

Lesson Plan**Lesson Goals****Lesson Goal(s): Making choices that promote a healthy lifestyle**

Key Understanding: An important foundation for helping children make good decisions is by helping them understand the concept of wellness. Wellness is more than being healthy physically—it is the process of being aware of and making choices that support a healthy lifestyle.

Learners will:

- Define the meaning of healthy lifestyle
- Describe the three parts of wellness and reflect on personal wellness
- Distinguish between healthy and unhealthy choices for mind and body
- Practice decision-making skills

Curriculum Introduction

- ☞ Introduce yourself to the group
- ☞ Stand where everyone can see you and hear what you say

- ◆ Welcome students to 'Healthy YOUth'
- ◆ Provide an overview of the program – review lessons completed and preview upcoming lessons

Opening Activity- 5 to 10 Minutes**☞ Forced Choices:**

- ◆ Forced Choice game (5 min.)
- ◆ Have students stand on one side of the room. When you give a choice, have students either stay where they are or take three steps toward the middle of the room.
- ◆ Here are some choices you could use; add any you would like to generate thought about choices.
 - Would you rather eat an orange or a doughnut for breakfast?
 - Would you rather go for a bike ride with friends or play a video game alone?
 - Would you rather stay home with your family or go to a friend's house?
 - Would you rather play with your pet (dog, cat, etc.) or call a friend on your phone?
 - Would you rather have a candy bar or a crackers and cheese for an after-school snack?
 - Would you rather help a friend with homework or watch TV?

☞ Process questions: discuss with students

- "What influences the choices you make?"
- Why do we sometimes make poor choices?"
- We make choices every day, but how can good choices build a healthy lifestyle?"

Relating Activity Experience to Wellness/Decisions for Health (Anchor) 5 minutes

☞ Building a Foundation Intro (10 min.)

- Distribute seven toothpicks and three grapes, apples slices, or cheese stick pieces to small groups (2-4 in a group).
- Challenge each group to develop a freestanding structure with a solid foundation using only the materials provided. (allow a set amount of time)
- When time is up, Ask the groups to show their structures and explain how and why they made their construction decisions.
- After all the groups have presented, discuss the following questions:
 - a. Other than the same materials, what do all your structures have in common?
 - b. Why is a solid foundation so important for a structure to stay standing?
 - c. What could happen if a foundation is not strong or sturdy enough?
 - d. How could this be related to our health? (*A foundation is a strong base for something*)
 - e. What do you think a foundation for a healthy lifestyle would be?
 - f. Why is a healthy foundation for your life important?

Creating a Vision – what is wellness and how do the decisions we make impact health (Add) (Content Delivery)

☞ Share objective:

1. Define the meaning of healthy lifestyle
2. Describe the three parts of wellness and reflect on personal wellness
3. Distinguish between healthy and unhealthy choices for mind and body
4. Practice decision-making skills

☞ Areas of wellness

- ◆ Introduce the idea of wellness by writing it on the board or on poster paper.
- ◆ Ask students, what word is in the word, "wellness."
- ◆ Circle the word "well." Ask students what it means to be well?
- ◆ How is being well related to healthy lifestyle choices?

☞ Explain that "wellness" is all about making choices that can help them stay healthy now and in future.

- Tell students there are different types of wellness.
- Show students the "Wellness Triangle" handout and ask them to tell about each area.
- Explain that triangles are a great way to look at wellness, because a triangle has equal, balanced sides. (*If you used the "Building a Foundation" Intro, you could relate this back to that activity.*)
- Ask students to give ideas about what each side of the "Wellness Triangle might have in it.

Examples:

- a. **Physical:** Walking, playing sports, jumping rope, eating a variety of foods, how we take care of our bodies (bathing, showering, brushing teeth, brushing hair, getting enough sleep) limiting screen time of TV/computers
- b. **Social:** Talking to friends, playing with teammates on a sports team or at recess, online games, social media, speaking and listening, solving problems between friends, making friends, respecting yourself and others, loving who you are, doing your best in school, completing homework, helping with chores at home.

- c. **Mental/Emotional:** How you feel/emotions, goal setting, decision-making, managing stress, coping with difficult situations and daily tasks (school work, homework, believing in yourself, having a positive attitude, being able to learn from your mistakes).

Application and Reflection (Apply)

- ☞ **Activity - Wellness Cards** Distribute the wellness cards and have students raise the card that shows that type of wellness in response to the statements below.
- Review answers and talk about why they chose that area. (Some statements could belong to more than one area; use the answer given but be willing to accept ideas from the students or allow two possible choices).
- Statement Examples:
- a. My family is important to me (Mental/Emotional wellness)
 - b. I have a good friend I can talk to (Social wellness)
 - c. I sleep at least 8 hours a night (Physical wellness)
 - d. I eat a variety of foods, including fruits, vegetables, proteins, grains, and dairy (Physical wellness)
 - e. I am a responsible person (Mental/Emotional wellness)
 - f. I can have a good relationship with different people (Social wellness)
 - g. I do my best at school (Mental/Emotional wellness)
 - h. I am physically active almost every day (Physical wellness)
 - i. I listen to people when they are speaking (Social wellness)
 - j. I can talk about problems with someone I trust (Mental/Emotional wellness)
 - k. I enjoy doing things with my family (Social wellness)

OR

Option:

☞ **Activity - Portrait of Healthy Choices** (20 min.)

- Hold up a picture of someone smoking.
 - Ask for responses from the students, e.g. Is this healthy? Is this not healthy?
 - Stick the picture on the board or a poster and above it writes "not healthy."
- Hold up a picture of someone doing something healthy, e.g. exercising or eating vegetables.
 - Again, ask Is this healthy? Or not healthy?
 - Stick the picture on the board and above it writes "healthy."
- Hold up more pictures one by one and have students categorize them.
 - Some examples could be eating vegetables, meat, or fruit; drinking milk or soda; washing hands; getting enough sleep; sitting in front of a TV; talking on a cell phone; using sunscreen; brushing your teeth, etc.
 - Some of the behaviors might not always be healthy or unhealthy—encourage students to talk about when healthy might become unhealthy.

- **Handout out” Wellness Triangle.”** Discuss how choices we make can be divided into physical wellness, mental/emotional wellness, and social wellness.
- What area do the choices we just looked at go in? (Some choices might fit more than one area.)

☞ **Divide students into small groups** (2-4 students)

- Distribute 5-foot-long pieces of poster paper (like the kind of paper on rolls)
- Have them trace the outline of one of the student’s body on the poster paper.
- On the body outline, have them list words or draw pictures of choices/actions/activities that would be healthy choices.

☞ **3 Making Decisions and Choices** (15-20 min.)

- Ask students “What are two decisions you made today?”
- Which of those decisions might have affected your physical wellness?
- Which might have affected your mental/emotional wellness? Which might have affected your social wellness?

NOTE: Be prepared to be creative about grouping the decisions and may need to give examples: deciding what time to go to bed, deciding if you should eat breakfast, choosing whether to hang-out with friends or do homework, etc.

☞ Help students recognize some of their decisions might have long-term effects and be sensitive to individual students’ unique situations and family issues.

☞ **Hand out “Making a Decision.”**

- Use one of these situations to practice the process of decision-making as a large group.
- Write the steps on poster paper or on the board and have students help make the decision or choice from one or two of these situations:
 - **Situations/Scenarios**
 1. You must make up work you missed because you were sick. Your teacher asks if you want to make it up after school or during your lunch period. What do you do?
 2. Two of your friends are arguing over who gets the ball first in your basketball game. What do you do?
 3. You must make a snack for your little sister after school. What do you choose?

➔ **Share** with the students that many decisions are made by thinking about what we want to happen to us or what we want for the future: Getting good grades, learning to have a good relationship with others and choosing healthy foods are choices we make now that can help us in the future.

☞ **Practice:**

- “Let’s practice decision-making skills so we’re ready to make healthy choices that will affect our wellness in all three areas.”
 - ➔ **Handout** “Decisions Scenarios” to each student or groups of students and extra “Making a Decision” if needed.
 - As students work, go from group to group, and help guide students to recognize the area of wellness their scenario might affect and recognize the long-term effects of their choices.
 - Ask students to share their decisions if they are comfortable doing so.

Summarize Key Concepts

☞ Ask for response to the following either verbally or note cards.

- If you were giving advice to a friend about living a healthy lifestyle, what are three important ideas you would want to share from today's lesson?

☞ Summarize points of wellness and decision making.

- Three areas of wellness: Physical, Social, Mental/Emotional
- Consider how the decision you make may impact wellness and future goals.

Extend learning experience: Family Connection

☞ Challenge students to work with family members to identify a decision or choice they might make that would affect them all.

- Ideas include what they will do on Saturday as a family, how they could all be more physically active, what they can make for a family dinner, etc.
- Have them work through the decision-making process.
- Students that return their work can receive a small incentive prize.

Assessment and Goal Setting (10 Minutes) (Away and Goal-Setting)

- ☞ **Hand out the Wellness Reflection.** Have students reflect on what you talked about and an area of wellness in which they would like to improve.
- Encourage students to think about how they can take steps to get to their wellness goal.

OR

☞ **Take a Positive Step**

Provide each student with a 'Take a Positive Step' to complete.

