



Instruction Guide

This guide contains related materials to help local facilitators and staff successfully implement the **im** program. Key points are highlighted for the delivery of each session. They are provided to assist instructors in their session preparation only and are not intended to be read aloud to program participants.

Recommended delivery of sessions:

- Prepare by reviewing the session plan and gathering materials you will need.
- Introduce the purpose of the session plan to your group by restating the session objective or describing the activity.
- End each session by reminding your group about the key points presented and discussed.

Notes to instructors and program managers:

- SAFETY is the number one priority. Always know where each participant is during a lesson.
- Promote a “love” of the water while teaching swimming skills. Confidence and comfort are keys to success.
- Sessions are progressive and participants should be exposed to each skill. Participants will not master skills at the same pace.
- Classes should move quickly. Get to know each participant, and earn respect and encourage respect among the groups. Always put forth a friendly, fun, yet firm demeanor.
- Take interest in each individual participant; become a role model. Encourage confidence and form relationships.
- Have an administrator or assistant stationed poolside to handle potential questions during teaching time to minimize interruptions.
- Be present and ready for lessons five minutes before scheduled start times, as it is very important to start on time and especially with back-to-back lessons.
- Use your instincts to adapt your teaching approaches to different situations. The curriculum plan is intended to be a guide rather than a mandated approach.

Teaching is fun! Enjoy it and the participants will too!!



Program Overview

im safe consists of 3 progressive learn-to-swim levels:

1. *Get Comfortable* is for beginners.
2. *Get Moving* is for comfortable swimmers.
3. *Get Strong* is only for swimmers who have passed the *Water Safety Review*.

The levels are progressive so that participants eventually become water safe. Participants should be evaluated to determine their appropriate starting level. Some participants may progress through levels rapidly, while others may need to repeat a level multiple times.

Upon successful completion of the *Water Safety Review*, participants may move on to *im fun* and *im fast*. However, it is encouraged that participants who pass the *Water Safety Review* enroll in *Get Strong* to further build their basic water skills.

Class Size

Class size should not exceed six participants per instructor. This will ensure each participant gets the appropriate amount of time and attention.

Getting Started

Participants should bring to the first meeting:

- swimsuit (unless one is being provided)
- towel

During the first meeting be prepared to do the following:

1. Give an introduction to the *im safe* program.
 - a. Cover the program details, the levels, and how it works.
2. Tour the facility and discuss all safety topics in the guides.
 - a. Point out lifeguards, deep end, etc.



3. Conduct participant interviews to determine swimming background and level placement.

a. Swimming Background Questions

- i. *How long have you been swimming?*
- ii. *Are you comfortable around water? Are you scared?*
- iii. *What's your favorite swimming memory?*

b. Placement Questions (Refer to Class Placement Decision Tree)

- i. *Have you been in a pool before?*
- ii. *Can you go under the water completely (whole face, head, and body)?*
- iii. *Can you float with your face in the water?*
- iv. *Can you swim in the deep water AND demonstrate the ability to swim, take a breath, and continue to swim?*
- v. *Can you swim the backstroke?*

Participant Placement

Based on the Class Placement Decision Tree, after conducting the background and placement questions, instructors should have the participants divided into three lists: *Get Comfortable*, *Get Moving*, or *Get Strong*.

Participants who are not comfortable in the water or are new swimmers will be enrolled in *Get Comfortable*.

Participants who are deemed safe and comfortable should take the *Water Safety Review* and can do so at the first meeting. Participant who **do not pass** the *Water Safety Review* may skip *Get Comfortable* and enroll in *Get Moving*.

Participants who **successfully pass** the *Water Safety Review* are awarded their first **im safe** medal and may move right to *Get Strong* (skipping *Get Comfortable* and *Get Moving*).



Determining the Number of Weekly Classes Needed

Once all participants are divided into the three lists of *Get Comfortable*, *Get Moving*, or *Get Strong*, instructors will need to create weekly class schedules. Below is an example of how to determine the number of weekly classes needed, depending on the number of participants enrolled:

EXAMPLE: Assuming 50 participants are enrolled, after conducting the Q&A and *Water Safety Review* your three lists are divided as follows:

Get Comfortable – 25 participants

Get Moving – 13 participants

Get Strong – 12 participants

Next, you need to determine the number of weekly classes needed for each level. Remember that the ratio of swimmers to instructors is always 6:1, so you'll need to take the number of participants in each level and divide it by 6:

Get Comfortable – 25 participants divided by 6 = 4.2 weekly classes (rounded to 5)

Get Moving – 13 participants divided by 6 = 2.2 weekly classes (rounded to 3)

Get Strong – 12 participants divided by 6 = 2 weekly classes

Now that you've done all your calculations, here is the number of classes you need to include in your weekly schedule:

- (5) 30-minute classes of *Get Comfortable*
- (3) 30-minute classes of *Get Moving*
- (2) 30-minute classes of *Get Strong*



Instructors and Scheduling

As long as the ratio is always one instructor per six participants you can schedule the classes in different ways. Whenever possible, it is recommended that you group classes by age or comfort level, with a class for younger/less comfortable participants (*Get Comfortable I*) and a class for older/more comfortable participants (*Get Comfortable II*).

Participants should be enrolled in classes on the day and time that works best for them. Likewise, instructors should teach the same classes week in, week out, so participants become comfortable and instructors can track progress.

Scheduling will depend on enrollment. Some teams may only be able to offer classes one or two days a week, within a three- to four-hour block of time, while other teams may be able to offer classes multiple times per week.

For teams that are able to offer the same class multiple times per week, it is important to note that the class should not progress faster than an 8-week pace, regardless of the number of times any one class may meet in a given week. For example, it's week 1 and your schedule allows for a *Get Comfortable* class to meet 2 times per week, on Monday and Wednesday. "Week 1" of the curriculum guide is the ONLY thing that should be taught on both Monday and Wednesday. Classes should only move into "Week 2" of the curriculum guide during the second week of the 8-week program.



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**Time**

30 minutes per session

Materials

Every participant should have a swimsuit and cap. Teams are responsible for keeping goggles, water safety, and game equipment on the premises and available.

Objectives

For a participant to become comfortable in the water and to be able to totally submerge without hesitation.

Key Points

- Get Comfortable is for beginning swimmers
- Some swimmers may progress rapidly, while others may need to repeat this level multiple times
- Safety is the top priority

Get Comfortable

TEACHER NOTE

im safe is structured to allow any participant to eventually become water safe. Instructors should always remember that while the program utilizes progressive instruction, the pace at which each swimmer progresses should always follow the swimmer's comfort level. Some swimmers may progress rapidly, while others may need to repeat each level multiple times.

PROGRAM DELIVERY STANDARDS

- Enthusiastic and experienced instructors with a passion for swimming
- 30-minute sessions per *im safe* class, offered weekly as demand requires
- All program participants must pass the *Water Safety Review* before moving on to *im fun* and *im fast*
- An *im safe* medal will be awarded on completion of *Get Comfortable* or *Get Strong**
- An *im safe* medal will be awarded upon successful completion of the *Water Safety Review*

**Get Comfortable* medal is for beginner swimmers who advance to *Get Moving*. *Get Strong* medal is to encourage swimmers to stay enrolled in *im safe* for additional instruction after passing the *Water Safety Review*. A program participant can earn up to eight medals.





SAFETY REQUIREMENTS

- 6:1 Swimmers to Instructor
- 25:1 Swimmers to Certified Lifeguard on duty
- On-deck staff on duty

SKILLS TO MASTER

While the eight-week sessions are progressive, and participants should be exposed to each skill, understand that mastering the skill may not be possible immediately. Swimmers will learn and improve as they go along. To move on to *Get Moving*, swimmers must comfortably and confidently demonstrate these skills:

- Submerge with ease
- Try what is asked by the teacher
- Front float and glide (a small amount of assistance is OK)
- Blow bubbles

PARTICIPANT PROGRESSION

In determining whether a swimmer is ready to progress to *Get Moving*, instructors should look for the following:

- Relaxes in the pool
- Does what the instructor asks
- Jumps from the side to instructor in deep water and jumps from the side into chest-deep water unassisted
- Walks through chest-deep water
- Sits on the pool steps, lies back with his or her head on a step, and enjoys the feeling of floating up in the water
- Rests head on instructor's shoulder and gets in a relaxed position with an arched back, looking back and up at the ceiling
- Allows instructor to push him or her to the bottom of the pool to pick up a toy
- Swishes arms and hands through the water with some splashing
- Has the "feel" for buoyancy and is comfortable on a noodle



Safety Before Starting

Safety in and around the pool is serious business. We must do everything in our power to provide and promote a safe environment for participants to learn to swim.

SAFETY REQUIREMENTS

1. Facility Safety Requirements

- Pool deck area must be clean and not slippery.
- The pool water must be clear and chemically balanced.
- The pool water must be at least 77 degrees and no more than 97 degrees.
- There must be good lighting.
- The deep area must be designated and easily recognizable.
- There must be a backboard, first aid kit, and rescue tube on the pool deck.
- There must be a certified lifeguard on duty (one lifeguard for every 25 swimmers).

2. Program Safety Requirements

- Class size will be 10 participants or fewer with one coach.
- With a certified lifeguard on duty, it is not a requirement that instructors be CPR or Lifeguard certified. We encourage these certifications for instructors, but each team may use its own discretion concerning this decision.
- In addition to the lifeguard, an “on-deck” person must be on duty, whose sole responsibility is to ensure safety of the program and assist with flow of participants, classes, and staying on schedule.
- Multiple groups are allowed in the pool at the same time if the size of the pool and availability of staff will allow this.
- Coaches and instructors will follow the teaching methods provided in training. As videos and DVDs are released, all instructors will view the training videos.
- Tasks described in the curriculum will be performed as stated. For example: Standing dives will only be performed in 10 feet of water.



3. Teaching Safety Requirements

Coaches and instructors must meet this objective first: **Safety at all times**. Instructors are responsible for conducting a practice that is safe for every participant, other swimmers, and themselves. We create the safe environment.

Effective Class Organization and Safety

- One instructor for every 10 swimmers.
- All games must be fully explained to the swimmers before they enter the water.
- Adequate organization must include using a pattern that keeps all participants in your view and includes a plan for safely moving participants from one class space to another.
- Entries into the water must be monitored by the instructor.
- Coaches must stand on the edge of the pool to make sure all swimmers have made a safe exit. Participants must **WALK** at all times on the pool deck.

Control of Class

- Having control of your group at all times is of utmost importance for maintaining a safe environment.
- Establish ground rules on the first day. Maintain those rules and regulations.
- Though positive reinforcement should be used whenever possible, time-outs may be used in a limited way.
- Swimmers must be in your sight at all times.
- In the first week, spend time learning your swimmers' names and explaining the safety rules and expectations. Repeat these rules and expectations each week.
- Avoid getting yourself into unsafe situations.

Awareness of Participants

- *NEVER* turn your back on a class. This may mean adjusting your position as you move from skill to skill.
- Swimmers need to follow all pool rules.
- Coaches and instructors must continually remind swimmers of the safety procedures.
- Be aware that **im fun** is an opportunity for swimmers to put their new skills to use. In the excitement of a game, make sure that every swimmer is monitored.



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**Time**

30 to 45 minutes

Materials

Every participant should have a swimsuit and cap. Teams are responsible for keeping goggles, water safety, and game equipment on the premises and available.

Objectives

Keep water-safe participants, of all ages and skill levels, active in the pool and coming back for more by creating a FUN, structured environment that fosters continued development of in-water skills and confidence.

Key Points

- Safety is the top priority; stop games immediately if they get out of control
- Support creativity
- Make sure participants know and follow the rules of the pool

Bubble Blasters (Level 1)

TEACHER NOTE

im fun is designed to keep water-safe program participants, of all ages and skill levels, active in the pool and to improve their in-water skills and confidence.

Below are instructions and rules for some of Michael's favorite pool games. These games and activities are designed to keep participants coming back for more while also developing specific water skills.

PROGRAM DELIVERY STANDARDS

- **Prerequisite:** Successful completion *Water Safety Review*
- Enthusiastic and experienced instructors with a passion for swimming
- At least one weekly 30-minute session
- *im fun* medals awarded to participants upon completion of any eight sessions

SAFETY REQUIREMENTS

- 10:1 Swimmers to Out-of-Water Instructor
- 25:1 Swimmers to Certified Lifeguard on duty
- On-deck staff on duty





LET'S HAVE SOME FUN!

Pass the Ball Relay

Materials: Ball

How to play: Two teams form a line in the shallow end. At "Go," the player at the front of each line passes a ball over his or her head to the player behind, who then passes it between his or her legs to the person behind, who then passes it over his or her head, and so on. When it reaches the last player, the last player swims the ball to the front of the line (either through the legs of teammates or next to them) and starts the relay again. The first line of players to return to their original order wins.

Marco Polo

Materials: None

How to play: One swimmer is designated Marco and the rest are Polos. Marco must keep his or her eyes closed, count to 10, and the game begins. Polos can swim away and attempt to misguide Marco. When Marco says "Marco," the Polos must answer "Polo." Marco tries to tag a Polo. If Marco tags a Polo, then that Polo becomes the new Marco, and the game continues. If Marco fails to tag a Polo within five minutes, the closest swimmer to Marco (as determined by instructor) becomes the next Marco.

Sharks and Minnows

Materials: None

How to play: This game can be played in two areas of the pool, the deep end for the stronger swimmers, and the shallow end for the weaker swimmers. Teams can be as few as six, with two sharks treading water (in the deep end) in the middle of the play zone, and four minnows. The number of sharks may increase with the numbers of minnows. The minnows' objective is to cross the length of the pool without being tagged by a shark. This may be done by way of swimming around or under the sharks, but all swimmers are required to stay within the play zone. Sharks tag minnows until only one minnow remains. That minnow is the winner. Continue playing until each participant has been a shark and a minnow at least once.

Poison Pool Toss

Materials: Sinkers, noodles, floaters, other soft balls

How to play: Divide the pool in half with a rope or net and players evenly distributed on both sides. If there's a deep end, make sure that players there are good swimmers. Have two baskets full of pool toys like noodles, vinyl balls, sinkers, and floaters as well as other soft balls. With same number of toys in each basket, dump them in the water on each side of the line. On "Go," all players try to throw the items to the other side of the pool and try to keep their side free of items. Play for five to 10 minutes. When the whistle blows, all play stops immediately. The team with the least number of items on its side is the winner.



Safety Before Starting

Safety in and around the pool is serious business. We must do everything in our power to provide and promote a safe environment for participants to learn to swim.

SAFETY REQUIREMENTS

1. Facility Safety Requirements

- Pool deck area must be clean and not slippery.
- The pool water must be clear and chemically balanced.
- The pool water must be at least 77 degrees and no more than 97 degrees.
- There must be good lighting.
- The deep area must be designated and easily recognizable.
- There must be a backboard, first aid kit, and rescue tube on the pool deck.
- There must be a certified lifeguard on duty (one lifeguard for every 25 swimmers).

2. Program Safety Requirements

- Class size will be 15 participants or fewer with one coach.
- With a certified lifeguard on duty, it is not a requirement that instructors be CPR or Lifeguard certified. We encourage these certifications for instructors, but each team may use its own discretion concerning this decision.
- In addition to the lifeguard, an "on-deck" person must be on duty, whose sole responsibility is to ensure safety of the program and assist with flow of participants, classes, and staying on schedule.
- Multiple groups are allowed in the pool at the same time if the size of the pool and availability of staff will allow this.
- Coaches and instructors will follow the teaching methods provided in training. As videos and DVDs are released, all instructors will view the training videos.
- Tasks described in the curriculum will be performed as stated. For example: Standing dives will only be performed in 10 feet of water.



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**Time**

45 minutes

Materials

Every participant should have a swimsuit and cap. Teams are responsible for keeping goggles, water safety, and competitive swimming equipment on the premises.

Objectives

Provide participants the opportunity to learn the sport of competitive swimming while further developing the swimmers' overall fitness levels and helping them reach their fullest potential.

Key Points

- Safety is the top priority
- Participants develop attainable short- and long-term goals
- Participants know and follow pool and program rules

Beginner Level

TEACHER NOTE

im fast lets program participants who have successfully completed the *Water Safety Review* learn the sport of competitive swimming and gives them access to high-quality, organized instructional training.

Through a coordinated training regimen of both in-pool skills instruction and exercises, experienced swim instructors further develop the swimmers' overall fitness levels and help them reach their fullest potential.

im fast's three skill levels — Beginner, Intermediate, and Advanced — focus on the development of individual strokes, starts, turns, lap swimming, and racing.

PROGRAM DELIVERY STANDARDS

- **Prerequisite:** Successful completion of *im safe* and *Water Safety Review*
- Enthusiastic and experienced coaches and volunteers
- Three skill levels (Beginner, Intermediate, Advanced)
- At least one weekly 45-minute practice for each level
- An *im fast* medal will be awarded to participants upon completion of the 100 Individual Medley or other distance jointly set by coach and participant
- An *im fast* medal will be awarded to participants upon advancement to higher skill level or reaching a time achievement goal jointly set by the instructor and participant

SAFETY REQUIREMENTS

- 15:1 Swimmers to Coach
- 25:1 Swimmers to Certified Lifeguard on duty
- On-deck staff on duty



20-WEEK TRAINING PLAN

This 20-week plan can be tailored to fit individual athletes or the group. The training season is made up of several units, each about four weeks long. Each unit will focus on different aspects of your seasonal plan.

Enter the season with a big goal, and use smaller goals along the way as benchmarks. Be consistent with each workout and you'll see results throughout the season. Remember, there is always room to improve!

We start with an introductory unit, work through more units of skill-building, review, and improving performance, and finish off with very important but more relaxed final weeks as your athletes prepare for their big meet.

Plan ahead! If you want your athletes to have specific skills at the end of the season, be sure to introduce those skills early so there's plenty of time to practice them.

Weeks 1–4

In this first, introductory unit, focus on basic skills, such as streamlines off the wall, and begin working toward mastery. Cover the basics of each stroke at least once a week. Remember: the goal is for your swimmers to become familiar with the basics. Write workout sets with the beginner in mind. You want your swimmers to become familiar with each stroke and to fix any errors that make the stroke illegal or ineffective. Give plenty of positive corrections at this early stage — it's easier to learn something correctly than it is to unlearn an engrained bad habit. Practice doesn't make *perfect*, but perfect practice makes perfect.

The ages of your swimmers will determine the distance of your workouts. With swimmers ages 8 and under, you'll aim for 25-yard/meter distances. With swimmers ages 9–12, you'll aim for 50's, 75's, and a few 100's.

Weeks 5–8

Always review what you have done in the past. Repetition is a great way to learn! Look for opportunities to remind each swimmer how to push off the wall, how to stay nice and tight in a streamline, etc. You will be fine-tuning each swimmer's stronger strokes but not ignoring the weaker strokes. If anything, spend more time on their areas of weakness to help them develop into more balanced athletes.

At this point in the season, each practice should have a kick set integrated into the workout. Start out simple for a few workouts and then start throwing in more challenging kick sets.



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Learning Goals

- Eat five or more servings of fruits and vegetables each day.
- Eat a variety of healthy foods.
- Limit not-so-healthy foods.

Print Out Before Class

Bring copies for everyone:

- Food Tracker handout
- What's in Your Kitchen? handout
- Quick Picks handout

Bring a copy for you:

- Go, Slow, and Whoa!
- Food Guide Plate

Other Materials

- Pencils or pens
- Whiteboard, chalkboard, or flipchart (optional)

Lesson 1: Take Stock

TEACHER NOTE

In this activity, we'll talk about how some foods are healthier than others. First, we'll invite participants to take stock of what they usually eat. Then, we'll talk about foods they typically find at home and which are the best choices. To boost the impact of this activity, consider inviting a dietitian, nurse, or other nutrition expert to speak or lead this session.

QUICK TIPS

- Worldwide obesity has more than doubled since 1980.
- In the U.S., one child in three is overweight or obese.
- A healthy diet includes a variety of choices from these food groups: fruits, vegetables, protein (lean meats, chicken, fish, eggs, nuts, beans), low-fat dairy products (skim milk, low-fat yogurt), whole grains (oatmeal, 100% whole-wheat bread, brown rice).

START THE DISCUSSION

1. What did you eat yesterday?

Instructor: All italicized text is intended as notes to teachers. All other text may be read aloud to your class.

Pass out the Food Tracker handout to class.

Today, we're going to talk about food.

Write down everything you can remember about what you ate yesterday, including breakfast, lunch, dinner, and any snacks. If you can't remember what you ate yesterday, write down what you eat on a typical day.



Take It Home!

At the end of this lesson, distribute copies of the What's in Your Kitchen? handout. Ask participants to fill it out with the person who buys food for the household. Tell them to bring the completed handout to the next nutrition session.

For next time, ask participants to bring in an empty container, box, or bag of a favorite food or snack. Also distribute the Quick Picks handout. This guide gives advice about making healthy food choices at school, at home, and in restaurants.

Resources

KidsHealth:

- Go, Slow, and Whoa!
- Food Guide Plate

(Lesson 1: [Take Stock](#), continued)

2. What are the five food groups?

What are the five food groups?

Use a whiteboard, chalkboard, or flipchart to write what kids say.

The five food groups are fruits, vegetables, milk, meat and beans, and grains.

Who had fruit yesterday?

Show of hands.

Who had vegetables yesterday?

Show of hands.

Add up your fruits and vegetables. Did anyone have five servings or more? That's the recommended amount.

Who had milk yesterday? The milk group includes cheese and yogurt, too. Milk builds strong bones.

Who had meat or beans yesterday? This group includes eggs and nuts, so peanut butter counts!

Grains include breads, pasta, noodles, rice, and cereal. Did you have any grains yesterday?

Show of hands.

If you had grains, does anyone know if they had any whole grains? Those are the healthiest kind. They include whole-wheat bread, whole-grain cereal, oatmeal, and brown rice.

3. What's healthy eating?

People always say "eat healthy," but what does that mean?

- It means eating a variety of foods from the different food groups.
- It means not eating too much of foods that have a lot of sugar or fat.
- It means eating the right amount – not too much or too little.



(Lesson 1: [Take Stock](#), continued)

Healthy foods keep your body and mind working at their best. A healthy body works well. It has the energy you need to do what you want to do.

What are some not-so-healthy foods?

Again, write what participants say. Refer to the Go, Slow, and Whoa! chart for guidance.

- potato chips and other snacks
- cookies and cakes
- candy
- soda

Why shouldn't we eat those foods as often?

- They don't give your body what it needs.
- They won't keep you feeling full and energized.
- They are high in calories and fat, which can make a person overweight and unhealthy.

4. What have we learned?

- We should eat five or more servings of fruits and vegetables each day.
- We should eat a variety of healthy foods.
- We should limit not-so-healthy foods.

5. Take the next step.

Have the Quick Picks and What's in Your Kitchen? handouts ready to distribute.

The next step is to make healthy choices as often as you can. Today, we'll pass out the Quick Picks handout that will help you make smart food choices at school, at home, and in restaurants.

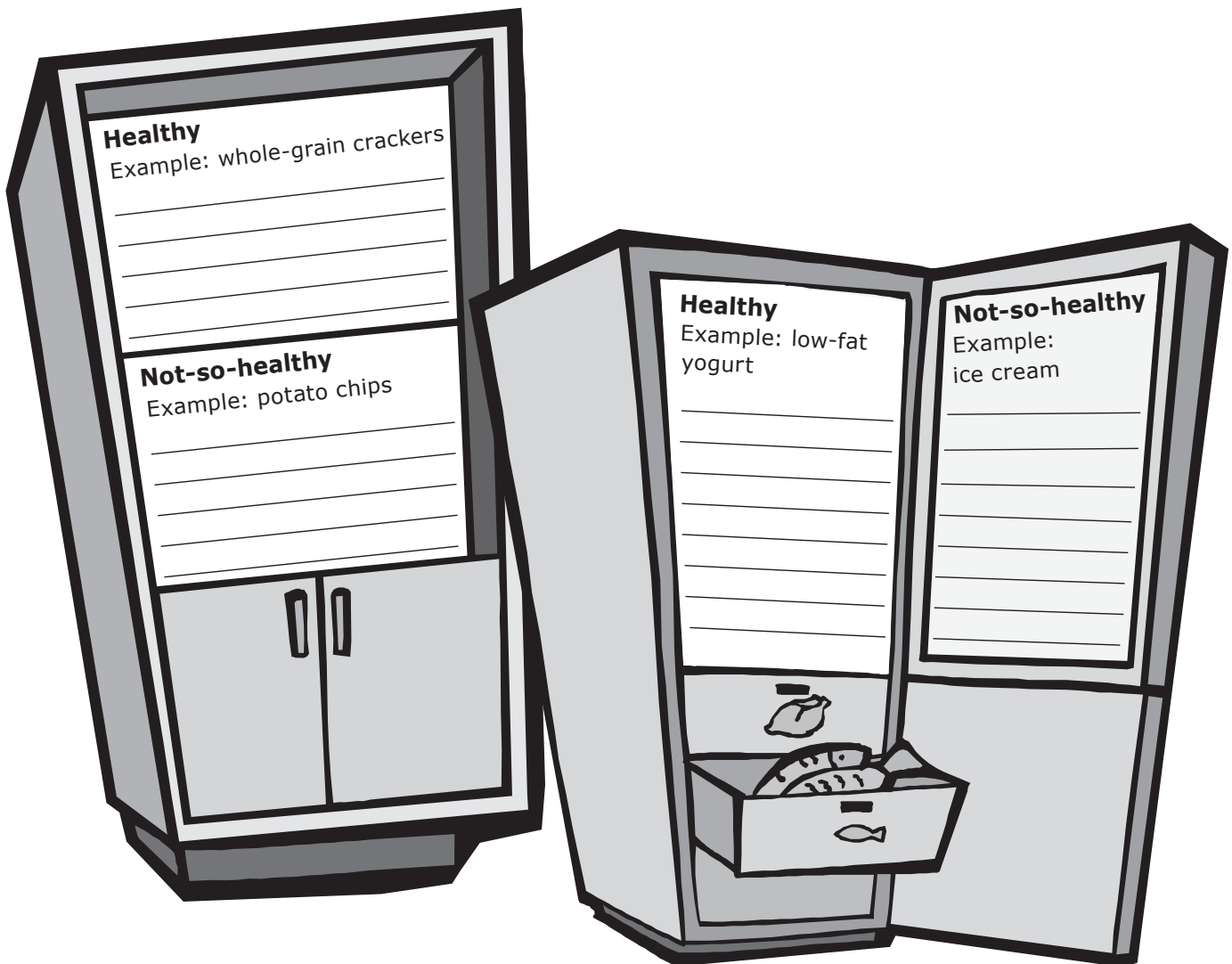
The second handout, What's in Your Kitchen?, will ask you to take a look at what's in your cabinets and refrigerator at home. Fill it out and bring it with you next time.

Also for next time, bring in an empty bag, box, or container from your favorite snack.



Lesson 1: Take Stock - What's in Your Kitchen?

Instructions: Look at the foods and drinks in your kitchen. (You might want to do this with whoever buys food for your family.) Decide if each food is healthy or not-so-healthy and list it below.



* For the next lesson, bring in an empty bag, box, or container from a favorite snack.



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Lesson 1: Take Stock - Food Tracker

Instructions: What did you eat yesterday? Write down as many foods and drinks as you can recall. Then answer the questions below.

Breakfast	
Lunch	
Dinner	
Snacks	
Drinks	

1. How many times did you have fruit? _____
2. How many times did you have vegetables? _____
3. How many times did you have milk? _____
4. How many times did you have meat, fish, beans, or nuts? _____
5. How many times did you have bread, tortillas, noodles, rice, or cereal (foods from the grain group)? _____

BONUS POINTS!

How would you grade your eating habits? (Circle one)

A B C D F

Which area would you like to improve? Write down a healthy eating goal to begin working on.



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Lesson 1: Take Stock - Quick Picks

Instructions: Sometimes you have to grab something quick to eat or drink. What will it be? Use the suggestions below to make healthier choices. When you do, you'll be giving your body the vitamins, minerals, and other nutrients it needs. Which of these quick picks do you like best? Circle your favorites.

When you're on the go, pick:

- fresh fruit
- precut vegetables
- low-fat or nonfat yogurt
- cheese stick
- whole-grain crackers or pretzels
- nuts or trail mix
- low-fat granola bars

For lunch, pick:

- sandwiches with turkey, chicken, lean ham, or lean roast beef on whole-grain bread, topped with lettuce and tomato
- peanut butter and jelly on whole-wheat bread
- soups
- plain pizza or veggie pizza
- salad with low-fat dressing
- fruit

At a restaurant, pick:

- baked, broiled, or grilled (not fried) lean meats, including turkey, chicken, seafood, or sirloin steak
- salads, baked potatoes, or vegetables instead of French fries
- ketchup or mustard instead of mayonnaise – when you use mayo, salad dressing, or sauces, choose low-fat versions and ask for them on the side
- smaller servings (or share with a friend) to control portions

When you're thirsty, pick:

- low-fat or skim milk
- water
- unsweetened iced tea





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Learning Goals

- A dream is anything you can imagine you want to do or become.
- Dreams come in all sizes. It's great to dream big, but smaller dreams are important, too.
- Imagining our dreams inspires us to do great things.

Print Out Before Class**Bring copies for everyone:**

- Imagine Your Dream handout
- Dream Interview handout

Other Materials

- Pencils or pens
- Crayons or markers

Lesson 1: Imagine Your Dream**TEACHER NOTE**

In this activity, we'll discuss dreams – not the nighttime kind, but rather the kind that inspire us to think about our future. A dream is anything you can imagine being or doing.

We'll note that every dream is a worthy dream – big ones and smaller ones; dreams for the future and dreams for right now – because they help us envision our own success. We'll encourage participants to talk, write, and draw about their dreams and listen respectfully as others do the same.

QUICK TIPS

- *Encourage participants to voice their dreams, no matter how big or small. Support their enthusiasm and ideas, and set a tone for respectful listening.*
- *Help participants see that not all dreams have to be saved for "someday." Some dreams can be achieved right now. These everyday dreams may seem less glamorous, but they're still important in helping us to envision our own success.*

START THE DISCUSSION**1. What is a dream?**

Instructor: All italicized text is intended as notes to teachers. All other text may be read aloud to your class.

A dream is anything you can imagine you want to do or become. Today, we're going to talk about dreams. But not the kind you have when you're sleeping. The dreams we're going to discuss today are the kind people have about what they want to do or become someday. Who knows about that kind of dream?



im successful

Take It Home!

Pass out the Dream Interview handout. For this activity, kids will ask a family member or a friend: "What's your dream?" or "What was a dream you had?"

Remind kids to bring in their interview results for discussion next time.

Resources

KidsHealth:

- 5 Facts About Goal Setting
- Motivation and the Power of Not Giving Up
- Making a Change in Your Life
- Your Secrets to Staying Motivated

Show of hands.

(Lesson 1: [Imagine Your Dream](#), continued)

Remember Michael Phelps? Michael dreamed of becoming an Olympic swimmer. He also dreamed about winning gold medals.

Who here has a dream?

Show of hands.

What are your dreams?

Invite a few participants to say what they dream of doing or becoming and why. Some peers might think another participant's dream of being an NBA star or president of the United States, for example, is far-fetched. They might react with laughter or smiles.

Set a tone for listening respectfully to each other's dreams. Support participants' big ideas and praise their enthusiasm.

2. Let's talk about our different dreams.

Based on what we heard, does everyone have the same dream?

No.

Dreams come in all shapes and sizes. They can be very big (for example, to be a famous actor) or a little smaller (to do well in your next swim meet).

It's okay to dream big – in fact, it's great. Even though not every dream comes true, dreaming big helps inspire us to imagine new possibilities for ourselves.

Some of you have told us about big dreams you have for the far future. But we can also talk about dreams we have for the near future, such as this year.

Who has a dream for this year?

Show of hands.



(Lesson 1: [Imagine Your Dream](#), continued)

For example, do you dream of swimming all the way across a pool? If you already can swim across a pool, can you remember when you could only imagine doing it? If so, then that's a dream you've turned into a reality.

What are other dreams you have right now? Does anyone dream of a report card with straight A's? How about getting carried on the shoulders of your teammates because you were the highest scoring player of a game? These are dreams, too. Dreams give us good things to aim for.

Remember, a dream is anything we can imagine doing or being. You can use the power of dreaming to imagine anything you want to do or become.

3. Let's draw or write about our dreams.

Pass out the Imagine Your Dream handout.

Pass out crayons or markers for younger participants; older participants may use a pencil or pen.

Ask participants to imagine a dream they have and then draw a picture or write about it. Have a few participants show and tell about what they drew, or read what they wrote.

4. Dreams don't always start out crystal clear.

Sometimes dreams take shape over time – just as they did for Michael. But that doesn't mean we can't work toward them anyway. Any dream you believe in is worth going for.

5. What have we learned?

- A dream is anything you can imagine you want to do or become.
- Dreams come in all sizes. It's great to dream big, but smaller dreams are important, too.
- Imagining our dreams inspires us to do great things.



(Lesson 1: [Imagine Your Dream](#), continued)

6. Take the next step.

Pass out the Dream Interview handout.

The next step is to learn more about dreams by interviewing people who are important to us. Use this handout to interview a family member or friend about their dreams. We'll talk about that next time.

About KidsHealth®

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Name _____

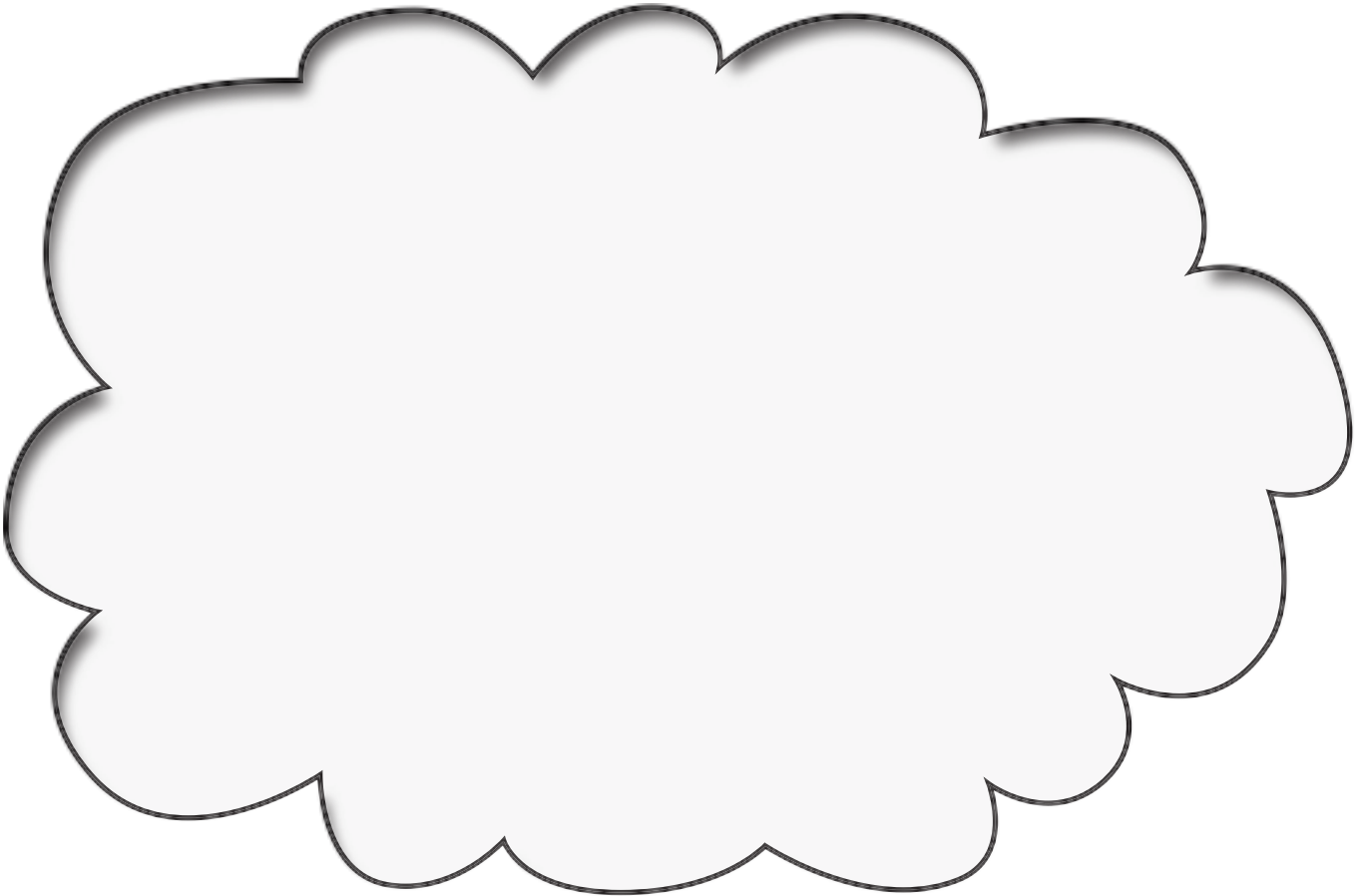
Date _____

HANDOUT



Lesson 1: Imagine Your Dream

Instructions: Picture a dream that you have. Draw or write about it in the space below.



Name _____

Date _____



im
successful

HANDOUT

Lesson 1: Imagine Your Dream - Dream Interview

Instructions: Everyone has dreams. Share what you know about dreams – that they’re anything you can imagine being or doing – with a family member or friend. Then interview your family member or friend to learn more about a dream that person has had.

Interviewer (your name): _____

Interviewee (the person you’re interviewing): _____

Tell me about a dream you have for yourself. _____

Have you had this dream for a long time? _____

How long have you been working on this dream? _____

How are you working toward it? _____

How do you think you’ll feel when you reach your dream? _____

