

Use this number to register your
Ready, Set, FIT! classroom:

**Meets National
Standards in Language
Arts, Math, and Health**



Inside:
**Invite a Family
Doctor to Your
Classroom!**

Ready—for reading, writing,
and math

Set—to be active, eat smart,
and feel good

Fit—for life with knowledge
and a new attitude



Ready, Set, FIT! is brought to you by Americans In Motion (AIM). AIM is sponsored by the American Academy of Family Physicians and is supported by educational grants provided by core supporters. A listing of AIM's supporters can be found at www.americansinmotion.org.

| NATIONAL STANDARDS | Lessons | | | |
|---|----------------|----------|----------|----------|
| | 1 | 2 | 3 | 4 |
| ENGLISH LANGUAGE ARTS—Sponsored by NCTE and IRA (National Council of Teachers of English and International Reading Association) | | | | |
| Standard 1: Students read a wide range of print and non-print texts to build an understanding of texts...and for personal fulfillment. | | | • | • |
| Standard 3: Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. | | | • | • |
| Standard 5: Students employ a wide range of strategies...to communicate with different audiences for a variety of purposes. | | | • | • |
| Standard 6: Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts. | | | | • |
| Standard 8: Students use a variety of technological and informational resources to...create and communicate knowledge. | | | • | |
| Standard 12: Students use spoken, written, and visual language to accomplish their own purposes. | • | • | • | • |
| MATHEMATICS—Sponsored by NCTM (National Council of Teachers of Mathematics) | | | | |
| Number and Operations Standard: Understand numbers, ways of representing numbers, relationships among numbers, and number systems; understand meanings of operations and how they relate to one another; compute fluently and make reasonable estimates. | • | • | | |
| Measurement Standard: Understand measurable attributes of objects and the units, systems, and processes of measurement; apply appropriate techniques, tools, and formulas to determine measurements. | • | • | | |
| Data Analysis and Probability Standard: Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them. | • | • | | |
| Problem Solving: Build new mathematical knowledge through problem solving; apply and adapt a variety of appropriate strategies to solve problems. | • | • | | |
| Communication: Organize and consolidate their mathematical thinking through communication. | • | • | | |
| HEALTH—Sponsored by AAHE (American Association for Health Education) | | | | |
| Standard 1: Students will comprehend concepts related to health promotion and disease prevention. | • | • | • | • |
| Standard 2: Students will demonstrate the ability to access valid health information and health-promoting products and services. | | • | • | |
| Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks. | • | • | • | • |
| Standard 4: Students will analyze the influence of culture, media, technology, and other factors on health. | • | | | • |
| Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health. | | • | | • |
| Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health. | | • | • | • |
| Standard 7: Students will demonstrate the ability to advocate for personal, family, and community health. | | • | | • |
| HEALTH EDUCATION—Sponsored by McREL (Mid-continent Research for Education and Learning) | | | | |
| Standard 1: Knows the availability and effective use of health services, products, and information. | | • | • | |
| Standard 2: Knows environmental and external factors that affect individual and community health. | • | • | | • |
| Standard 3: Understands the relationship of family health to individual health. | • | • | | • |
| Standard 4: Knows how to maintain mental and emotional health. | • | | • | • |
| Standard 5: Knows essential concepts and practices concerning injury prevention and safety. | | • | | |
| Standard 6: Understands essential concepts about nutrition and diet. | • | | • | • |
| Standard 7: Knows how to maintain and promote personal health. | | • | • | • |
| Standard 8: Knows essential concepts about the prevention and control of disease. | | • | • | • |

Sources

Partnership of the National Council of Teachers of English and International Reading Association (NCTE and IRA): *Standards for the English Language Arts* www.ncte.org/about/over/standards/110846.htm

National Council of Teachers of Mathematics (NCTM): *Principles and Standards for School Mathematics* <http://standards.nctm.org/document/Chapter5/index.htm>

American Association for Health Education (AAHE): *National Health Education Standards* www.aahperd.org/aahe/template.cfm?template=natl_health_education_standards.html

Mid-continent Research for Education and Learning (McREL): *Health Standards and Benchmarks (3rd Ed.)* www.mcrel.org/compendium/SubjectTopics.asp?SubjectID=17

Dear Teacher:

Welcome to **Ready, Set, FIT!**—a language arts, math, and health curriculum that teaches students important messages about being active, eating smart, and feeling good.

The American Academy of Family Physicians' fitness initiative, Americans In Motion (AIM), has partnered with Scholastic to develop **Ready, Set, FIT!**—a supplementary curriculum for grades 3 and 4. This program offers skills-based lessons and activities to educate children (and their families) about improving their personal fitness through a balance of physical activity, nutrition, and emotional well-being. Teachers are encouraged to invite a family doctor into the classroom to help kick off the learning experience during the first lesson.

Talking about the choices students make can help them see how they're being active, eating smart, and feeling good—which are the three important aspects of **fitness**. Use the pie chart below to help guide them to think, talk, and write about how the choices they make relate to fitness. As you complete this program, students will have the opportunity to concentrate on each of the three fitness areas in more detail.



Thank you for your support of this program. With students leading the charge, we can aim to inspire everyone to get **Ready, Set, FIT!**

Sincerely,

American Academy of
Family Physicians

Scholastic

P.S. Your feedback is critical! Please follow the "How to Use Ready, Set, FIT!" instructions and receive FREE fitness incentives for yourself and your students.

How to Use Ready, Set, FIT!

1. Register your classroom online by visiting www.readysetfit.org. Fill out the online registration form, and input your ID number found on the front cover of this guide. Review the teaching and student guides.
2. Make copies and distribute the Fitness Assessment Quiz on page 7 to conduct a pre-assessment.
3. Use the Assessment Rubric on page 6 to score quizzes. You will report the scores at the end of the program.
4. Invite a family doctor as part of Lesson 1. See Page 4 for details.
5. Follow the steps for conducting each lesson. Make copies and distribute the In-Class Worksheets as suggested.
6. After each lesson, send the Student Guide home and assign the corresponding At-Home Activity.
7. Ask students to complete their At-Home Activities with their parents. Parents should initial each activity and return them to class.
8. You may use the Bonus Worksheet on page 16 to reinforce fitness concepts. Use as a supplemental In-Class Worksheet or At-Home Activity.
9. After Lesson 4, make copies and distribute the Fitness Assessment Quiz again to conduct a post-assessment.
10. Report each student's pre- and post-assessment scores by logging on to www.readysetfit.org.
11. While online, complete your teacher evaluation.

Teaching with the Posters

The posters enclosed with this curriculum provide two fantastic opportunities to reinforce core skills and important fitness concepts.

Poster 1: Aim to Be Fit and Healthy Every Day!

Display the poster and introduce the concept of overall fitness to students. Encourage students to write about all the ways they can concentrate on being active, eating smart, and feeling good. Ask each student to submit one fitness goal on a small piece of paper. Post students' suggestions on the poster (using low-tack tape) to flag the fitness focus for the day, or draw one slip of paper out of the batch on days that show the fitness icons:



Poster 2: Three Parts Make the Whole You

Ask your students to review the poster. Have a volunteer read the three parts of the pie chart aloud. Instruct students to create a three-part collage that represents each section of the chart. Encourage them to draw pictures or collect pictures from magazines and newspapers. Display the collages throughout the classroom.

Additional Reading Resources for Students:

The Whole You: Body and Mind by Jeannie Kim

A Healthy Diet by Elaine Landau

Get Fit! Eat Right! Be Active!: Girls' Guide to Health & Fitness by Michelle H. Nagler

Good Enough to Eat: A Kid's Guide to Food and Nutrition by Lizzy Rockwell

Additional Reading Resources for Teachers:

Education and Public Health: Natural Partners in Learning for Life by Jenny Smith

Food Works: An Integrated Approach to Teaching Nutrition by the USDA's Team Nutrition and Scholastic Inc. (kit including teaching guide, magazine, and handouts)

Invite a Family Doctor to Your Classroom



A classroom visit from a family doctor can be a great way to enhance students' learning experience. Inside this guide you will find lessons and activities to build your students' core skills, as well as critical messages for students regarding physical activity, nutrition, and emotional well-being. A visit from a family doctor can be an interesting experience for your students and help reinforce what they are learning about fitness.

How to Set Up the Family Doctor Visit

- Schedule a classroom visit with a family doctor. Consider planning 2–3 weeks in advance for scheduling and coordination.
- To get help in finding a family doctor in your local community, go to www.readysetfit.org. You might also consider your own family doctor, or a parent who is a family doctor.
- Explain to the family doctor that you are teaching students about fitness.
- Discuss what he or she should talk about to reinforce the importance of all three areas of fitness, what a family doctor does, and how he or she can help.
- Both you and the family doctor should review the Presenter's Guide by visiting www.readysetfit.org.

How to Prepare Your Students for the Family Doctor Visit

- Conduct Lesson 1, "Your Choices Add Up to Fitness" (page 8), and have students complete In-Class Worksheet 1 (page 9).
- Distribute copies of the Pre-Visit Activity (page 5) for students to complete.
- Draw a Venn diagram on the board that matches the one in the activity. Lead a discussion by asking students to share what they wrote in their own diagrams. Write these ideas in the appropriate part of the Venn diagram on the board.
- When students have completed the Pre-Visit Activity, collect students' pre-visit questions.

What to Do on the Day of the Family Doctor Visit

- Share a blank copy of In-Class Worksheet 1 and the Pre-Visit Activity with the family doctor so he or she understands what students are learning.
- Give students' questions to the family doctor to be used as an icebreaker or throughout the visit as part of a Q&A.
- Have the family doctor conduct his or her presentation.
- Thank the family doctor for his or her time and remind him or her to do an online evaluation at www.readysetfit.org.





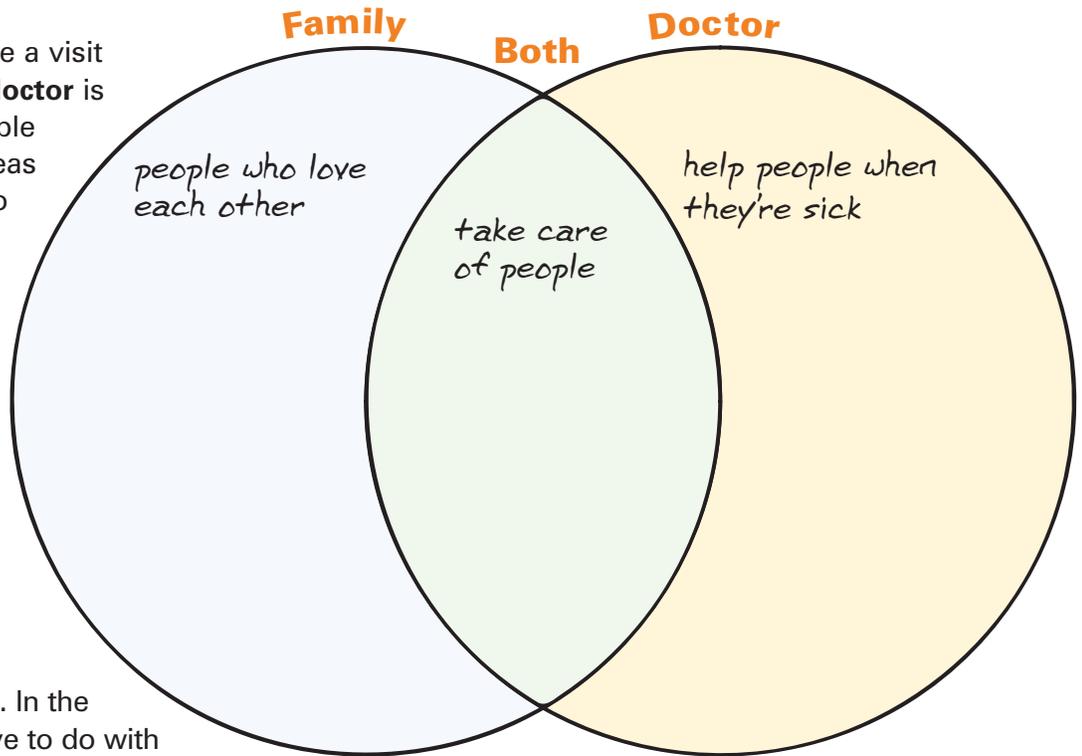
Ask the Family Doctor

Very soon, your class will receive a visit from a family doctor! A **family doctor** is a person trained to care for people and families of all ages, in all areas of health. He or she will speak to you about the importance of being active, eating smart, and feeling good.

Follow the instructions below. Think about what a family doctor does and how a family doctor can help you. Then think of some questions you might want to ask the family doctor.

Instructions

1. Fill in the Venn diagram above. In the left circle, write things that have to do with the word *Family*.
2. In the right circle, write things that are related to the word *Doctor*.
3. In the *Both* section, where the two circles overlap, write things that families and doctors have in common.
4. Once you have finished filling out the Venn diagram, share what you have written during a class discussion.
5. Now think of one or two questions that you would like to ask the family doctor who visits your classroom.
6. Practice writing a few questions in the space to the right.
7. Then pick your favorite question and write it down on an index card. Remember to write neatly so your teacher and the family doctor can read it clearly.



Sample Question: Why is fitness important?

Using the Fitness Assessment Quiz

Before you teach the program lessons, make copies and distribute the Fitness Assessment Quiz on page 7. Score students' quizzes; you will report the pre-assessment scores at the end of the program. After you've finished Lesson 4, make copies and distribute the Fitness Assessment Quiz again. Score students' quizzes and report each student's pre- and post-assessment scores online at www.readyssetfit.org.

Assessment Answers

1: a; 2: c; 3: b; 4: c; 5: a; 6: b; 7: c; 8: c; 9: b; 10: b

Assessment Rubric

Use the rubric below when scoring quizzes; compare the results before and after the lesson.

| Excellent (9–10 answers correct) | Good (7–8 answers correct) | Satisfactory (6 answers correct) | Needs Improvement (fewer than 6 answers correct) |
|--|--|--|--|
| <ul style="list-style-type: none">• Student demonstrates a complete understanding of fitness concepts.• Student demonstrates a complete understanding of relevant vocabulary. | <ul style="list-style-type: none">• Student demonstrates an understanding of fitness concepts.• Student demonstrates an understanding of relevant vocabulary. | <ul style="list-style-type: none">• Student demonstrates a limited understanding of fitness concepts.• Student demonstrates a limited understanding of relevant vocabulary. | <ul style="list-style-type: none">• Student demonstrates a lack of understanding of fitness concepts.• Student demonstrates a lack of understanding of relevant vocabulary. |

Answers to In-Class Worksheets

In-Class Worksheet 1

Answers will vary. In completing this activity, students should demonstrate an understanding of their personal fitness by reflecting on the choices they make in the three areas of fitness: physical activity, nutrition, and emotional well-being. Students should demonstrate ability to make simple computations and an understanding of how math can be applied to fitness.

In-Class Worksheet 2

Answers will vary. In completing this activity, students should demonstrate computation skills involved in counting steps and calculating time. Students should understand how walking contributes to their physical activity level, and how the time spent doing all kinds of physical activity adds up over the course of a day.

In-Class Worksheet 3

Answers will vary. In completing this activity, students should demonstrate an understanding of the five major food groups, and which foods belong to each. Students use their creative writing skills to describe 1) various foods in poetry and 2) how listening to their bodily cues can help them eat smart.

In-Class Worksheet 4

Answers will vary. In completing this activity, students should demonstrate an understanding of the various strategies they can use to enhance their own emotional well-being (e.g., being active, expressing thoughts and feelings, developing interests and hobbies). Students should use their reading comprehension skills to interpret and analyze the text passage.

Bonus Worksheet: Fitness Crossword

Across: 1. family, 3. nutrition, 5. emotion, 7. milk, 8. energy, 9. breakfast, 10. choice

Down: 2. active, 4. doctor, 6. fitness, 9. breathe



What Do You Know About Fitness?

For each question, choose the **best** answer.

- How much time should you try to spend being physically active every day?
 - 60 minutes
 - 1¼ hours
 - 120 minutes
- Eating smart helps you:
 - Think clearly
 - Play longer
 - Both a and b
- Which of the following is NOT an important part of fitness?
 - Eating smart
 - Being inactive
 - Feeling good
- What does *emotional well-being* or *feeling good* mean?
 - Always staying positive, even when you're upset
 - Keeping thoughts and feelings to yourself
 - Being aware of your thoughts and feelings, and expressing them in positive ways
- Walking* is an important form of physical activity because:
 - It's an easy way to get your body moving
 - It's the only way to travel short distances
 - It's a form of exercise for athletes
- What does *nutrition* or *eating smart* mean?
 - Eating only when you're hungry or when you're bored
 - Eating a wide variety of foods from the food groups that your body needs to be healthy and strong
 - Eating healthy foods on special days
- How can you track your personal fitness?
 - Be aware of your feelings and how you express them
 - Be aware of what you eat for meals and snacks every day
 - Both a and b
- What does *physical activity* or *being active* mean?
 - Being very good at sports
 - The energy from the food you eat equals the energy your body uses when you're active
 - Action or movement that is good for your body
- How many major food groups are there?
 - 3 (vegetables, fruits, milk)
 - 5 (grains, vegetables, fruit, milk, meat & beans)
 - 7 (milk, grains, fish, vegetables, fruit, oils, sugars)
- Which of the following activities does NOT help you feel good?
 - Spending time with friends
 - Eating as often as possible
 - Talking to your family about your thoughts and feelings

LESSON 1 OVERVIEW

Your Choices Add Up to Fitness



This lesson presents a great opportunity to invite a family doctor to your classroom. A visit from a family doctor can reinforce important messages about being active, eating smart, and feeling good. Please refer to page 4 for more information.

Lesson Overview

To be fit, balance the amount of energy you take in (nutrition) with the amount of energy you use (physical activity) while doing the things you enjoy (emotional well-being).

Health Messaging

- Being active, eating smart, and feeling good are three essential parts of overall fitness.
- Balance your choices in the three parts of fitness.
- An easy way to be fit is with family and friends; challenge them to make balanced choices with you.

Math Objectives

- Students learn how to represent and compare whole numbers and fractions.
- Students learn to understand fractions as part of a unit and as divisions of whole numbers.
- Students learn how to use models and equivalent forms to judge the size of fractions.

Conducting the Lesson

- Choose a period of time within the last day (e.g., from 2 p.m. to 8 p.m. yesterday), and have students write down all the choices they made. Once you have collected several examples, define the verb “to choose” as *to pick one thing out of a group*. Emphasize that everyone is different and makes different

choices for different reasons.

- When students have finished brainstorming their choices, make copies and distribute In-Class Worksheet 1. Encourage them to complete Part 1, grouping their choices into the three categories—Be Active, Eat Smart, and Feel Good—on the pie chart.
- In completing Part 2, encourage students to think critically about the decisions they made, and how they can make balanced decisions.
- When you have completed Lesson 1, assign At-Home Activity 1, “Three Is Key!” (found in the accompanying Student Guide), to be completed as homework with a family member. Instruct students to have a parent or guardian sign off at the bottom of the page, then bring their homework back to class.

Lesson Extension

Ask students to share what fitness means to them and how they can make it a part of their own lives. Take the opportunity to discuss with students ways to make your classroom more fitness-friendly, such as trying new activities, bringing in healthy snacks, or offering time for student self-expression (in writing or discussion).

Body Connection

Since all the parts of our bodies are connected, your healthy choices often benefit several parts of your body. For example, when you eat a variety of foods, you take in brain-fueling minerals like potassium and calcium. Remember that breakfast is an important meal to jump-start

your day with energy to think more clearly and play longer.

Integrated Teaching Option

Invite your school nurse to come to your classroom and talk to your students about how the choices they make contribute to their fitness. You might have students share their pie charts with the nurse and brainstorm new ways they can be more active, eat smarter, and feel good.

Be an Agent of Change

As a reward for a job well done, give the class extra time at recess to be active, offer healthy snack options, and/or provide opportunities to be creative. Inquire about fitness at parent conferences, and encourage parents to visit www.kidnetic.com for kid-friendly resources.

Real-World Connections

Have students identify what aspects of their community or neighborhood are fitness-friendly (giving individuals the opportunity to be active, eat smart, and feel good). Examples might include safe sidewalks to walk on, parks for play, libraries, community centers, farmers’ markets, etc. Then have students suggest changes or improvements to make the community/neighborhood more fitness-friendly.

Key Terms

Family doctor: A person trained to care for people and families of all ages, in all areas of health.

Fitness: Being active, eating smart, and feeling good.



Your Choices Add Up to Fitness

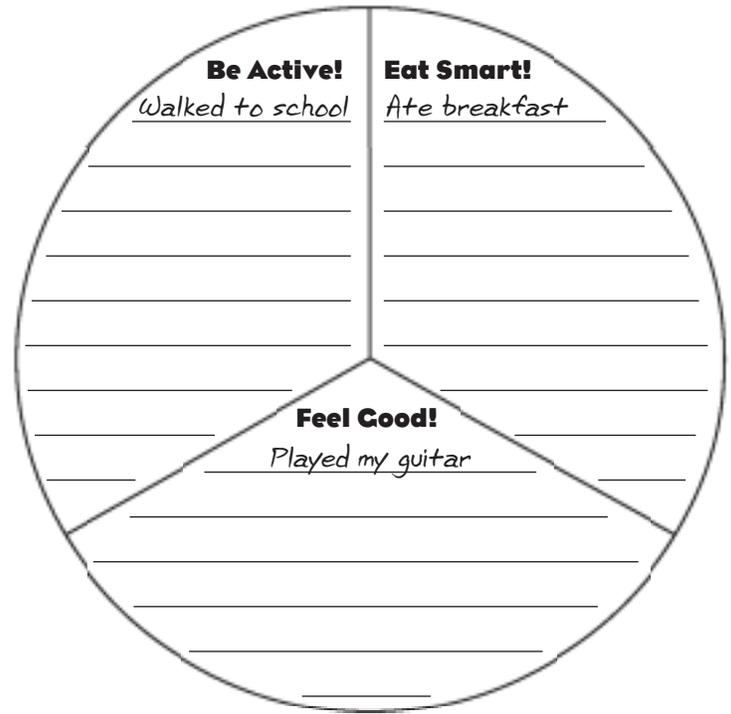
To be fit, balance the energy you use (being active) with the energy you take in (eating smart) while doing the things you enjoy (feeling good).

Part 1

Think of the choices you've made over the past day, then write them in each section of the chart to the right.

Part 2

Complete the math problems below and fill in the chart with your answers. When you have finished, share your answers with the class.



1. Add up the number of choices you've made in each section. Then add up the total number of choices for all categories. Use these totals to represent the number of choices in each section as a fraction.

Example: If you wrote 3 choices in the Be Active! section, and wrote 12 choices in total, your choices in that section make up one-fourth ($\frac{1}{4}$) of the pie. (3 out of 12, or $\frac{3}{12}$, can be reduced to $\frac{1}{4}$.)

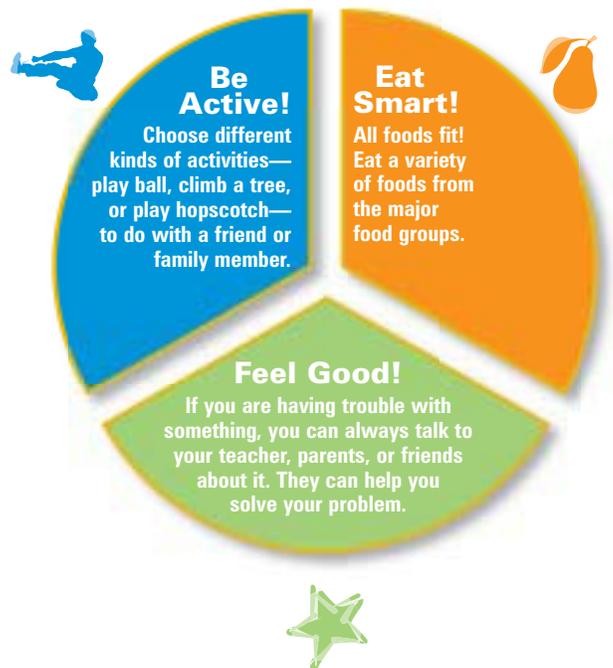
Be Active! fraction: _____

Eat Smart! fraction: _____

Feel Good! fraction: _____

2. Take a look at the fractions you wrote in question 1. Are the sections of the pie chart equally balanced? Write some additional choices you can make to balance your fitness in all three parts.

Three Parts Make the Whole You
Balanced fitness is made up of three important parts. Try to have a balanced day, every day.



BONUS! A pie chart is one way to show data or information. Another way is by using a bar graph. Create a bar graph that shows how many choices you listed for each category. Be sure to clearly label the graph, including what each bar represents.

LESSON 2 OVERVIEW

Get Moving!



Lesson Overview

Physical activity is an important part of making the whole you healthy, happy, and fit. Being active can improve the way you feel.

Health Messaging

- Being active is one part of overall fitness. For children, 60 minutes of physical activity most days of the week or 10,000 steps per day will help maintain good physical health.
- Exercise and team sports aren't the only ways to be physically active. Many types of play support fitness, as do many "everyday" activities, such as doing chores or walking.
- No matter how you choose to be active, remember to be safe.

Math Objectives

- Students learn to solve a large problem by breaking it down into simpler components.
- Students learn to communicate their mathematical/computational thinking by demonstrating, representing, and articulating it on paper and to their peers and teacher.

Conducting the Lesson

- Have students list examples of safe play, and write responses on the board.
- Emphasize that everyone has an opportunity to play and move around every day. Physical activity isn't just for all-star athletes! There are many fun and different ways to be active, such as playing hide-and-seek or catch, or jumping rope.
- Discuss how being active allows us to stretch our muscles, breathe deeply, strengthen bones, and pump blood.

- Ask students, "Can anyone think of a physical activity that everyone does every day without even thinking about it?" Guide students to think about walking as a physical activity.
- As part of the lesson, make copies and distribute In-Class Worksheet 2. Guide students in exploring their school grounds and estimating how many steps it takes to walk from the classroom to the front of the school and back again. Once all students have had a chance to walk to and from the destination, have them complete the accompanying questions.
- Tell students that 60 minutes of physical activity every day is important to their overall fitness, and the minutes they spend being active every day can add up! Ask students, "Can you figure out how many more minutes you need to spend being active today for a total of 60 minutes of activity? Encourage students who have already been active for 60 minutes today to calculate their activity totals for the week.
- When you have completed Lesson 2, assign At-Home Activity 2, "On the Move!" (found in the accompanying Student Guide), to be completed as homework with a family member. Instruct students to have a parent or guardian sign off at the bottom of the page, then bring their homework back to class.

Lesson Extension

Have students take turns wearing a pedometer during the school day and keep a tally of steps taken.

Body Connection

There are three kinds of muscles in the body. The muscles you use to "get moving" are called *skeletal muscles*. They work with your bones so you can do things like kick a soccer ball, climb stairs, and raise your hand to answer a question in class.

Integrated Teaching Option

Collaborate with your school's gym teacher or district athletic trainer to present portions of this lesson. Take students to the gymnasium or playground, and invite them to play, jump, walk, move around, and have fun. Be sure to encourage all children, and remind them to respect the abilities of their peers, regardless of fitness level and athletic ability.

Be an Agent of Change

Think about assigning a fitness monitor for the class. Bring physical activity into the classroom by giving the class "fitness breaks." Ask students to stand up, stretch, and walk in place at their desks between lessons.

Real-World Connections

Have students speak with their families to identify locations close to their home or school that they could safely walk to with an adult's permission. Alternatively, students might ride part of the way to school, then walk the remainder of the distance. Explain that while many people tend to drive from place to place, walking is a great activity that should be promoted. Always keep safety in mind and have a plan.

Key Term

Physical activity: Action or movement that is good for your body.



Get Moving!

Everyone should try to spend at least 60 minutes each day being active. One great way to achieve this is by walking. In this activity, by answering the questions below, you will calculate the number of steps it takes for you to walk a certain distance and how long it will take you.

- 1. Estimate It!** Guess how many steps it will take for you to travel from your classroom to the front door of the school, then back to your classroom.

What is your estimate?

- 2. Walk It!** Now see if your guess is correct by counting the steps you take as you walk to the front door of the school and back. Be sure to time yourself to see how long it takes you. Remember to walk, not run. Also remember that, because everyone walks differently, your time may be different from your classmates' time.

- 3. Count It!**

How many steps did you take?

- 4. Time It!**

How long did it take you to walk? Round up to the nearest whole number.

- 5. Add It!**

The minutes you spend being active every day can really add up.

Based on how long it took you to walk to and from the front door, how many more minutes would you need to add to your activity to reach 60 minutes?

(Example: Let's say it took you 5 minutes to walk to the front door and back. $60 \text{ minutes} - 5 \text{ minutes} = 55$ more minutes of activity needed.)

- 6. Solve It!**

If you walked to and from the front door four times each day, how much more activity time would you need to get 60 minutes of activity each day?

(Example: Let's say it took you 5 minutes to walk to the front door and back. $5 \text{ minutes} \times 4 \text{ trips} = 20 \text{ minutes}$. $60 \text{ minutes} - 20 \text{ minutes} = 40$ more minutes of activity needed.)

BONUS! Based on how long it took you to walk to the front door and back, how many steps would it take to get to 60 minutes of activity?

(Example: Let's say you took 200 steps in 5 minutes. $60 \text{ minutes} \div 5 \text{ minutes} = 12$. $12 \times 200 \text{ steps} = 2,400 \text{ steps}$ in 60 minutes.)

Three Parts Make the Whole You

Balanced fitness is made up of three important parts. Try to have a balanced day, every day.



LESSON 3 OVERVIEW

Choose Smart! Eat Smart!

Teacher Note: For background information on the USDA's MyPyramid, visit www.mypyramid.gov/downloads/MyPyramid_Getting_Started.pdf.



Lesson Overview

Eating smart improves the whole you. Choosing a variety of foods will give you the energy to think clearly, play longer, and feel good.

Health Messaging

- Eating breakfast is important. It provides fuel for the day.
- We eat because our bodies need energy. Food and drinks are primary sources of energy.
- Our bodies tell us when we're hungry (stomach growling, low energy), and also when we're full. Eating the appropriate amounts of a variety of foods is essential to being fit.
- It's important to be aware of what we eat, how much, when, and why.

Language Arts Objectives

- Students learn to apply skills and strategies to understand and interpret texts.
- Students learn how to use their senses when describing things and apply their knowledge in writing activities.
- Students practice their creative writing skills.

Conducting the Lesson

- Ask students, "Who knows why we eat food?" Guide students to understand that food and drinks are important sources of energy for people. Conduct a brief discussion of all the meals of the day.
- Explain to students that breakfast is a very important meal to eat every day. Solicit students' opinions as to why this might be true. (To give us energy to start the day, to provide our body with nutrition after many hours of sleep, etc.)
- Review the major food groups on MyPyramid for Kids (www.mypyramid.gov/kids). Explain the importance of balance, variety, and moderation as essential aspects of smart nutrition.
- Break the class into three groups, and assign each group a meal: breakfast, lunch, and dinner. Distribute copies of a school (or other) menu and ask students to identify the different foods within their assigned meal.
- When time is up, bring the class back together to discuss each group's list of foods. Write each list on the board.
- Make copies and distribute In-Class Worksheet 3. Review the food pyramid chart as a class, then have students complete Part 1 by looking at their meal and sorting the items into the appropriate food groups.
- Explain to students that when we eat food we use all of our senses. Create a chart on the board with the headers *sight*, *smell*, *touch*, *taste*, and *sound*. Have students call out descriptive words for foods that are related to the five senses. Write these words in the chart.
- Instruct students to complete Parts 2 and 3 of the activity. For Part 2, remind students that it doesn't have to rhyme—they can even do an acrostic poem. When they have finished, ask students to share what they have written.
- When you have completed Lesson 3, assign At-Home Activity 3, "Food Finder!" (found in the accompanying Student Guide), to be completed as homework with a family member. Instruct students to have a parent or guardian sign off at the bottom of the page, then bring their homework back to class.

Lesson Extension

Divide students into groups of four or five. Have each group write a story, play, or song about the food pyramid. Ask them to include each of the five major food groups as they write. When they are finished, have each group perform their work for the whole class.

Body Connection

Digestion is the process your body uses to break down the food you eat and turn it into energy you can use. Digestion can take a few hours to a few days, depending on what you have eaten.

Integrated Teaching Option

Ask your school's food-service staff or dietitian to visit the class and present MyPyramid for Kids, explaining the major food groups and the concept of portions.

Be an Agent of Change

Eat lunch with the class, reviewing the food groups and guiding students toward making balanced choices and reinforcing nutritional variety. Offer and/or suggest healthy snacks for the classroom.

Real-World Connections

Ask students to think about the sections of a grocery store. List all the different departments on the board. Give students pointers on how to make smart food choices by "mapping" the grocery store departments against the food groups.

Nutrition Note: Many children have food allergies or other dietary restrictions that prevent them from eating specific foods. Consideration and sensitivity will be necessary when addressing dietary requirements and, where possible, alternative foods should be discussed.

Key Term

Nutrition: Eating a variety of foods from the food groups you need to be healthy and strong.



Choose Smart! Eat Smart!

To eat smart, learn about the major food groups. Part of eating smart every day is enjoying a variety of foods from the major food groups.

Part 1

Using the foods that your teacher has written on the board, fill in the chart on this page, placing each food in its correct food group.

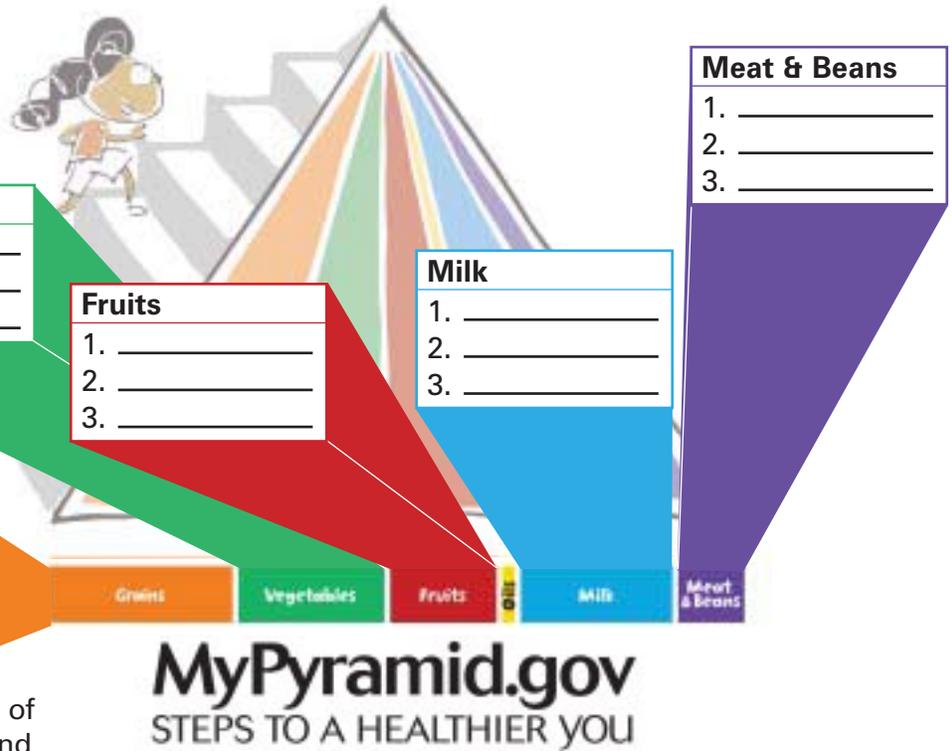
Part 2

Using what you have learned about the five major food groups, choose one of your favorite foods from the chart and, on the back of this page, write a poem that describes it. Be sure to use all of your senses (sight, smell, taste, sound, and touch) to describe the food.

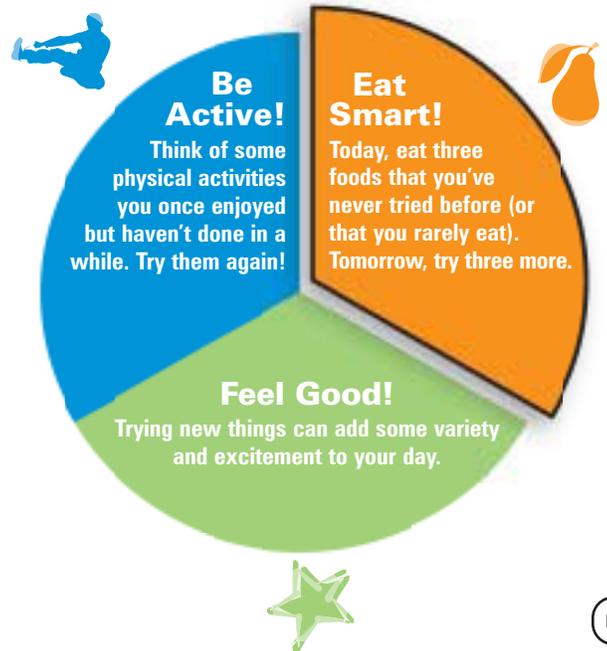
Part 3

If we pay attention, our bodies can tell us when we're hungry and when we've eaten enough. Listening to our bodies can help us eat smart. Read some examples of how our body can help us eat smart below. On a separate sheet of paper, write about how listening to *your* body can help *you* eat smart. Examples: When my stomach growls, I feel hungry.
When food looks good, I want to try it!
When my stomach feels full, I've had enough to eat.

BONUS! Form groups of four or five and play the Sentence Fill-in game. Each person in the group should write a sentence describing one of their favorite foods. (For example, "An apple tastes like _____.") Then have everyone pass their sentence to the person on their left. That person then has to fill in the rest of the sentence. Finally, have each person in the group read their sentence aloud.



Three Parts Make the Whole You
Balanced fitness is made up of three important parts. Try to have a balanced day, every day.



LESSON 4 OVERVIEW

Express Yourself!



Lesson Overview

Feeling good is essential for a healthy, whole you. Being active, enjoying what you do, and having a positive attitude all contribute to your overall fitness.

Health Messaging

- Getting rest and relaxation each day is very important for your mind and body.
- Make sure to take time out for yourself and enjoy a variety of activities.
- Your physical health is affected by how you feel. Total fitness relies on a healthy sense of self.
- It is important to feel comfortable expressing thoughts and feelings.

Language Arts Objectives

- Students learn to apply knowledge of language structures and conventions to analyze and create text.
- Students apply a range of writing strategies to communicate for a variety of purposes.

Conducting the Lesson

- Remind students of what they learned about physical activity and nutrition. Have them name other ways to be healthy and fit, and record responses on the board.
- Explain how being healthy includes doing things you enjoy, talking with your family and friends, and getting to know yourself.
- Give examples of how to be aware of your feelings and express them in healthy ways. These strategies, as well as talking about problems, can help you feel better when you're down.

- Have students list ways they enjoy expressing themselves on the board for a class discussion to show that everyone enjoys different things.
- Make copies and distribute In-Class Worksheet 4.
- Have the students read the story aloud or individually. Then have them answer the questions that follow and share some of their answers with the class.
- When you have completed Lesson 4, assign At-Home Activity 4, "A New Attitude!," and At-Home Activity 5, "The Family Fitness Challenge" (found in the accompanying Student Guide), to be completed as homework with a family member. Instruct students to have a parent or guardian sign off at the bottom of the pages, then bring their homework back to class.

Lesson Extension

Fitness is more than just being active and eating smart. Building strong self-esteem and feeling good about what you do are important, too. Ask students to make an "All About Me" collage. Students should bring 2–3 magazines to class and assemble a collage of pictures or photographs that show their favorite activities, foods, hobbies, family events, etc. Students will then present their collages to the class and explain how their pictures demonstrate who they are.

Body Connection

Excitement, anger, happiness—it's normal to feel a wide range of emotions. Where do emotions come from? Scientists believe an almond-shaped area of the brain called the *amygdala* is responsible for emotion. It may be a funny name, but this brain structure is no joke. Without an amygdala, you wouldn't be able to express how you feel.

Integrated Teaching Option

Parts of this lesson may be presented by a school counselor. The school counselor may be able to complement this lesson by elaborating on a counselor's role and by helping students understand their emotions.

Be an Agent of Change

Tell students about one of your favorite childhood pastimes, then have them share their favorite activities, interests, or hobbies.

Real-World Connections

Have a "Celebration Day," when students bring in examples of their proudest accomplishments—whether it's an art project, a picture of something they built, or an award.

Reminder: If you haven't already used the "Fitness Crossword" Bonus Worksheet on page 16, please make copies and distribute to your students to reinforce all of the fitness concepts they have now learned.

Key Term

Emotional well-being: Being aware of your thoughts and feelings, and expressing them in positive ways.



Express Yourself!

Feeling good comes from being active, enjoying a variety of activities, and sharing your thoughts with important people in your life.

Read the following story. Use the information in the story to help you answer the questions.

Eight-year-old Anna recently moved with her family to a new town, and she was missing her old friends. Anna's mom said, "Let's walk to the library and check out some books. Some fresh air and a good read might cheer you up."

While they strolled, Anna talked with her mother about her new school, her new fourth-grade class, and how hard it seemed to make new friends. "I wish we hadn't moved halfway through the year," Anna told her mother.

"I know how you feel, Anna," her mom reassured her. "It's not easy, but I know you'll feel more comfortable very soon. It takes time to get used to a new place and for other kids to get to know you."

That evening, Anna and her brother Neil helped prepare dinner. Every night they each get to choose a vegetable for a side dish. Anna always tries to choose a different one than the one she chose the night before. As she scrubbed the sweet potatoes, Anna felt her stomach growl. "After that walk to the library," she thought, "I'm a little hungrier than usual."

After dinner, Anna's father suggested a visit to the art museum the following weekend. Anna had loved watercolors ever since she was a toddler, so a trip to the art museum sounded cool. "You should think about whom you'd like to invite," her father said.

Anna replied, "Hmm. I'm not sure. . . I'll have to think of someone from class." Maybe her new town would begin to feel like home after all.

BONUS! Now apply Anna's story to your own experience. On the back of this page, write a short story about a conversation you've had with someone that made you feel good.

Questions

1. What are three things Anna did that helped her feel better?

2. Why was it important for Anna to talk to her family?

Three Parts Make the Whole You

Balanced fitness is made up of three important parts. Try to have a balanced day, every day.





Fitness Crossword

Use the clues below and the words in the Word Bank to complete this fitness puzzle. Not all words from the Word Bank will be used!

Word Bank

| | |
|-----------|-----------|
| Active | Family |
| Breakfast | Fitness |
| Breathe | Food |
| Choice | Heart |
| Dinner | Milk |
| Doctor | Nutrition |
| Emotion | Play |
| Energy | Safety |

Across

1. A group of people who usually are related and care for each other.
3. Eating a variety of foods from the food groups to be healthy and strong.
5. A strong feeling such as happiness, love, anger, or sadness.
7. This food group often comes from cows.
8. Food and drink are our primary sources of _____.
9. An important meal that gets you going for the day.
10. A decision you make by picking one thing out of a group.

Down

2. Being _____ allows us to stretch our muscles, strengthen bones, and pump blood.
4. A family _____ is a person trained to care for people and families of all ages, in all areas of health.
6. Being active, eating smart, and feeling good is also known as _____.
9. To take air into the lungs.