

# Grades 3-6 Educator's Guide

## Kids' Topic 6: *fit*-Check



### Captivate



### Educate



### Activate

#### Session 1 Why do a *fit*-Check?

##### Energy Check In

- Have fun reading the slides aloud! Read them slowly and quickly depending upon whether they refer to low or high energy.
- Ask students to share times and places when they felt too tired and/or lazy to be active.

##### *fit*-Checks

- Key points:
  - When you are tired or bored, you sometimes make choices without thinking about energy or MOOD.
  - When you stop and think about your energy and MOOD, before you make a choice, you are doing a *fit*-check!
  - A *fit*-check helps you to make the best choice.

##### Try It!

- Ask students to do a *fit*-check (stop and think about their energy and MOOD) at the beginning of their next recess.
- Remind students that when they check their MOOD, they ask themselves if they are in an “I Will” or “I Won’t” MOOD.

#### Session 2 What is a *fit*-Check?

##### Think *fit*

- Read aloud the introduction to Trusty and Rusty.
- Rusty does not take time to do a *fit*-check, and makes an unhealthy choice. Trusty, however, does a *fit*-check and thinks about making healthy choices.
- Explain that marzipan is like candy, it is a mixture of sugar, honey, and nuts. A sonnet is a type of poem.

##### What Choices?

- Discuss how Rusty did not stop to think about his MOOD and energy, but Trusty did do a *fit*-check.
- Guide discussion so students understand that Trusty’s choices of a healthy snack and relaxing helped him RECHARGE his energy.

##### After School *fit*-Check

- Students plan to do a *fit*-check when they get home from school.
- Remind your students to think about RECHARGE and MOOD by asking themselves:
  - Do I have energy?
  - Am I motivated? (Determine if MOOD is “I Will” or “I Won’t.”)

#### Session 3 Stop and Think

##### *fit*-Check

- Trusty and Rusty are at a point of choice. What are their choices?
- Ask students to share what they would choose in the same situation, and why they would make that choice.
- Encourage discussion about yesterday’s after school *fit*-checks.

##### *fit* Choices

- The *fit*-check is a tool to help you to stop and think about making healthy choices.

##### *fit*-Check Reminder

- Students make a *fit*-check sign to remind themselves to stop and think about *fit* choices. Option: Download the [fit-check Door Sign](#) template.
- Students post their reminders at home.

#### Session 4 Daily Choices

##### Choices

- Read the story aloud to see what choices Rusty and Trusty make throughout their day.

##### Your Choices

- Discuss with students the many times and places when and where they can do a *fit*-check to help themselves make healthy choices.
- Times and places can include mornings, afternoons, evenings, bedtime, at home, and at school.

##### Your *fit*-Check

- Students tell one another about a time and place when they will include a *fit*-check in their day.
- Option: Use [Times and Places](#) handout as a tracker to record *fit*-checks and choices.

#### Session 5 *fit*-Check Time

##### Best Time for a *fit*-Check

- Read slides aloud. If they describe a time and place that a student has done a *fit*-check, they stand. If not, they stay seated. (Trick question! All of the times and places are when children make FOOD, MOVE, or RECHARGE choices, so they are all times and places for a *fit*-check!)

##### Anytime, Anywhere!

- Anytime students make a FOOD, MOVE, or RECHARGE choice is a great time for them to do a *fit*-check and make a healthy choice.
- Ask students to talk about times in their day when they make FOOD choices. What about MOVE and RECHARGE choices?

##### Plan Ahead

- Students create a poster using the [fit-Check Poster](#) to show the times and places they can do a *fit*-check.

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## Kids Topic 6: *fit*-Check



**Prior Knowledge:** Students have learned that being *fit* is not just about what you eat or drink or how you MOVE. Being *fit* is about having the right mindset and enough energy to choose healthy foods and to be active. Topics 1-5 introduced students to four key factors of well-being:

MOOD: Motivate Your MOOD      FOOD: Think Your FOOD  
RECHARGE: RECHARGE Your Energy      MOVE: MOVE Your Body

This week's topic will help students connect the four parts of *fit* with everyday choices by doing a "*fit*-check." A *fit*-check is a tool for the moments when a child makes a choice. Your students will learn to be mindful and stop to think about their energy and MOOD before making a choice...then decide the best choice, the *fit* choice.

- Objectives:** Students will be able to:
- Recognize MOOD and RECHARGE as influencers of *fit* choices.
  - Define *fit-check* as "checking RECHARGE and MOOD before making a choice."
  - Identify times and places to do a *fit*-check.

### Checks for Understanding and Readiness to Make Healthy Choices

- Session 1:** Why do a *fit*-check? (To make choices that are good for your body and brain, even when you are low on energy and don't feel motivated.)
- Session 2:** A \_\_\_\_\_ - \_\_\_\_\_ helps you make healthy choices. (*fit-check*)
- Session 3:** When do you need a *fit*-check reminder? (Listen for examples of times when students make choices.)
- Session 4:** What are the best times and places for you to do a *fit*-check? (When you are about to make a FOOD, MOVE, or RECHARGE choice.)
- Session 5:** When will you choose to do a *fit*-check? (Accept all responses that indicate times and places when/where the child makes a FOOD, MOVE, or RECHARGE choice.)

### National Health Education Standards Performance Indicators

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.
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 Alignment

ELA/Literacy	Grade 4	Grade 5	Grade 6
Speaking and Listening	SL.4.1 SL.4.2	SL.5.1 SL.5.2	SL.6.1 SL.6.2
	SL.4.3 SL.4.4	SL.5.3 SL.5.4	SL.6.3 SL.6.4
	SL.4.5 SL.4.6	SL.5.5 SL.5.6	SL.6.5 SL.6.6
Informational Text	RI.4.1 RI.4.2	RI.5.1 RI.5.2	
	RI.4.3 RI.4.4	RI.5.3 RI.5.4	
	RI.4.5 RI.4.6	RI.5.5 RI.5.6	
	RI.4.7 RI.4.8	RI.5.7 RI.5.8	
	RI.4.9	RI.5.9	
	RL.4.3 RL.4.9	RL.5.1	
	Literature		



**fit Tip:** Make a *fit* choice! Feeling bored? Go for a walk. Moving helps you to "Motivate Your MOOD!"

**Family Message:** Students are learning how to do a "*fit*-check" to help themselves make healthy choices. It's easy! When you are about to make a FOOD, MOVE, or RECHARGE choice, stop and think about your MOOD and energy, then decide the best choice—the *fit* choice! More information on healthy choices can be found at Raising *fit* Kids: [webmd.com/parenting/raising-fit-kids](http://webmd.com/parenting/raising-fit-kids).

### Student Materials:

