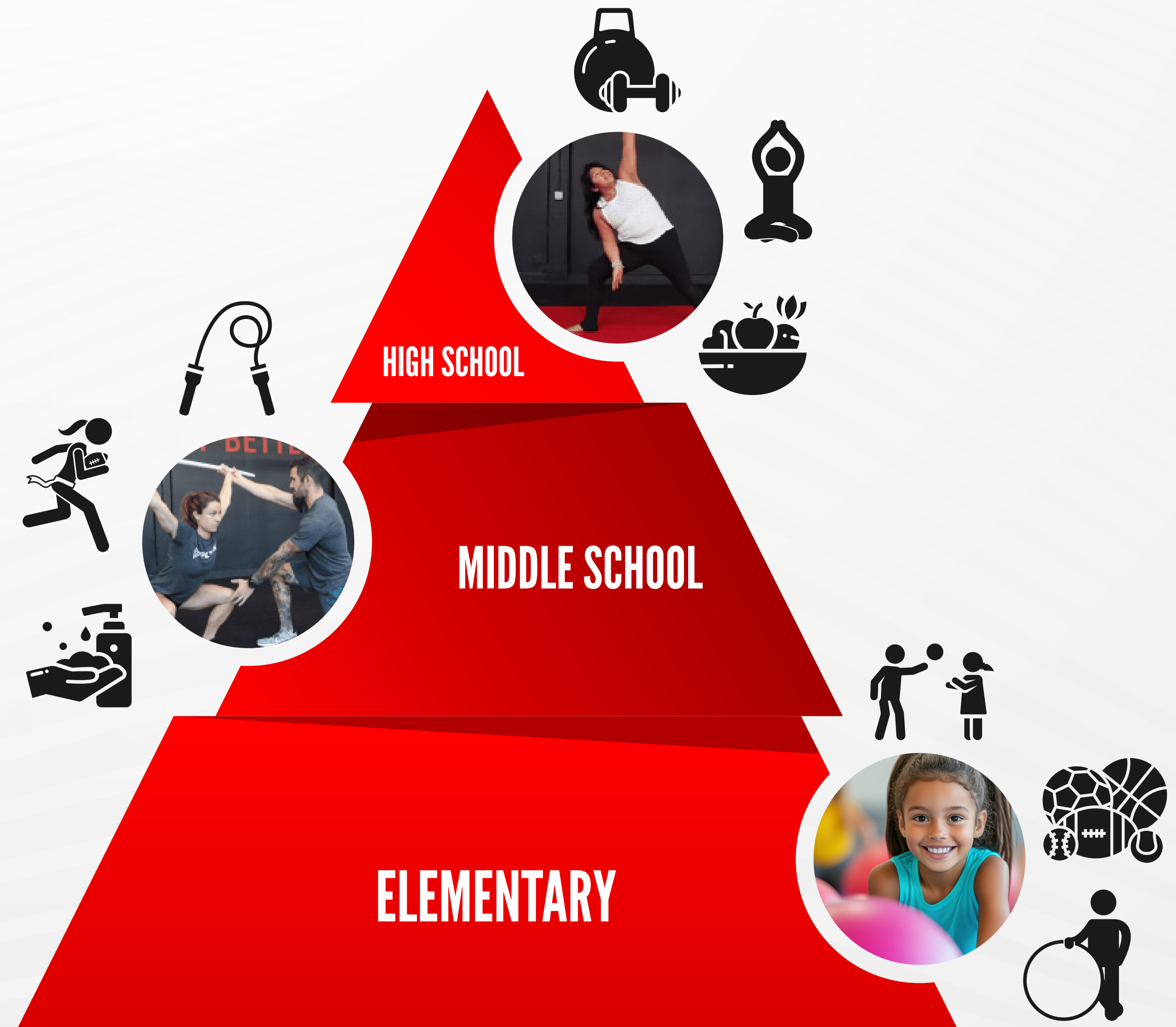
Health Literacy: An individual's capacity to access information, resources and services necessary to maintaining and promoting health.



Planning Your Curriculum

When planning curriculum for holistic health and wellness, pick from a library of different options, units, and lesson plans from PLT4M, all aligned to state and national standards.

Below are 5 free lessons from PLT4M's library. Each lesson comes from a full unit of materials that teachers can use with students in health and physical education classes.



FREE!

Health Lessons

Lesson Format:

- **Do Now** – Each lesson begins with a “Do Now” activity designed to kick off the class. This short, thought-provoking prompt gets students thinking critically and personally connecting with the day’s topic right from the start.
- **Content** – Students then dive into the core of the lesson through a curated article and an engaging video. This section provides clear, reliable information and encourages deeper exploration of key health concepts and issues.
- **Live The Lesson** – The final component ties everything together through practical application. This is where students practice the specific skills highlighted in the lesson—like communication, decision-making, or advocacy—reinforcing the core goal of skills-based health education: applying learning in real-world contexts.



INTRO TO NUTRITION

Calories - Energy & Chemistry

The PLT4M Intro to Nutrition program cuts through the noise with a clear, student-friendly guide to foundational nutrition concepts and what growing bodies need. Students will not only build knowledge but also practice real-world skills helping them understand nutrition and make healthier choices every day. In this sample lesson, we dive into the chemistry of calories and their role in providing the body energy.

Energy Matching.

Directions. Below is a list of foods and a chart containing a list of activities. Select one food per activity that you think could fuel it best. Then, explain your choices in the “Explanation” column. Answer based on your current knowledge and experiences. Don’t worry about being right!

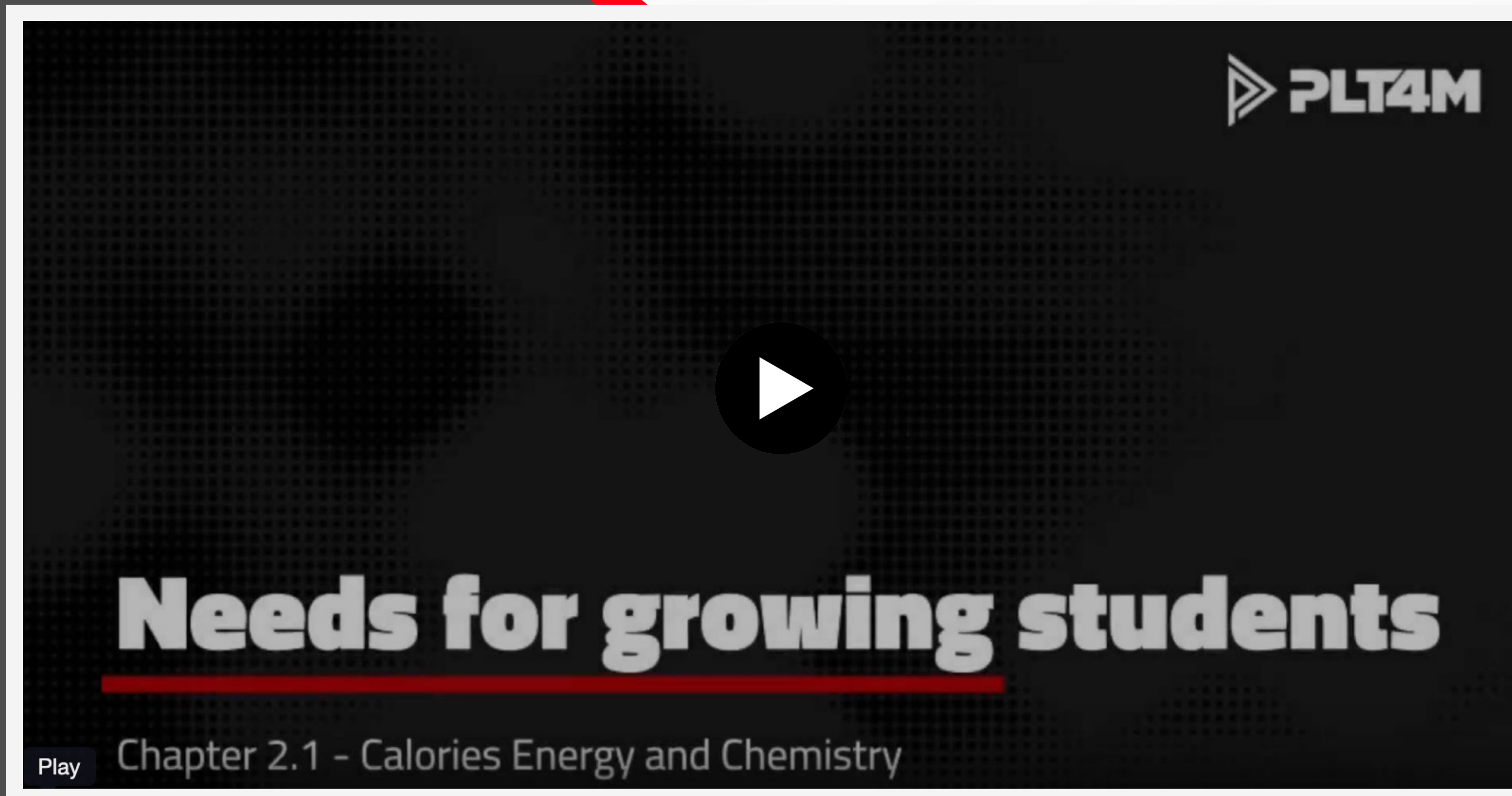




Foods:

- A banana
- A slice of pizza
- A granola bar
- A salad with chicken
- A glass of water

Activity	Food	Explanation Why did you choose this food? What kind of energy do you think the body is getting from that food?
Running a mile		
Sitting through math class		
Playing a video game		
Sleeping		
Dancing at a party		



Click Play To Watch
The Full Video

Calories

Calories are not evil, and they do not need to be avoided. In fact, calories are essential because they are what our bodies convert to energy. In our previous lesson, we talked about what happens when bodies don't get enough energy. But where IS the energy in food?

There are four chemistries (or types) of calories, and they may sound familiar – carbohydrates, proteins, fats, and alcohol. The first three chemistries are necessary for human health, but the last (alcohol) is not.

These chemistries are not exactly the same as the food groups we were taught when we were younger. Any given food (and food group) can be a combination of energy chemistries.

Looking at food in terms of chemistry instead of food groups is a little complicated at first. But it helps us understand foods that don't fit cleanly in a food group (e.g., pizza).

And it allows us to get past “good” or “bad” food. Instead, we can look at a food's chemistry and better predict how it will impact performance and health.



What Our Body Sees When We Eat?

Bodies don't recognize food groups. When we eat a banana, our body doesn't say, "Ah-ha! A fruit!"

Instead, it sees carbohydrates in the form of sugar, starch, and a little fiber. It also sees a little protein and fat, as well as a slew of vitamins and water.

Here are a few examples of the the energy in our food:

The Energy in Food



$$= \text{WATER} + \text{CARB}$$

STARCH FIBER SUGAR



$$= \text{WATER} + \text{CARB}$$

STARCH FIBER



$$= \text{CARB} + \text{PROTEIN} + \text{FAT}$$

STARCH FIBER



$$= \text{PROTEIN} + \text{FAT}$$

Meat, Fish & Eggs



$$= \text{CARB} + \text{PROTEIN} + \text{FAT}$$

STARCH FIBER



$$= \text{WATER} + \text{CARB} + \text{PROTEIN} + \text{FAT}$$

SUGAR

How Many Calories Do We Need?

Now that we have an understanding of “what” calories are, how do we figure out how many to consume? The human body has a wide range of energy needs so it’s difficult to put an exact number on it.

There are formulas and general recommendations, but there can be huge variances based on sex, age, height, muscle mass, and physical activity intensity and duration. Even factors like what we eat, how often we eat, and our mental health can impact energy needs.

But in general, boys between the ages of 13-19 need at least an average of 2000-3000 calories per day, and girls ages 13-19 need at least an average of 1600-2400. But it’s not uncommon for active, growing bodies to need more, and there can be tremendous day-to-day swings in energy needs based on activity.

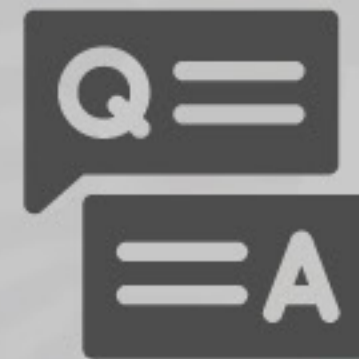
There’s also nothing magical about the number. Bodies are incredibly flexible, and can easily adapt to increased and decreased intake without changing the body itself.

How do we assess if we are eating too little or too much? How do we do this in an easy and straightforward way that we can apply to our daily lives? Next, will explore ways to listen to the body to determine our energy needs.



Finding Your Food Sweet Spot

What?



You'll reflect and build self-awareness on your food "sweet spot" by filling in a graphic organizer and answering reflection questions.

Why?



Nutrition is complex, and finding your food "sweet spot" personalizes nutrition so you get what you need, based on your specific circumstances.

How?



Take a look at the questions below. A Venn diagram visual of the food sweet spot is located around the 10:03 mark of the module's video.

Finding Your Food Sweet Spot

Part 1: What My Body Needs. Answer these questions about the first part of your food sweet spot.

1. What foods help me feel full, focused, and energized?
2. What nutrients do I know I need more of? (e.g., water, vegetables)
3. What foods help me feel good physically?

Finding Your Food Sweet Spot

Part 2: What I Enjoy. Answer these questions about the second part of your food sweet spot.

1. What are my favorite flavors, textures, or meals?
2. What foods or food traditions bring me comfort?
3. Are there “fun” foods that make meals satisfying?

Finding Your Food Sweet Spot

Part 3: What I Have Access To. Answer these questions about the third part of your food sweet spot.

1. What foods are available at home, school, and within my community?
2. What foods fit within my schedule, equipment access, and cooking ability?
3. What foods are affordable and realistic for my family?

Finding Your Food Sweet Spot

Part 4: Find Your Sweet Spot. Next, pick one meal to focus on. This meal should give your body what it needs, be something you enjoy, and be realistic for you to prepare. Could you improve it to make it hit all three parts of your food sweet spot? Read on for an example and then question prompts.

Example: “A rice bowl with scrambled eggs, frozen peas, and hot sauce. This meets the needs of my body because I get carbs from the rice, protein from the scrambled eggs, and fiber from the peas. I’m a hot sauce fan, and it’s a warm dish that feels like comfort food. The frozen peas are quick to prepare, and rice is inexpensive.”

Your Meal:

- How does this meal meet the needs of your body?
- How is this meal accessible to you?
- How is this meal something you enjoy?

LIVE THE

LESSON

Finding Your Food Sweet Spot

Part 5: Closing Question. Answer this question in complete sentences.

1. Which part of the food sweet spot feels hardest to reach right now? Why?



Skills-Based Health Curriculum For The Modern Classroom

Textbooks are outdated the moment they hit your desk. PLT4M's digital curriculum evolves with you to meet the changing needs of health education.

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STOP BULLYING

What is Bullying?

With the rise in awareness and concern around bullying, it's crucial that we all operate with a shared definition and understanding of what bullying is in all its forms—physical, verbal, social, and cyber. A common understanding helps ensure that everyone can recognize bullying behaviors and respond effectively. In this sample lesson, we explore what bullying is, where and when it happens, and the various types of bullying.



Define It!

Use the knowledge you have about bullying to fill in the sentence starters below. Don't worry about being right! This is to see what you already know about bullying and will connect to today's lesson.

1. Bullying is defined by three main things: _____,
_____, and_____.
2. An example of verbal bullying is _____.
3. An example of social bullying is _____.
4. An example of physical bullying is _____.



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The Full Video**

What Is Bullying?

In 2014, the Centers for Disease Control and Department of Education released the first federal definition of bullying. The definition includes three core elements:

- Unwanted aggressive behavior
- Observed or perceived power imbalance
- Repetition or high likelihood of repetition of bullying behaviors

This definition helps determine whether an incident is bullying or another type of aggressive behavior or both.

In order to be considered bullying, the behavior must be aggressive and include:

- **An Imbalance of Power:** Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- **Repetition:** Bullying behaviors happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.



Types of Bullying

There are three types of bullying:

Verbal bullying is saying or writing mean things. Verbal bullying includes:

- Teasing
- Name-calling
- Inappropriate sexual comments
- Taunting
- Threatening to cause harm

Social bullying, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships. Social bullying includes:

- Leaving someone out on purpose
- Telling other children not to be friends with someone
- Spreading rumors about someone
- Embarrassing someone in public

Physical bullying involves hurting a person's body or possessions. Physical bullying includes:

- Hitting/kicking/pinching
- Spitting
- Tripping/pushing
- Taking or breaking someone's things
- Making mean or rude hand gestures



Where & When Bullying Happens

Bullying can occur during or after school hours. While most reported bullying happens in the school building, a significant percentage also happens in places like on the playground or the bus. It can also happen traveling to or from school, in the youth's neighborhood, or on the Internet.



Frequency of Bullying

There are two sources of federally collected data on youth bullying:

- The 2019 School Crime Supplement to the National Crime Victimization Survey (National Center for Education Statistics and Bureau of Justice) indicates that, nationwide, about 22% of students ages 12–18 experienced bullying.
- The 2021 Youth Risk Behavior Surveillance System(Centers for Disease Control and Prevention) indicates that, nationwide, 15.0% of students in grades 9–12 report being bullied on school property in the 12 months preceding the survey.
- See also "Frequency of Cyberbullying."



What We've Learned About Bullying

- Bullying affects all youth, including those who are bullied, those who bully others, and those who witness bullying. The effects of bullying may continue into adulthood.
- There is not a single profile of a young person involved in bullying. Youth who bully can be either well connected socially or marginalized, and may be bullied by others as well. Similarly, those who are bullied sometimes bully others.
- Solutions to bullying are not simple. Bullying prevention approaches that show the most promise confront the problem from many angles. They involve the entire school community—students, families, administrators, teachers, and staff such as bus drivers, nurses, cafeteria and front office staff—in creating a culture of respect. Zero tolerance and expulsion are not effective approaches.
- Bystanders, or those who see bullying, can make a huge difference when they intervene on behalf of someone being bullied.
- Studies also have shown that adults can help prevent bullying by talking to children about bullying, encouraging them to do what they love, modeling kindness and respect, and seeking help.



Bullying Statistics

Here are federal statistics about bullying in the United States. Data sources include the Indicators of School Crime and Safety: 2019 (National Center for Education Statistics and Bureau of Justice) and the 2017 Youth Risk Behavior Surveillance System (Centers for Disease Control and Prevention).

How Common Is Bullying

- About 20% of students ages 12-18 experienced bullying nationwide.
- Students ages 12–18 who reported being bullied said they thought those who bullied them:
 - Had the ability to influence other students' perception of them (56%).
 - Had more social influence (50%).
 - Were physically stronger or larger (40%).
 - Had more money (31%).



Bullying in Schools

- Nationwide, 19% of students in grades 9–12 report being bullied on school property in the 12 months prior to the survey.
- The following percentages of students ages 12-18 had experienced bullying in various places at school:
 - Hallway or stairwell (43.4%)
 - Classroom (42.1%)
 - Cafeteria (26.8%)
 - Outside on school grounds (21.9%)
 - Online or text (15.3%)
 - Bathroom or locker room (12.1%)
 - Somewhere else in the school building (2.1%)
- Approximately 46% of students ages 12-18 who were bullied during the school year notified an adult at school about the bullying.

Types of Bullying

- Students ages 12-18 experienced various types of bullying, including:
- Being the subject of rumors or lies (13.4%)
- Being made fun of, called names, or insulted (13.0%)
- Pushed, shoved, tripped, or spit on (5.3%)
- Leaving out/exclusion (5.2%)
- Threatened with harm (3.9%)
- Others tried to make them do things they did not want to do (1.9%)
- Property was destroyed on purpose (1.4%)



Cyberbullying

- Among students ages 12-18 who reported being bullied at school during the school year, 15 % were bullied online or by text.
- An estimated 14.9% of high school students were electronically bullied in the 12 months prior to the survey.



Bullying & Suicide

The relationship between bullying and suicide is complex. The media should avoid oversimplifying these issues and insinuating or directly stating that bullying can cause suicide. The facts tell a different story. It is not accurate and potentially dangerous to present bullying as the “cause” or “reason” for a suicide, or to suggest that suicide is a natural response to bullying.

- Research indicates that persistent bullying can lead to or worsen feelings of isolation, rejection, exclusion, and despair, as well as depression and anxiety, which can contribute to suicidal behavior.
- The vast majority of young people who are bullied do not become suicidal.
- Most young people who die by suicide have multiple risk factors.
- For more information on the relationship between bullying and suicide, read “The Relationship Between Bullying and Suicide: What We Know and What it Means for Schools” from the CDC.



STOP BULLYING

Anti-Bullying Laws: All states have anti-bullying legislation. When bullying is also harassment and happens in the school context, schools have a legal obligation to respond to it according to federal laws.

Spot It and Stop It Personal Awareness Journal

What?



You'll reflect on the different types of bullying (verbal, social, and physical), and identify real or potential situations you've observed. You'll write a short journal entry to describe those situations and think about what you could do to respond.

Why?



Understanding the forms of bullying helps you recognize them when they happen around you or to you. When you can spot bullying, you're more likely to speak up or take action. Building personal awareness is the first step in creating a safer, kinder environment for everyone.

How?



Take a look at the reflective prompts below, and answer all questions honestly. Everyone has different experiences with bullying, but for this activity, put yourself in the shoes of someone who has experienced bullying.

Scenario Reflection. Imagine a situation where someone is being treated unfairly at school, online, or in a group setting.

- What could that look like for verbal, social, or physical bullying?
 - Verbal Bullying:
 - Social Bullying:
 - Physical Bullying:
- How might someone feel in that situation?
 - Verbal Bullying:
 - Social Bullying:
 - Physical Bullying:
- Select one situation from above. What could you do if you saw that happening?

Spot It and Stop It Personal Awareness Journal

Media Connection. Think of a movie, show, book, or news story that showed bullying behavior.

Answer the questions below:

- What happened, and what type of bullying was it?
- How was the situation handled? Was it helpful?
- What would you have done differently?

Spot It and Stop It Personal Awareness Journal

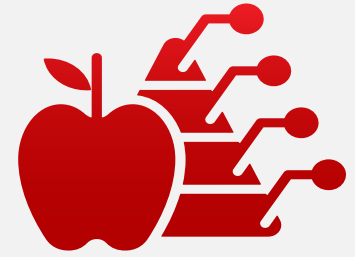
Role Reversal. Imagine you were the person being teased, excluded, or hurt. Answer the prompts below.

- How would you want someone to support you?
- What would help you feel seen, heard, and safe?

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Schedule a Demo to see if PLT4M Health is right for your school!

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+ MANY MORE!



SLEEP

Benefits of Sleep

In our Sleep unit, we dive into the fascinating realm of sleep science, exploring the intricacies of the sleep cycle and stages, the importance of circadian rhythms, and the profound impact that sleep has on your physical, mental, and emotional well-being. In this lesson, we dive into the amazing benefits of sleep.



Self-Reflection Quick Write

Jot down your answers to the questions below in 2-3 sentences. Be honest! The goal here is to build self-awareness. There's no judgment here!

1. Think about a time when you didn't get enough sleep. How did it affect your ability to focus, remember things, or perform in school?
2. Have you ever noticed you tend to get sick more easily when you're sleep deprived? Explain.
3. How does your mood change when you're well-rested compared to when you're tired?



Physical Health & Immune System Support

During sleep, your body engages in repair and regeneration processes, strengthening the immune system and supporting overall well-being. Consistent, quality sleep is associated with a lower risk of illnesses and can help you recover faster if you do happen to catch a bug.

**Click Play To Watch
The Full Video**

Benefits of Sleep

In the hustle and bustle of school and life, with assignments piling up, extracurricular activities demanding attention, and social lives buzzing, it's easy to underestimate the importance of a good night's sleep. However, there are a multitude of benefits of sleep, impacting not only your academic performance but also your overall health and well-being. We all need sleep and our body benefits physically, mentally, and emotionally. Let's start out our sleep journey by understanding the benefits.



Benefits of Sleep



Enhanced Learning & Memory:

Imagine sleep as the secret ingredient to boosting your brainpower. During the deep sleep stages (more on this in future lessons), your brain is hard at work consolidating memories, organizing information, and making connections between new and existing knowledge. This means that a solid night's sleep can significantly enhance your ability to learn and remember what you've studied, helping you perform better in school, work, and life.



Improved Concentration & Focus:

Pay attention! Ever find yourself zoning out in class or struggling to concentrate during a study session? A lack of sleep might be the culprit. Lack of sleep can impair your cognitive function, making it difficult to pay attention and stay focused. But a well-rested mind, on the other hand, is alert, attentive, and ready to tackle the challenges of the day with vigor.



Better Mental & Emotional Well-Being:

Ever had a bad night sleep and feel grumpy or agitated? A lack of sleep can take a major toll on our mental and emotional well-being. For example, lack of sleep has been linked to increased stress, anxiety, and irritability. Sleep plays a crucial role in regulating mood and emotional well-being. By prioritizing quality sleep, you can better manage the emotional rollercoaster of life and approach challenges with a more positive mindset.



Physical Health & Immune System Support:

Beyond the mental benefits, sleep is essential for maintaining our physical health. During sleep, your body engages in repair and regeneration processes, strengthening the immune system and supporting overall well-being. Consistent, quality sleep is associated with a lower risk of illnesses and can help you recover faster if you do happen to get sick.



Enhanced Physical Activity & Athletic Performance:

For the student-athletes among us, sleep is a critical factor in achieving peak performance. Sleep contributes to improved reaction times, faster recovery, and enhanced endurance. Consider sleep as a natural performance enhancer that can give you the edge in both sports and academics. And even if you aren't a student-athlete, these benefits also help support our journey in fitness and physical activity.

The Power of Sleep!

Sleep has a myriad of benefits that can support our physical, emotional, and mental-well being. In our busy lives of school, extracurricular activities, and social responsibilities it is crucial that we understand the importance of sleep.

As we set out on this sleep education journey, remember that whether you want to do better in school, sports, or just feel happier and healthier, sleep is an important part of your day and life.



Step 1. Introduce the importance of sleep. What's one issue your friend might be having? (Focus, mood, sickness, etc.)

Step 2. Share two of the five benefits of sleep. Which of the benefits from the lesson matter most to your friend right now?

Step 3. Motivate! What could you say to a friend to encourage them to care more about sleep?

Step 4. Put it all together! This would be what you would say to your friend, or text them.

Sample Response:

"Hi Pat! I noticed you've seemed tired and irritable lately, and you've been out of school sick a lot the last month. We're starting to talk about sleep in class, and I thought you'd like to know that sleep helps improve your mood. It also can help prevent you from getting sick. Imagine not having to catch up on all that work because sleep has helped you stay healthy! We haven't learned the "how" yet, but I wanted to share. Sleep could actually be a superpower!"

What?



You'll write out what you would tell a sleep-deprived friend, focusing on the benefits of sleep, and encouraging them to put more effort into their sleep.

Why?



A lot of teenagers think they can get by on little sleep. They're wrong! You'll be building curiosity and motivation about the importance of sleep.

How?

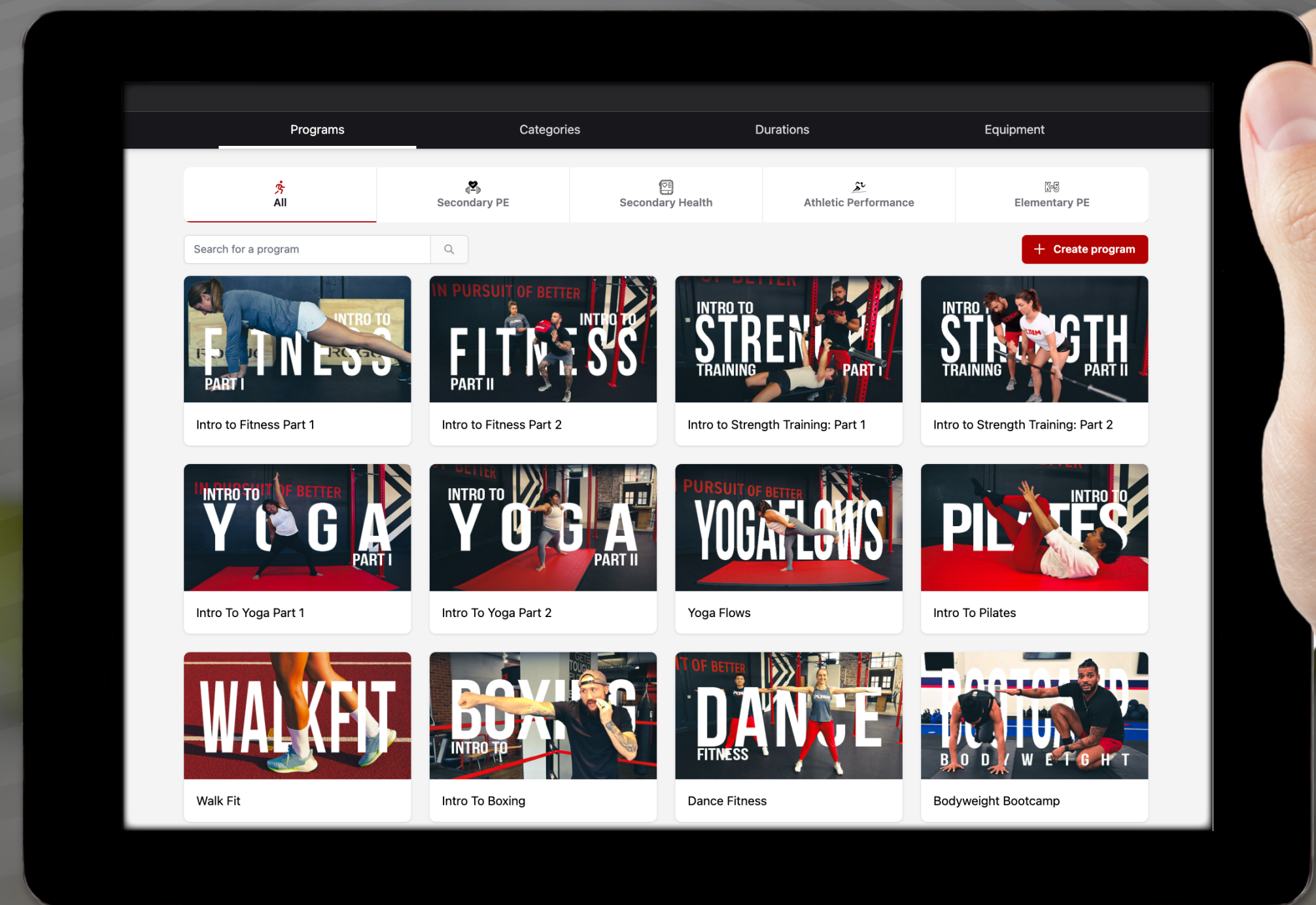


Using information from today's lesson, you'll fill out the prompts below to plan on what you would say/text/message a friend.

Discover The Entire PLT4M Curriculum!

Engage your students with interactive,
relevant lessons that enhance outcomes.

[See PLT4M In Action](#)





FITNESS LITERACY

FITT Principle

This program walks students through the fundamentals—from muscular strength and endurance to core stability, mobility, and essential movement patterns like the squat, hinge, lunge, push, and pull. Our skills-based lessons help students build knowledge, confidence, and practical skills they can apply every day. In this sample lesson, we explore the FITT Principle as a framework to understand the why behind our exercise choices.



Your FITT Snapshot

Directions: Answer the questions below about your own current or recent physical activity. Be honest! As always, there's no judgment here.

- 1) Frequency.** How many days per week are you physically active?
- 2) Intensity.** When you're physically active, how hard are you working? (Light, Moderate, High Effort)
- 3) Time.** How long is your typical workout session?
- 4) Type.** What types of activities do you do? (Cardio, Weights, etc.)

In today's module, you'll learn about the FITT Principle and how it can help you understand and evaluate workout plans. This framework provides the tools you need to write, improve, adapt, or understand your workouts.



**Click Play To Watch
The Full Video**

FITT Principle

What Is the FITT Principle?

The FITT Principle is a simple way to think about your workouts. Whether you're just getting started or already training for something specific, FITT can help you plan, adjust, and better understand your fitness routine.

FITT stands for:

- F – Frequency: How often do you exercise?
- I – Intensity: How hard are you working during the exercise?
- T – Time: How long do you work out during each session?
- T – Type: What kind of exercise are you doing?

You can use FITT to look at your current workouts or create a plan for the future. It works for everyone—from students in PE class to athletes and fitness coaches.



Real-Life Examples of FITT in Action

Let's take a look at how two students might use the FITT principle in their own fitness plans.

Sarah's Goal: Run a 5K

Without FITT: Sarah runs a few times a week but doesn't have a plan.

With FITT: Sarah builds a plan using all four parts of FITT.

- Frequency: Runs 3–4 times a week.
- Intensity: Mix of long, slow runs and short, fast runs.
- Time: Runs last anywhere from 20–45 minutes.
- Type: Mostly running, but includes 2 days of strength training to help with endurance and overall fitness.

Kevin's Goal: Get Ready for Football Season

Kevin wants to train for football over the summer and knows he'll need strength, speed, and endurance.

- Frequency: Trains 5 days a week.
- Intensity: High during weight training and conditioning, lower during recovery days.
- Time: 60–90 minutes per session.
- Type: Strength training 3 days/week, speed/agility 2 days/week.

Each person's FITT plan will look different based on their goals, schedule, and experience. That's the beauty of it—**there's no one-size-fits-all approach.**

Why FITT Is Important in PE

You might not be making your own workouts in PE just yet, but that doesn't mean the FITT principle isn't for you.

Understanding FITT helps answer a big question many students ask:
“Why are we doing this workout?”

By learning to break down workouts using the FITT principle, you start seeing the why behind each session. It helps you feel more connected to what you're doing, and gives you a sense of control over your progress.

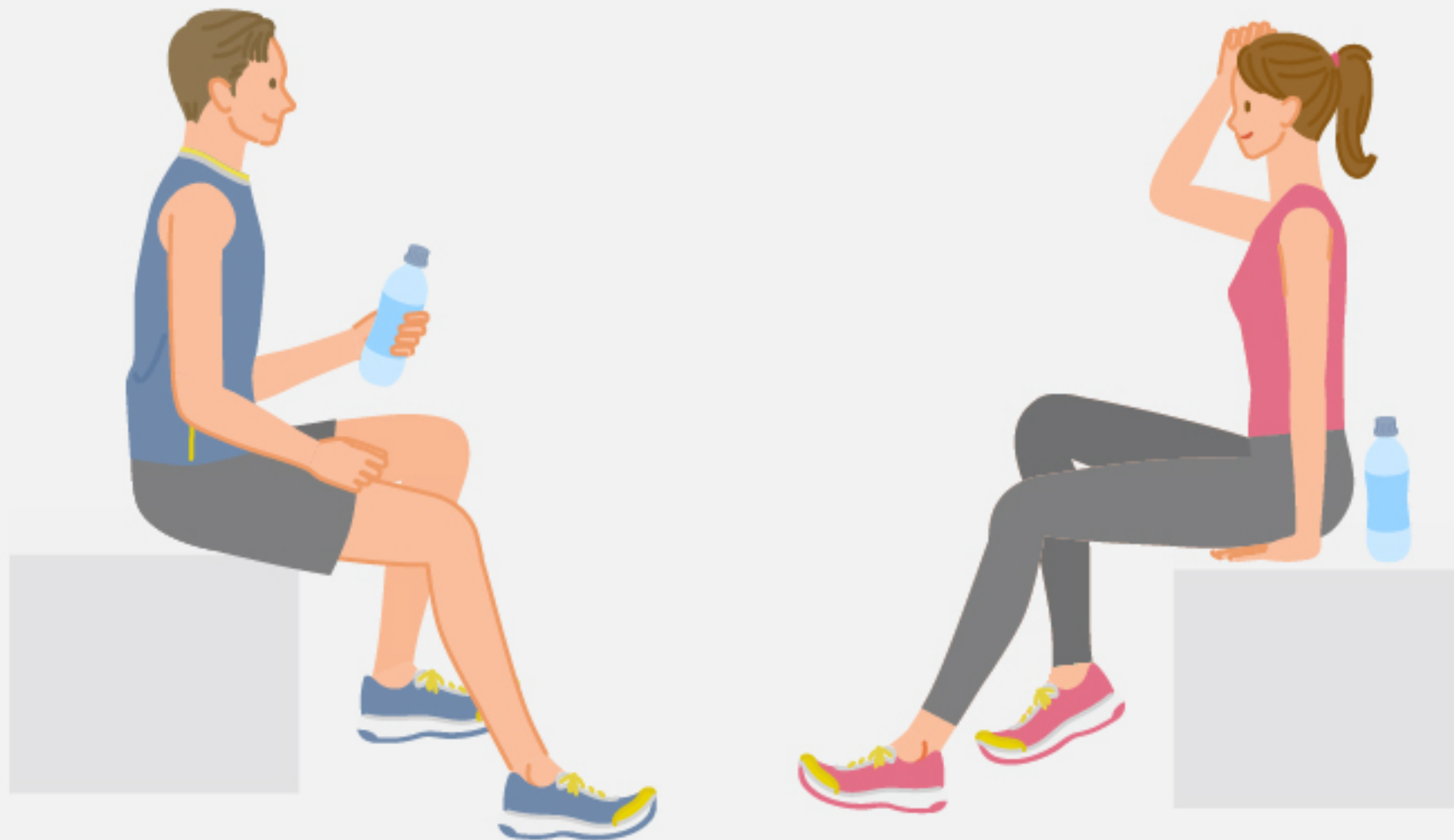
And it works for everyone. Whether you're new to fitness or already active, FITT meets you where you are and helps you set realistic goals (just like SMART goals do!).



Step 1: Label Your Workouts Using FITT

Even if you aren't planning your own workouts yet, you can start by labeling the workouts you're already doing. Let's say this is your weekly PE schedule:

- Monday – Strength Training
- Tuesday – Speed, Agility, and Conditioning
- Wednesday – Strength Training
- Thursday – Yoga / Recovery
- Friday – Fun Friday (Boxing, Bootcamp, Dance, Games)



Using FITT, you can begin to ask questions like:

- What was the intensity of Monday's workout—low, moderate, or high?
- Was Tuesday's session focused more on cardio or muscular strength?
- How long did each session last (time)?
- What type of exercise did we do Friday?

When you practice thinking this way, you'll start understanding how workouts are built—and why they're important.

Step 2: Try Creating Your Own Fitness Plan

Eventually, you'll be in charge of your own fitness plan. FITT can help guide your choices.

Let's say your goal is to get 150 minutes of physical activity over two weeks. Using the FITT principle, you might build a plan like this:

- **Frequency:** 4 sessions each week.
- **Intensity:** Mix of high and moderate intensity workouts.
- **Time:** 30–45 minutes per session.
- **Type:** 2 days of strength training, 1 day of cardio (like running), 1 day of yoga.

Important Note:

Just because you're using FITT doesn't mean you have to invent your own workouts from scratch! You can still join a yoga class, follow a workout online, or work with a coach. FITT simply helps you see how that workout fits into your bigger plan.



Key Takeaways

The FITT Principle is a simple but powerful tool:

- It helps you better understand your workouts.
- It gives you a framework to build a fitness plan.
- It works for any fitness level—from beginners to athletes.

Even if you're not ready to design full workout programs yet, FITT helps you make sense of what you're doing. And when the time comes to plan your own workouts—whether for school, sports, or your own goals—you'll have the tools to do it smartly.

So the next time you're in PE class or thinking about exercise, ask yourself:

“What does FITT look like in today's workout?”

It's a great way to start thinking more critically—and confidently—about your health and fitness journey.



Build a FITT Plan

What?



You'll create a mini workout plan using the FITT Principle that meets your schedule and your fitness goals.

Why?



The FITT Principle helps you build realistic and purposeful fitness routines. The FITT Principle helps prevent overtraining and promotes a balanced approach to training.

How?



Use the information from today's module to plan your workout using the chart below.

Step 1: Planning. Use the chart below to create a program aligned with the FITT Principle.

FITT Principle	Your Response
Frequency. How often will you exercise?	
Intensity. How hard will you work during exercise?	
Time. How long will you exercise during each session?	
Type. What types of workouts will be part of your workout program?	



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STRESS MANAGEMENT

Stress Management Strategies

Stress is a common experience for students and adults of all ages. It's the body's natural response to challenges or demands, and while it can be a motivating force, it can also become overwhelming. Through our Stress Management units, students work towards understanding what stress is, recognizing its signs, and learning how to manage it to maintain and promote mental, emotional, and physical well-being. This particular lesson focuses in developing stress management strategies we can apply to our daily life.



“This or That?” Proactive vs. Reactive Stress Management

Directions. In today’s module, you’ll be learning about proactive vs. reactive stress management strategies. Take a look at the stress management strategies below, and using what you know, give your best guess whether it’s a proactive or reactive strategy.

A proactive strategy is done to prevent stress before it happens.

A reactive strategy is something that is done in response to stress.





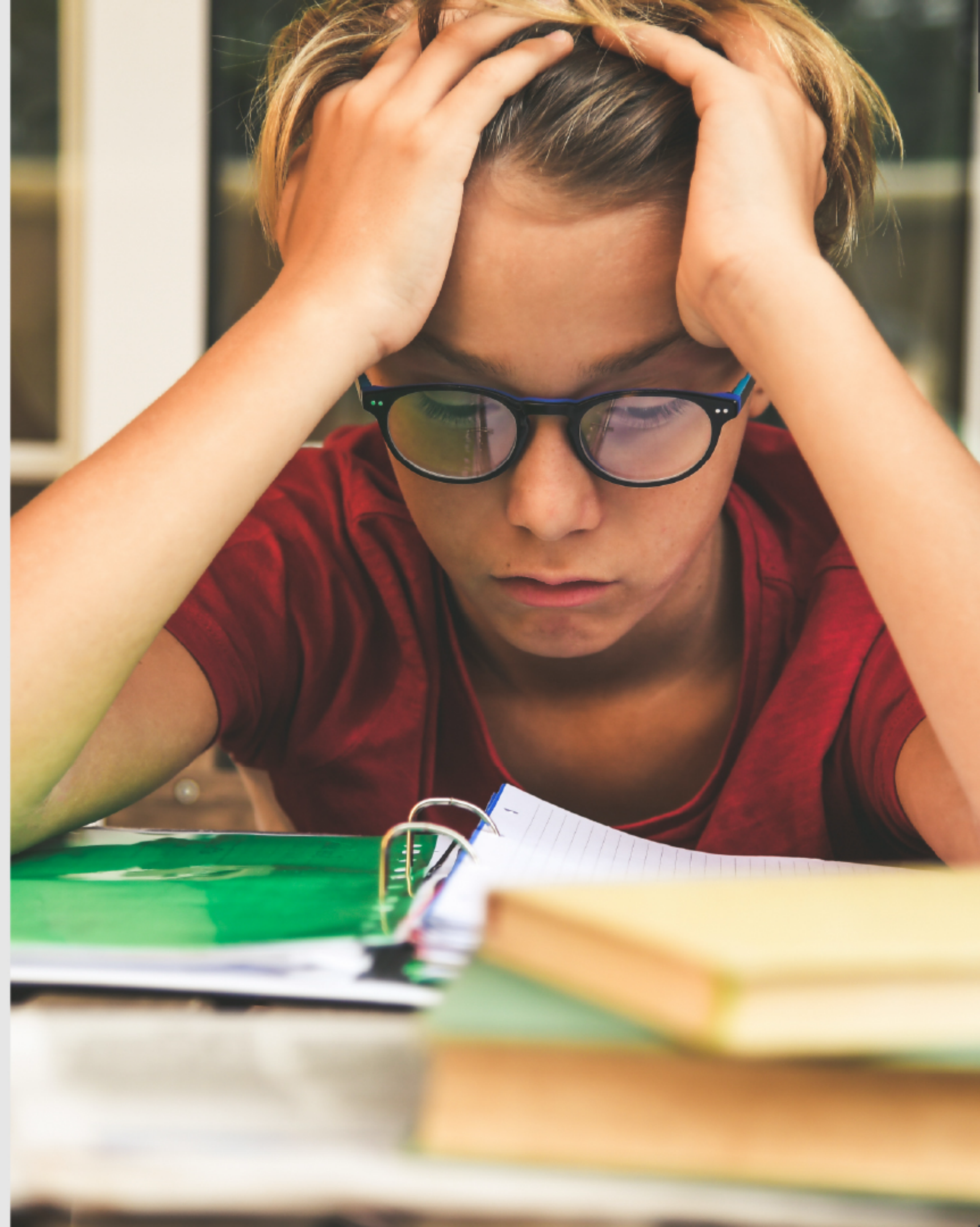
You can highlight or underline the strategy you think is proactive, and leave the reactive strategy blank.

Strategy 1	Strategy 2
Talking to a trusted friend about your feelings.	Yelling or shutting down when you're overwhelmed.
Making a to-do list to manage a busy schedule.	Cramming the night before a big test.
Scrolling on your phone to block out your emotions.	Using breathwork before class.
Journaling once a day to reflect and process emotions.	Avoiding people when you're in a bad mood.
Stress-eating snacks when you're feeling emotional.	Getting regular sleep and fueling your body properly.

Stress Management Strategies

Stress management refers to a set of techniques and strategies aimed at controlling a person's levels of stress to improve everyday functioning and overall well-being. It involves understanding the sources of stress, developing healthy coping mechanisms, and making lifestyle adjustments to minimize the negative impact of stress.

There are two categories of stress management strategies we will unpack, proactive and reactive. First, we will look at proactive strategies, as they can help boost and enhance our overall mental, physical, and emotional health, leading to less overall stress. As a result, we will not only be better equipped to manage stress, but also have strategies we can tap into during times of unavoidable stress aka when it is time to be reactive.



Proactive Stress Management Strategies

- 1. Deep Breathing Exercises:** Take slow, deep breaths to calm your body and mind.
- 2. Meditation:** Practice mindfulness meditation to focus your attention and reduce stress.
- 3. Progressive Muscle Relaxation:** Tense and then relax each muscle group in your body to release tension.
- 4. Exercise:** Engage in regular physical activity like walking, jogging, or dancing to reduce stress hormones and improve mood. For example, yoga combines physical postures, breathing techniques, and meditation for relaxation and stress relief.
- 5. Journaling:** Write down your thoughts and feelings to gain clarity and perspective on stressful situations.
- 6. Time Management:** Create a balanced schedule that includes time for study, rest, and leisure. Break tasks into manageable chunks and set realistic deadlines.
- 7. Art:** Express yourself creatively through drawing, painting, or crafting to relieve stress and promote self-expression.
- 8. Listening to Music:** Listen to calming music or nature sounds to relax and unwind.
- 9. Spending Time in Nature:** Take a walk in the park, go for a hike, or simply sit outside to enjoy the calming effects of nature.
- 10. Socializing:** Spend time with friends and loved ones to laugh and relax or share your feelings and receive support.

Much like what causes stress can vary by each individual, so does what helps us manage our stress. While each person will find different ways to take proactive steps towards stress management, below is a list of some of the most popular strategies.

Consider this your stress management menu, and picking and choosing from this can help you start towards a less stressed life. Again, this is not a full list, so if there is something else you find helps you manage stress, add it to the list!

Stress management activities include, but are not limited to:

- 12. Setting Boundaries:** Learn to say no to activities or commitments that cause stress and prioritize self-care.
- 13. Healthy Eating:** Fuel your body with nutritious foods to support overall well-being and resilience to stress.
- 14. Getting Enough Sleep:** Prioritize restful sleep by maintaining a consistent sleep schedule and creating a relaxing bedtime routine.
- 15. Laughter and Humor:** Watch a funny movie, read a humorous book, or spend time with people who make you laugh to boost mood and reduce stress.
- 16. Visualization:** Imagine yourself in a peaceful, serene environment to promote relaxation and stress relief.
- 17. Taking Breaks:** Schedule regular breaks throughout the day to rest and recharge, especially during periods of high stress.
- 18. Enjoy Hobbies:** Engaging in enjoyable activities such as reading, painting, gardening, or playing musical instruments can provide a relaxing distraction from stress.
- 19. Seeking Professional Help:** Consult with a therapist, counselor, or mental health professional for personalized support and guidance in managing stress.

Reactive Stress Management Strategies

No matter how many proactive stress management techniques you use, stress can happen and occur at any time. While your proactive techniques might help you minimize stress, that doesn't mean that stress can't pop up on a moment's notice. But with all of the different tools available, you can take react in the moment to manage your stress in a healthy and productive way.



Step 1 • Identify Stressors: As you start to sense the mental and physical signs of stress, identify and recognize what is happening around you. What is it that is causing you stress?

Step 2 • Problem Solving: After addressing the source of your stress, see if you can break down the problem and help yourself to mitigate the stress. Here you can tap into your stress management techniques to determine what might help in the specific situation. For example:

If you are about to get up on stage to speak, tap into a breathing exercise to calm yourself down.

Or, if you are at home and stressing over school, give yourself a quick break and go outside.

Step 3 • Reflect: After the stressful situation is over, and you have time to think and reflect, review what happened. What caused the stress? Did the stress management technique you used help? What can you do differently next time to better manage your stress?



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My SOS Stress Plan

What?



You'll be creating an "SOS Stress Plan" for you to follow when you're dealing with acute or chronic stress.

Why?



When we've already planned out how to manage our stress, we're more likely to work through it. Applying this information to your life can help you reduce your stress and better cope with life's challenges.

How?



Answer the sentence stems below. Use information from this module and the other stress modules to help. Complete the reflection when you're done.

My Personal SOS Stress Plan

1. My early warning signs for stress are...
2. When I notice these warning signs, I will...
3. One mental reset tool I can use when I'm stressed is...
4. One person I can reach out to or talk to is...
5. My 5-minute calming activity is...

Reflection Questions. Please answer the following questions in complete sentences.

1. What's one stress sign you want to pay more attention to in your life?
2. What could you do to help someone else with their stress?
3. What do you think is the most important thing from this activity?

THANK YOU FOR READING!

QUESTIONS?

Reach out to PLT4M!

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