

Grades 3-6 Educator's Guide

Kids' Topic 1: Be a *fit* Kid!



Captivate



Educate



Activate

Session 1 Choices, Choices!

Many Choices

- Captivate your students' attention by asking them about the choices they make each day.
- Draw students' attention to the clock on the slide. Ask them to think about what they choose to wear, eat, and do throughout their day.
- Have fun with the silly choice questions!

Your Daily Choices

- Ask students to describe some of their choices.
- Explain that with *fit*, you will be talking a lot about choices, especially healthy choices.
- Introduce Sheldon the turtle. Sheldon will ask questions each session that check for student understanding and readiness to make healthy choices.

Today's Choices

- Students tell a partner three choices they will make after school today, and why they will make them.
- Invite students to make an "I Will" statement about the choices they will make after school.
- Option: Download the [My Choices](#) handout for students to record their "I Will" statements. Use again for Session 4.

Session 2 *fit* Choices

Silly Choices

- Now it's your students' turn to make up silly choice questions!
- Read the slides aloud and have students fill in the blanks to create their own silly questions about choices.

fit Choices

- *fit* choices are the choices you make that are good for your body and brain.
- Explain that whether it's eating fruit with breakfast or choosing to get off the couch and move, many choices can be *fit* choices!
- Ask students to share examples of *fit* choices that they make each day.

Make *fit* Choices Today

- Students decide upon a *fit* snack choice and a *fit* move choice they will make after school.
- Invite students to journal, draw, or talk with a classmate about the *fit* choices they plan to do.

Session 3 It's All Connected

Riddle Time

- How are a dog, square, and car alike?
- They all have four parts!

Four Parts of *fit*

- Explain that *fit* also has four parts:
 - RECHARGE Your Energy
 - Motivate Your MOOD
 - Think Your FOOD
 - MOVE Your Body
- Can your students name all four parts of *fit*?

Your Challenge

- Students write or draw a choice for each part of *fit*.
- Option: Download the [fit Choices](#) handout for students to show choices for each part of *fit*.

Session 4 *fit* Choice Influencers

Sam's Day

- Ask students to recall what they did after school the previous day.
 - What choices did they make?
 - Were they *fit* choices?
- Read Sam's story aloud.

Sam's Choices

- Use the discussion questions to help students recall that, rather than making *fit* choices, Sam sat in front of her TV, did not get enough sleep, and did not care about eating breakfast.
- Emphasize that Sam's RECHARGE (energy) and MOOD (motivation) influenced her choices.

RECHARGE and MOOD

- Ask students to think about the kinds of RECHARGE and MOOD choices they can make so they have energy and motivation to make healthy *fit* choices.
- Students share their choices with a friend or by using the [My Choices](#) handout.

Session 5 You Can Make *fit* Choices

Sam's Day (continued)

- Ask students to recall their RECHARGE and MOOD choices from the previous day. Do they recognize how RECHARGE and MOOD influenced their choices?
- Read about the rest of Sam's day to learn how she turned her mood around, recharged her energy, and made better choices.

fit Choices

- Highlight Sam's decision to turn her MOOD around and make *fit* choices.
- Students match *fit* choices with photos. A correct answer is one they can justify.
- Reinforce students' use of the terms "RECHARGE," "MOOD," "FOOD," and "MOVE."

Plan *fit* Choices in Your Day

- Discuss *fit* choices that students can make at different times throughout the day.
- Option: Download the [Make a fit Choice](#) handout for students to draw and/or write about their *fit* choices.

Grades 3-6 Educator's Guide

Kids' Topic 1: Be a *fit* Kid!



Prior Knowledge: First and foremost, *fit* is about choices. Each day a child, no matter his or her age, makes many choices that impact health and well-being. *fit* helps children become aware of the many moments each day when they make a choice, then empowers them to make the best choice - the *fit* choice!

Objectives: Students will be able to:

- Recognize that many choices are made each day.
- Name the four parts of *fit*: RECHARGE, MOOD, FOOD, and MOVE.
- Describe *being fit* as “making choices that are good for your body and brain.”
- Identify MOOD and RECHARGE as influencers of FOOD and MOVE choices.

Checks for Understanding and Readiness to Make Healthy Choices

Session 1: What was the last choice you made today? Was it a healthy one?

Session 2: Fill in the blank: ___ choices are good for your body and brain. (*fit*)

Session 3: Name the four parts of *fit*. (*RECHARGE, MOOD, FOOD, and MOVE*)

Session 4: What other choices can Sam make? (*Accept all responses that include RECHARGE and MOOD choices.*)

Session 5: What choices did Sam make for her MOOD, RECHARGE, FOOD, and MOVE?



Sheldon, the fit turtle, asks questions to assess students' understanding and readiness to make healthy choices.

fit Tip: Make a *fit* choice! Take a walk or do some jumping jacks instead of heading to the couch. When you MOVE, you boost your energy!

Family Message: What is *fit*?

- *fit* is paying attention to your choices and the four parts of well-being: RECHARGE, MOOD, FOOD, and MOVE.
- Being *fit* is having enough energy and the motivation to choose healthy foods and to be physically active.

Learn more!

- Activate healthy communities: sanfordfit.org
- Interactive resources for kids: fit.webmd.com
- Raising *fit* Kids: webmd.com/parenting/raising-fit-kids/

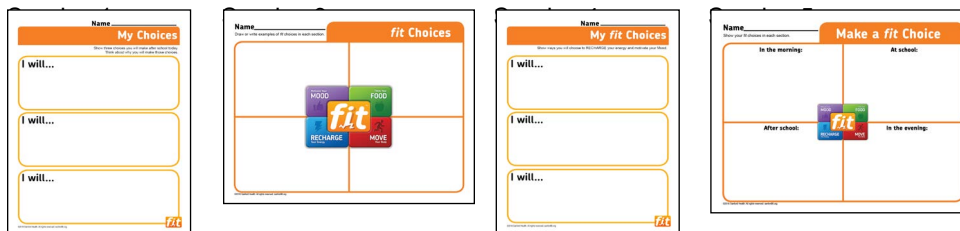
National Health Education Standards

1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.
4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
5. Students will demonstrate the ability to use decision-making skills to enhance health.
6. Students will demonstrate the ability to use goal-setting skills to enhance health.
7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
8. Students will demonstrate the ability to advocate for personal, family, and community health.

Common Core Standards

ELA/Literacy	Grade 3	Grade 4	Grade 5	Grade 6
Speaking and Listening	SL.3.1 SL.3.2 SL.3.3 SL.3.4 SL.3.5 SL.3.6	SL.4.1 SL.4.2 SL.4.3 SL.4.4 SL.4.5 SL.4.6	SL.5.1 SL.5.2 SL.5.3 SL.5.4 SL.5.5 SL.5.6	SL.6.1 SL.6.2 SL.6.3 SL.6.4 SL.6.5 SL.6.6
	RI.3.1 RI.3.2 RI.3.3 RI.3.4 RI.3.6 RI.3.7 RI.3.8 RI.3.9	RI.4.1 RI.4.2 RI.4.3 RI.4.4 RI.4.5 RI.4.6 RI.4.7 RI.4.8	RI.5.1 RI.5.2 RI.5.3 RI.5.4 RI.5.5 RI.5.6 RI.5.7 RI.5.8	
	RL.3.1 RL.3.3 RL.3.6 RL.3.7	RL.4.3 RL.4.9	RL.5.1	

Student Materials



About *fit*:

fit was developed using a combination of the latest scientific and behavioral research designed to educate, motivate, and activate children of all ages to live a healthy lifestyle.

fit recognizes that our MOOD and RECHARGE influence our FOOD and MOVE choices.

fit.webmd.com includes three online web destinations, each tailored to the interests and needs of the following age groups:

- *fit* Jr. ages 2-7
- *fit* Kids ages 8-12
- *fit* Teen ages 13-18

Learn more about *fit* and view additional tools and resources at sanfordfit.org.