

Elementary School Lesson Plan: Making Healthy Choices

School Counselor: Kaitlyn Daniel

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Activity: Identify behaviors as healthy/unhealthy (Health and Wellness Development)

Objectives: ASCA Student Standards: Academic Development and Personal/Social Development

The students will

A:B1.1 Demonstrate the motivation to achieve individual potential

A:B1.2 Learn and apply critical-thinking skills

A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life

PS:A1.1 Develop positive attitudes toward self as a unique and worthy person

PS:A1.9 Demonstrate cooperative behavior in groups

PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices

Materials: Flash Cards of various healthy/unhealthy behaviors, two different colors of dry erase markers, student handout, scissors, and glue.

Procedure:

The counselor will have a discussion with students about various behaviors they believe are healthy choices. Students will raise their hands to help the class create a list of these healthy behaviors (examples: brushing your teeth, eating vegetables, exercising). Students will then talk to the counselor about behaviors they think are unhealthy and will make a list together (examples: eating something they found on the floor/outside, staying up too late, not wearing sunscreen, and playing too many video games). Healthy behaviors will be written on the board in one dry erase color, while the unhealthy list of behaviors will be written in the other color to help students see the difference between the two lists.

The counselor will then play a game with the students using flash cards that describe various behaviors. As a group, the students will determine each flash card to be a healthy or unhealthy behavior. Students will give a thumbs up for healthy behaviors and a thumbs down for an unhealthy behavior. Once a behavior is determined to be healthy or unhealthy, the counselor may decide if it is necessary for a student (or counselor) to discuss why the behavior is healthy or unhealthy.

Once all the flash cards have successfully been labeled as healthy or unhealthy, the counselor will ask the students the following questions:

- How easy was it for you to decide if a behavior was healthy or not?

- Were there any behaviors that were not healthy that surprised you?
- What healthy choices are you already making?
- What healthy choices do you want to make after doing the activity?

After students have debriefed with the counselors, students will receive a handout of various behaviors, scissors, and glue. Students will then cut out each behavior and glue it on their handout in either the healthy or unhealthy categories. The class will review their answers together with the counselor. If any behaviors were incorrectly placed as healthy or unhealthy, the counselor will review why these behaviors are healthy or unhealthy. An example would be students saying the behavior “talking about your feelings” is unhealthy, the school counselor/teacher would talk to the students about why this behavior is healthy, instead of unhealthy. Ask students if they have any questions about healthy and unhealthy behaviors.

The activity will close with the counselor reminding the students that that some things, like eating sweets or watching TV/playing videogames is okay in moderation and that a big part about living a healthy life and making healthy choices is about finding balance and that making healthy choices are what allow us to grow and do our best. The students, counselor, and teacher will then sing “If You’re Healthy and You Know It” together.

**This lesson has been inspired by Teachers Pay Teachers’ Counselor Keri Powers-Pye*

Evaluation:

Process Data: All students in 1st and 2nd grade will be provided a lesson on determining behaviors to be healthy/unhealthy.

Perception Data:

- How easy was it for you to decide if a behavior was healthy or not?
- Were there any behaviors that were not healthy that surprised you?
- What healthy choices are you already making?
- What healthy choices do you want to make after doing the activity?

Outcome Data: The lists students make at the beginning of the lesson about healthy and unhealthy choices will be used as a pre-questionnaire for the lesson. The individual activity that students will participate in will be used as a post-questionnaire to determine what they have learned about behaviors being healthy/unhealthy. The goal will be for students to have at least 80% accuracy when identifying behaviors as healthy/unhealthy on the post-questionnaire individual activity.

Classroom Management:

I have not had any prior teaching experience, for managing a classroom during a lesson, I would begin by building a relationship with the students to let them know what my role as a school counselor is. Then, at the beginning of the lessons, the students and I would talk about the

expectations we would have for behavior during the lesson (basically following the classroom rules they would every day). I would start the lesson with a warm up activity to help them get acclimated to having the school counselor lead a lesson instead of their regular teacher in order to help improve student engagement during the lesson (Davis, 2015).

As a school counselor leading a lesson, I would want to have clear objectives for the class, monitor my voice, volume, cadence, and tone; provide clear instructions; and reinforce/summarize key concepts from the lesson they are learning in order to help prevent behavioral issues (Davis, 2015). I would also want to use differentiated classroom instruction to help minimize behavioral disruptions and praise students often during the lesson to help promote positive student behavior. Leading the lesson, I would also want the teacher to stay in the classroom for the lesson in order to help the teacher reinforce what the students have been learning during their lesson with the school counselor (Davis, 2015).

Resources:

American School Counselor Association (2012). *The ASCA National Model: A Framework for School Counseling Programs*, Third Edition. Alexandria, VA; Author.

Davis, T. E. (2015). *Exploring school counseling: professional practices and perspectives*. Australia: Cengage Learning.

Powers-Pye, K. (n.d.). Making Healthy Choices. Retrieved from <https://www.teacherspayteachers.com/Product/Healthy-Choices-Classroom-Guidance-Lesson-for-Early-Elementary-Counseling-3233905>