

1

Learn Habits that Lead to a Healthy Life

TRANSITION OBJECTIVE

Students will learn habits that will lead to a healthy lifestyle.

RELEVANCE TO SUCCESSFUL TRANSITION

It is important to learn how to be healthy. Learning healthy habits as a young person will increase health as we grow older. The earlier we begin practicing healthy habits the more likely these habits will remain throughout our lifetime.

INSTRUCTIONAL SEQUENCE

❑ STEP 1: Update Journal

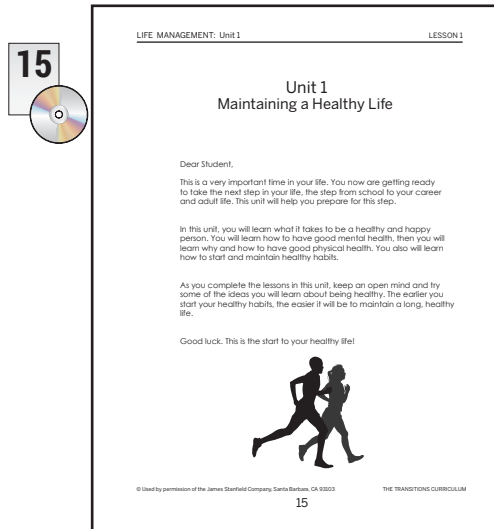
I am healthy when . . .

❑ STEP 2: Convene Roundtable

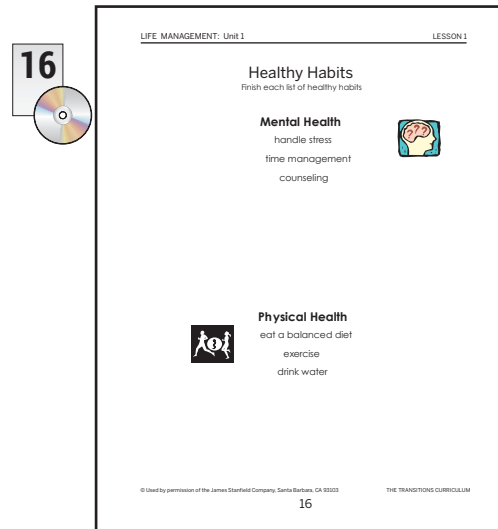
"A healthy person is someone who ____."

❑ STEP 3: Advance Organizer

"Today you will learn how a healthy mind and a healthy body are both important for overall good health."



person is unhealthy?" Encourage students to volunteer characteristics of a healthy person while summarizing their responses on the board. Possible ideas include: "They are *strong*," "They look *happy*," "They have a *positive attitude*," and "They are *active* and *energetic*." Talk about the difference between physical and mental health. Encourage students to dictate a definition of each as you write and edit their definitions on the board. Write a P for physical or M for mental beside each characteristic listed. Encourage additional ideas and add your own as you continue to record responses.



❑ STEP 4: Activity - 20 Minutes

Introduce the unit by reading the **Student Letter**. Explain that Unit 1 is about health. Discuss the topic of "good health" by asking, "How can you tell when a person is healthy? How can you tell when a

□ STEP 5: Activity - 25 Minutes

Talk about the word *habit* and ask for definitions. Have students look it up online or in the dictionary. Discuss the definition and give personal examples. Introduce the idea that many healthy adults practice healthy habits throughout their lives, but that it is never too late to begin. Encourage students to name healthy habits while you write them on the board. Examples include exercise regularly, eat balanced meals, get enough sleep, control your weight, take care of your teeth, have regular physical examinations, get help when you are sick, take time to enjoy free time, learn to recognize and reduce stress, have a hobby and accept things you cannot change. Review the list

together, allowing the students time to talk about and categorize each habit by M or P. Have students write at least 10 of the healthy habits on their handout **Healthy Habits**. They may choose from the habits listed on the board or think of others. Have students share at least one habit they would like to improve.

□ STEP 6: Evaluate Outcomes

One healthy habit I can begin to develop is "_____."

□ STEP 7: Connecting Activity

Students choose one healthy habit, set a goal and develop a plan for improvement. Students can keep a record (computer spreadsheet) showing how much or how often they work toward their goal.

KEY WORDS

habit**health****physical health****mental health****attitude****MATERIALS AND PREPARATION**

- Student Handouts: **Student Letter**, page 15; **Healthy Habits**, page 16.
- Prepare to discuss health and indicators of health.
- Prepare to discuss healthy habits and give personal examples.

SCANS FOUNDATION SKILLS

- Basic Academic Skills: Listening, Speaking
- Thinking Skills: Creative Thinking, Decision Making, Reasoning
- Personal Qualities: Responsibility, Self-Esteem, Self-Management