



FREE PRINTABLE RESOURCE

Healthy Habits

A No-Prep Health Unit for Grades K-5

What's inside

Four practical health lessons elementary students can use the same day: building a balanced plate, stopping germs with real handwashing, getting 60 minutes of movement, and setting up sleep and tooth-care routines. Teacher notes, student worksheets, and answer keys included. Print and teach - no prep required.

Standards. Aligned to the National Health Education Standards (NHES 1, 5 and 7) and to USDA MyPlate guidance. Sleep and physical-activity amounts follow current CDC recommendations for children.

Format: 4 complete lessons | Print & digital | Teacher notes + worksheets + answer keys

How to Use This Unit

- Each lesson is designed for a short 20-30 minute block - morning meeting, a content block, advisory, or another flexible lesson window.
- Open with the Warm-Up. The prompts can be read aloud or adapted to reduce reading barriers and support different learners.
- Use the Teaching Points as your talking script. Say them in your own words.
- Hand out the Student Worksheet for guided practice. For younger readers or students who need support, read each question aloud and let them draw as well as write.
- Check quickly with the Answer Key. Many answers are open-ended - the key tells you what a good answer looks like.
- Finish with the Extension when you want to carry the skill through the week.
- Everything is print-and-go. You may print the PDF for personal, homeschool, or classroom use. Do not resell or redistribute it as a paid product.

Teacher reference. Teacher reference: health guidance was checked against USDA MyPlate and CDC guidance for handwashing, physical activity, sleep, and children's oral health.

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LESSON 1

MyPlate: Building a Healthy Meal

Objective. Students will name the five MyPlate food groups and build a balanced meal.

Key Vocabulary

MyPlate	The USDA picture that shows how to fill a healthy plate.
Food group	A set of foods that give your body similar nutrients. There are five.
Whole grain	A grain with the whole seed kept, such as oatmeal or brown rice.
Nutrient	Something in food your body uses to grow, move, and think.
Balanced meal	A meal with food from several groups, not just one.

Warm-Up (Bell-Ringer)

Draw a circle. Divide it into what you ate for dinner last night. How much of the circle was fruit or vegetables?

Teaching Points

- MyPlate has five food groups: Fruits, Vegetables, Grains, Protein, and Dairy.
- MyPlate suggests making about half your plate fruits and vegetables.
- MyPlate also recommends making at least half your grains whole grains - for example oatmeal, brown rice, or whole-wheat bread.
- Protein is not only meat. Beans, eggs, nuts, tofu, and fish all count.
- No single food is 'bad'. Balance is about the whole plate and the whole week, not one snack.

Extension / Take It Further

Plan a balanced lunch for tomorrow that uses all five groups, and take the plan home to try it.

LESSON 1 • STUDENT WORKSHEET

MyPlate: Building a Healthy Meal

Name: _____ Date: _____

Use what you learned about MyPlate to answer each question.

1. Name the five MyPlate food groups.

2. How much of your plate should be fruits and vegetables?

3. Write the food group for each: apple, brown rice, chicken, milk, broccoli.

4. A lunch has a cheese sandwich on white bread and a bag of chips. Name two changes that make it more balanced.

5. Name two protein foods that do not come from an animal.

LESSON 2

Germ and Handwashing

Objective. Students will explain how germs spread and demonstrate the five handwashing steps.

Key Vocabulary

Germ	A simple word for tiny microbes or infectious agents that can sometimes make people sick.
Spread	To move from one person or thing to another.
Lather	The soapy bubbles you rub over your hands.
Prevent	To stop something before it happens.
Cover your cough	To cough or sneeze into your elbow, not your hands.

Warm-Up (Bell-Ringer)

Shake hands with three classmates. Now imagine the first person had glitter on their hands. Where is the glitter now?

Teaching Points

- Germs are far too small to see, so hands that LOOK clean can still carry them.
- Some germs spread through contaminated hands and surfaces, and respiratory germs can also spread when people cough or sneeze. Handwashing and covering coughs help reduce spread.
- The five steps are Wet, Lather, Scrub, Rinse, Dry.
- Scrub for at least 20 seconds - about as long as singing 'Happy Birthday' twice. Include the backs of hands, between fingers, and under nails.
- Wash before eating, after the bathroom, after coughing or sneezing, and after playing outside.
- Cough or sneeze into your elbow so your hands stay clean for everything else you are about to touch.

Extension / Take It Further

Time yourself washing for a full 20 seconds. Then teach the five steps to someone at home.

LESSON 2 • STUDENT WORKSHEET

Germs and Handwashing

Name: _____ Date: _____

Answer each question about germs and handwashing.

1. List the five handwashing steps in order.

2. How long should you scrub?

3. Name three times you should wash your hands.

4. Where should you cough or sneeze, and why there?

5. Your hands look clean. Do they still need washing before lunch? Explain your answer.

LESSON 3

Move Your Body Every Day

Objective. Students will explain why daily activity matters and plan 60 minutes of movement.

Key Vocabulary

Physical activity	Any movement that gets your body working, from walking to running.
Heart rate	How fast your heart beats.
Endurance	Being able to keep going without getting too tired.
Strength	How much work your muscles can do.
Screen time	Time spent looking at a TV, tablet, phone, or computer.

Warm-Up (Bell-Ringer)

Put two fingers on your neck and count your heartbeats for 10 seconds. Now do 20 jumping jacks and count again. What changed?

Teaching Points

- Children aged 6 to 17 need 60 minutes or more of physical activity every day. It does not have to happen all at once.
- Activity helps far more than muscles: it improves sleep, mood, focus, and bone strength.
- Three kinds count: aerobic (running, biking, swimming), muscle-strengthening (climbing, push-ups), and bone-strengthening (jumping, hopping).
- Your heart is a muscle. Moving fast enough that you breathe harder is what makes it stronger.
- Look for realistic ways to add movement across the day - active play, walking, biking, sports, chores, or short movement breaks can all contribute.

Extension / Take It Further

Keep a three-day movement log. Circle every day you reached 60 minutes.

LESSON 3 • STUDENT WORKSHEET

Move Your Body Every Day

Name: _____ Date: _____

Answer each question, then build your own movement plan.

1. How many minutes of physical activity do children need each day?

2. Does it all have to happen at once? Explain.

3. Name three benefits of moving, besides stronger muscles.

4. Plan your 60 minutes for tomorrow. List the activities and the minutes so they add up to 60.

5. How can you tell your heart is working harder?

LESSON 4

Sleep, Teeth and Everyday Care

Objective. Students will state how much sleep they need and describe a bedtime and tooth-care routine.

Key Vocabulary

Routine	The same steps done in the same order, so your body knows what comes next.
Rest	Time when your body slows down and repairs itself.
Plaque	The sticky film of germs that builds up on teeth.
Fluoride	A mineral in toothpaste that makes teeth harder to damage.
Habit	Something you do so often you barely have to think about it.

Warm-Up (Bell-Ringer)

How many hours did you sleep last night? Write the number down. We will compare it to what your body actually needs.

Teaching Points

- Children aged 6 to 12 need 9 to 12 hours of sleep each night. Children aged 3 to 5 need 10 to 13 hours, including naps.
- Sleep is when the brain sorts and stores what you learned that day. Short sleep makes school harder the next morning.
- Bright, stimulating screen use close to bedtime can make winding down harder for some children. A calm, consistent pre-bed routine can help signal that sleep is coming.
- A consistent bedtime routine can make the transition to sleep easier: for example wash up, brush teeth, read quietly, then lights out at a regular time.
- Brush twice a day for two minutes with fluoride toothpaste. Brushing removes plaque before it can damage the tooth.

Extension / Take It Further

Track your bedtime and wake time for five nights. Which night did you feel best, and how many hours was it?

LESSON 4 • STUDENT WORKSHEET

Sleep, Teeth and Everyday Care

Name: _____ Date: _____

Answer each question, then write out your own routine.

1. How many hours of sleep does a 9-year-old need each night?

2. Why does sleep help you at school?

3. How long and how often should you brush your teeth?

4. Write your bedtime routine in order. Include at least 3 steps.

5. You go to bed at 9:00 p.m. and need 10 hours of sleep. What time should you wake up?

Answer Keys

For teacher use. Print student worksheet pages separately to keep these hidden from students.

LESSON 1 MyPlate: Building a Healthy Meal

1. Name the five MyPlate food groups.

Answer: Fruits, Vegetables, Grains, Protein, Dairy.

2. How much of your plate should be fruits and vegetables?

Answer: Half of the plate.

3. Write the food group for each: apple, brown rice, chicken, milk, broccoli.

Answer: apple = Fruits; brown rice = Grains; chicken = Protein; milk = Dairy; broccoli = Vegetables.

4. A lunch has a cheese sandwich on white bread and a bag of chips. Name two changes that make it more balanced.

Answer: Add a fruit and a vegetable, and switch to whole-wheat bread. Any two changes that add a missing group.

5. Name two protein foods that do not come from an animal.

Answer: Beans, nuts, tofu, peanut butter, lentils, or seeds - any two.

LESSON 2 Germs and Handwashing

1. List the five handwashing steps in order.

Answer: Wet, Lather, Scrub, Rinse, Dry.

2. How long should you scrub?

Answer: At least 20 seconds - about two rounds of 'Happy Birthday'.

3. Name three times you should wash your hands.

Answer: Before eating; after the bathroom; after coughing or sneezing; after playing outside; after touching an animal - any three.

4. Where should you cough or sneeze, and why there?

Answer: Into your elbow, so the germs do not get on your hands and then onto everything you touch.

5. Your hands look clean. Do they still need washing before lunch? Explain your answer.

Answer: Yes. Germs are too small to see, so hands that look clean can still carry them.

LESSON 3 Move Your Body Every Day

1. How many minutes of physical activity do children need each day?

Answer: 60 minutes or more.

2. Does it all have to happen at once? Explain.

Answer: No. It can be added up across the day in shorter chunks.

3. Name three benefits of moving, besides stronger muscles.

Answer: Better sleep, better mood, better focus, a stronger heart, stronger bones - any three.

4. Plan your 60 minutes for tomorrow. List the activities and the minutes so they add up to 60.

Answer: Any list whose minutes total 60, for example recess 20 + walk 15 + bike 25 = 60.

5. How can you tell your heart is working harder?

Answer: It beats faster and you breathe harder.

LESSON 4 Sleep, Teeth and Everyday Care

1. How many hours of sleep does a 9-year-old need each night?

Answer: 9 to 12 hours.

2. Why does sleep help you at school?

Answer: The brain sorts and stores what you learned that day, so focus and memory are better.

3. How long and how often should you brush your teeth?

Answer: Two minutes, twice a day, with fluoride toothpaste.

4. Write your bedtime routine in order. Include at least 3 steps.

Answer: Any 3 or more steps in a sensible order, ending with lights out.

5. You go to bed at 9:00 p.m. and need 10 hours of sleep. What time should you wake up?

Answer: 7:00 a.m.