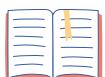


# My Healthy Body Plan – Levels C & D

WRITTEN

To encourage students to think about and practise healthy habits, while understanding how these actions contribute to feeling strong, energised, and happy.



## Learning Intentions

Identify ways to keep my body healthy (e.g., food, movement, rest, friendships).

Recognise the importance of taking care of my body to feel strong, energetic, and happy.

Reflect on how healthy habits make me feel and how they connect to my overall well-being.



## Success Criteria

Students can list, draw, or share three healthy habits they can practise.

Students can explain or show why these habits help them feel good.

Students can create a personal “healthy body plan” through words, drawings, or symbols.



# My Healthy Body Plan Levels C & D

WRITTEN

**Duration:** 10–20 minutes

## **Objective**

To encourage students to think about and practise healthy habits, while understanding how these actions contribute to feeling strong, energised, and happy.

## **What You Need**

- Paper or templates for “My Healthy Body Plan”
- Pencils or coloured pencils.
- Visual prompts or picture cards (healthy food, sleep, exercise, friendships, water, hygiene, etc.)(found in PDF resource tab).

## **Gameplay**

1. Begin with a class brainstorm on healthy habits, and invite students to share or point to picture prompts.
2. Each student receives a piece of paper or template to record their “Healthy Body Plan.”
3. Students draw or write three healthy habits they want to focus on (e.g., eating vegetables, playing outside, going to bed on time, being kind to a friend).
4. Students reflect on how these habits make them feel (strong, happy, energised).
5. Each student chooses one healthy habit to practise today and shares it with the group, if comfortable.

## **Debrief**

- “How do these habits help your body and mind?”
- “Why is it important to look after yourself every day?”
- “What’s one healthy choice you can try today at home or school?”

## **For Wheelchair Users / Accessibility**

- Provide visual supports or picture symbols for students who need them.
- Allow students to respond with gestures, pointing, or AAC devices.
- Ensure drawing and writing activities can be completed with adapted tools if needed.
- Habits can include a variety of self-care options, not just physical activity.



# My Healthy Body Plan Levels C & D

# WRITTEN

## Notes for Inclusion

- Reinforce that every student's healthy body plan will look different and that all ideas are valued.
- Encourage sharing through multiple modes — speaking, drawing, acting, or using visuals.
- Use sentence starters such as: "A healthy habit for me is \_\_\_ because it makes me feel \_\_\_."

## Variations

- **Children's Edition:** Use picture cards (food, water, sleep, exercise, friendships) for students to choose and paste onto their Healthy Body Plan.
- **Fitness Edition:** Link each habit to a simple movement break (e.g., draw a fruit = 5 star jumps, draw sleep = stretch and yawn, draw friends = high-five a classmate).
- **Teamwork Edition:** Create a class "Healthy Body Plan Wall" where each student adds their habit to a shared display, building a collective plan for health.



# VISUAL PROMPTS

PRINT AND CUT OUT THE HEALTHY HABIT CUE CARDS. SHOW THE CARDS AND TALK ABOUT HOW EACH ONE HELPS OUR BODIES. ASK STUDENTS TO PICK OR DRAW THREE HABITS TO INCLUDE ON THEIR OWN "HEALTHY BODY PLAN" PAGE.



# VISUAL PROMPTS



# VISUAL PROMPTS

