



Healthy Habits: Every Day I...

LESSON PLAN

SKILLS & OBJECTIVES

- Understands the difference between healthy and unhealthy habits
- Decision-making skills
- Cites examples of healthy habits
- Communication skills

MATERIALS

BULLETIN BOARD

TAPE

HEALTHY AND UNHEALTHY HABITS SENTENCE STRIPS

- I exercise for 60 minutes every day.
 - I never eat breakfast.
- I brush my teeth every day.
- I floss my teeth every day.
 - I use sunscreen.
- I watch 5 hours of television every day.
 - I eat fruit every day.
- I wash my hands after I use the bathroom.
- I wash my hands after blowing my nose.
 - I wash my hands before I eat.
 - I go on walks regularly.
- I eat ice cream every night before I go to bed.
 - I use the Food Pyramid to help make sure I eat right.
 - I eat fried foods every day.
- I take a bath or shower regularly.
 - I eat food quickly.
- I wear safety gear when I bike, skateboard or play sports.
- I wear a seatbelt when I am in the car.
- I eat green, orange and yellow vegetables.
 - I eat fish on a regular basis.
 - I drink soda with every meal.
 - I add a lot of salt to my food.
- I read something I like every day.
 - I play sports.
 - I never exercise.

Students will learn about and discuss the importance of healthy habits, such as washing hands, eating fruits and vegetables, getting enough sleep, etc. and will participate in classroom activities where they identify the healthy choices and habits from not-so-healthy choices.

DIRECTIONS

1 Review use of present tense to talk about repeated, habitual actions. Review present tense conjugation of “I” form. Have each student say one thing they do every day: “I _____ every day.”

2 Introduce the lesson by saying, “We are going to discuss personal habits today. We will be deciding which habits are healthy and which are unhealthy.”

3 Divide the board in half and label the halves: *Healthy Habits/Unhealthy Habits*. Show students a sentence strip with a habit, e.g. “I eat ice cream for breakfast.” Students will decide whether that sentence represents a healthy or an unhealthy habit. Tape sentence strip to the appropriate side of the board.

4 Next have each student choose 2-3 sentence strips out of a bag, decide whether their sentences give a healthy habit or an unhealthy habit and tape them to the appropriately labeled half of the board. Go over results with whole class, moving sentences when necessary after discussion.

WRAP UP

Define and rephrase the terms from the lesson: healthy habits, unhealthy habits. Do this by asking students to respond to the following questions: What are healthy habits? What are unhealthy habits? Can you give me an examples?

LESSON EXTENSION

Give students a blue ribbon for completing charts of three healthy things they do each day for a week.



SUNDAY	1.	2.	3.
MONDAY	1.	2.	3.
TUESDAY	1.	2.	3.
WEDNESDAY	1.	2.	3.
THURSDAY	1.	2.	3.
FRIDAY	1.	2.	3.
SATURDAY	1.	2.	3.

HOME CONNECTION

Have students discuss healthy and unhealthy habits with their family members. Does anyone at home smoke? Are family members active? Does everyone eat a healthy breakfast?