

2 Choose Habits for a Healthy Life

TRANSITION OBJECTIVE

Students will examine their habits and identify the ones they would like to change.

RELEVANCE TO SUCCESSFUL TRANSITION

A healthy lifestyle is one in which we are aware of our health habits and continually work to improve them. Being aware of our habits is the first step to developing healthy habits and a healthy lifestyle.

INSTRUCTIONAL SEQUENCE

❑ STEP 1: Update Journal

My healthiest habit is . . .

❑ STEP 2: Convene Roundtable

"One healthy habit I feel good about is ____."

❑ STEP 3: Advance Organizer

"Today you will examine your health habits and begin to make choices that will lead to a healthy lifestyle."

❑ STEP 4: Activity - 20 Minutes

Introduce the concept of a healthy lifestyle. Talk about starting healthy habits early and continuing them throughout your life. In a whole class discussion, ask students to name possible benefits, such as less illness, more energy, better quality of life, more productive in work and more time for recreation. Stimulate students to volunteer examples of healthy and unhealthy lifestyles. Discuss the fact that most people have some habits that are not entirely healthy. Encourage all students to share their healthy habits. As students risk sharing their own personal habits reinforce nonjudgmental responses to their comments.

Review the concept of choice. Talk about how we can do something about our habits once we pay attention to them. Explain that at first it seems difficult to take the necessary action to change a habit. Some people blame their poor health habits on other people, such as their parents. Or they may blame not having enough time or money.

Making excuses or blaming others keeps people from accepting the responsibility to change. Use an example of your own and ask students to give examples of using blame as a way to escape doing something about a problem.

❑ STEP 5: Activity - 25 Minutes


Distribute the **Lifestyle Choices** questionnaire. Review it with the students. Explain that they will now take an inventory of their healthy and not-so-healthy habits. Complete the first two items on the questionnaire together by marking like me or unlike me and monitoring for understanding. Ask students to complete the remaining items on their own.

Encourage students to be honest. Move about the room, reinforcing and assisting students as needed.



LIFE MANAGEMENT: UNIT 1		LESSON 2
LIFESTYLE CHOICES Questionnaire		
Like Me	Unlike Me	Lifestyle Statements
<input type="checkbox"/>	<input type="checkbox"/>	1. When John is out with his friends and they light up, he does, too.
<input type="checkbox"/>	<input type="checkbox"/>	2. Joe feels good when he works out, but he is usually too busy.
<input type="checkbox"/>	<input type="checkbox"/>	3. When Anna comes home after school and is hungry she chooses to eat chips and candy instead of fruit and milk.
<input type="checkbox"/>	<input type="checkbox"/>	4. Sometimes when Andre is trying to impress someone, he will drive over the speed limit.
<input type="checkbox"/>	<input type="checkbox"/>	5. When Keiko is under pressure, she'll often eat sweet snacks.
<input type="checkbox"/>	<input type="checkbox"/>	6. When Ramon is going to a party, he likes to drink beer to relax.
<input type="checkbox"/>	<input type="checkbox"/>	7. Rosa is usually tired in the morning because she stays up to watch late TV shows.
<input type="checkbox"/>	<input type="checkbox"/>	8. Shawna's mom usually has three kinds of fruit available, but Shawna might eat fruit only once a week.
<input type="checkbox"/>	<input type="checkbox"/>	9. For lunch, Jake orders a burger and fries instead of a turkey sandwich and salad.
<input type="checkbox"/>	<input type="checkbox"/>	10. When Albert is thirsty, he always gets a soda and rarely drinks water.

© Used by permission of the James Stanford Company, Santa Barbara, CA 93103 THE TRANSITIONS CURRICULUM



LIFE MANAGEMENT: Unit 1 LESSON 2

LIFESTYLE CHOICES
Questionnaire
page 2

Like Me	Unlike Me	Lifestyle Statements
<input type="checkbox"/>	<input type="checkbox"/>	11. When Mary's feelings are hurt, she leaves the group to feel sorry for herself.
<input type="checkbox"/>	<input type="checkbox"/>	12. When Hank is angry he usually says things that make the situation worse.
<input type="checkbox"/>	<input type="checkbox"/>	13. Ken always wins an argument because he feels like he has to have the last word.
<input type="checkbox"/>	<input type="checkbox"/>	14. When Jackie is worried about being overweight, she takes diet pills and stops eating.
<input type="checkbox"/>	<input type="checkbox"/>	15. Andrea always tries to get out of PE because she is embarrassed about the way she looks.

Activity #1
Circle the number beside each Lifestyle Statement that is marked "Unlike Me."
Count and record your total "Unlike Me" score: _____
If your "Unlike Me" score is above 12, most of your lifestyle choices are healthy.
Now go on to activity #2 to examine the choices you may want to change.

Activity #2
Read through the "Lifestyle Statements" marked "Like Me" and identify one or two Lifestyle Choices you would like to change.

Lifestyle Choice #1 _____

Lifestyle Choice #2 _____

© Used by permission of the James Stanfield Company, Santa Barbara, CA 93103 THE TRANSITIONS CURRICULUM

18

Next, ask students to complete "Activity 1" by circling the number of all items they marked

"Unlike me." Then have them mark a star next to the three items on the questionnaire they marked "Unlike me" that they feel best about at this time. Finally, have students talk with a partner about a lifestyle choice they would like to change from those they identified in "Activity #2" on the worksheet.

□ STEP 6: Evaluate Outcomes

One health habit I feel good about is " ____ ."

□ STEP 7: Connecting Activity

Have students observe the lifestyle habits of their favorite TV character. At the next class meeting ask them to describe the good or bad habits of the character they observed on TV. Encourage students to suggest ways the TV character could make other, healthier choices where needed.

KEY WORDS

blame

responsibility

frequent

every day

often

MATERIALS AND PREPARATION

- Student Handouts: **Lifestyle Choices**, pages 17-18.
- Prepare to discuss examples of a healthy lifestyle.
- Prepare to explain the handout.

SCANS FOUNDATION SKILLS

- Basic Academic Skills: Reading, Listening
- Thinking Skills: Reasoning, Decision Making
- Personal Qualities: Responsibility, Self-Esteem, Self-Management, Integrity/Honesty