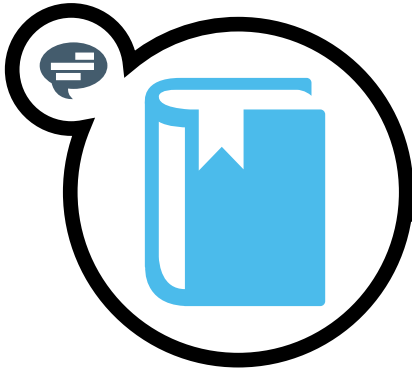


# NATIONAL CURRICULUM STANDARDS FOR GRADES 4-12

For a complete list of standards per Unit, please visit [www.tigerwoodsfoundation.org](http://www.tigerwoodsfoundation.org).

<b>HEALTH</b>	
✗	Comprehends concepts related to health promotion and disease prevention to enhance health.
✗	Analyzes the influence of family, peers, culture, media, technology and other factors on health behaviors.
✗	Accesses valid information, products and services to enhance health.
✗	Uses interpersonal communication skills to enhance health and avoid or reduce health risks.
✗	Uses decision-making skills to enhance health.
✗	Uses goal-setting skills to enhance health.
✗	Practices health-enhancing behaviors and avoids or reduces health risks.
✗	Advocates for personal, family and community health.
<b>SCIENCE</b>	
✗	Understands the nature of scientific knowledge.
✗	Understands the nature of scientific inquiry.
<b>LANGUAGE ARTS: WRITING</b>	
✗	Uses the general skills and strategies of the writing process.
✗	Gathers and uses information for research purposes.
✗	Uses the general skills and strategies of the reading process.
✗	Uses listening and speaking strategies for different purposes.
✗	Uses viewing skills and strategies to understand and interpret visual media.
✗	Understands the characteristics and components of the media.
<b>MATHEMATICS</b>	
✗	Understands and applies basic and advanced properties of the concepts of numbers.
✗	Uses basic and advanced procedures while performing the process of computation.
✗	Understands and applies basic and advanced properties of the concepts of measurement.
✗	Understands and applies basic and advanced concepts of statistics and data analysis.
✗	Understands the general nature and uses of mathematics.

Centers for Disease Control and Preventions ([www.cdc.gov](http://www.cdc.gov))  
 Mid-continent Research for Education and Learning ([www.mcrel.org](http://www.mcrel.org))



# *FIT PLAN: LIVING HEALTHY*

# ***PREFACE***

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*At the Tiger Woods Foundation, we believe in a new generation of bold, courageous youth. We inspire new perspectives and limitless possibilities. We provide opportunities to be someone.*

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Developed and tested at the groundbreaking Tiger Woods Learning Center, the Fit Plan is a unique curriculum focusing on Living Healthy through nutrition activities, exercise and diet. Through our original curriculum, fun activities and real-life examples, kids will learn everything from big ideas about positive peer interaction, goal setting and volunteerism to practical lessons on food labels and exercise. The interactive and informative lesson plans focus on subjects important to young people, including exploring careers, planning for the future, and making a difference in your community. For more information on the Fit Plan and other curricula developed at the Tiger Woods Learning Center, please visit [www.tigerwoodsfoundation.org](http://www.tigerwoodsfoundation.org).



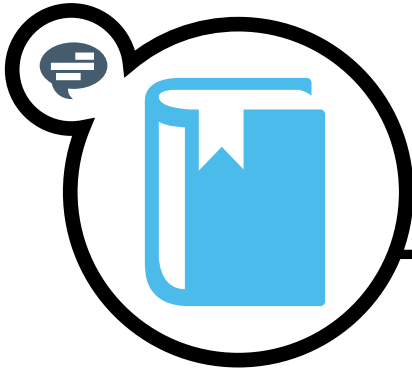
# *FIT PLAN: LIVING HEALTHY* **CONTENTS**

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<i>NATIONAL CURRICULUM STANDARDS</i>	<i>2</i>
<i>PREFACE</i>	<i>3</i>
<i>CURRICULUM INTRODUCTION</i>	<i>5</i>
<b>UNIT 1: LET'S BEGIN!</b>	<b>11</b>
<b>UNIT 2: DISCOVERING GOOD HEALTH</b>	<b>32</b>
<b>UNIT 3: ACHIEVING CORE HEALTH</b>	<b>51</b>
<b>UNIT 4: EXERCISING HEALTHY BEHAVIORS</b>	<b>66</b>
<b>UNIT 5: TAKING ACTION FOR GOOD HEALTH</b>	<b>79</b>
<b>UNIT 6: YOU'VE GOT THE POWER</b>	<b>92</b>
<i>CITATIONS</i>	<i>104</i>
<i>CURRICULUM EVALUATORS</i>	<i>105</i>
<i>LEGAL DISCLAIMER</i>	<i>106</i>



# *FIT PLAN: LIVING HEALTHY*

## ***WHAT THE TEACHER NEEDS TO KNOW***

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### **WHAT IS THE FIT PLAN?**

The Fit Plan is a FREE program for youth ages eight - 18 that addresses five key priorities receiving national attention:

- Nutrition
- Physical Activity
- Science
- Career Exploration
- Health Advocacy

### **WHY DO IT?**

The goal of the Fit Plan is to generate measurable improvements in students' eating habits, fitness levels, goal-setting abilities and positive attitudes toward personal health. The program guides youth through the process of how to lead a healthy lifestyle and inspires them to share their knowledge of good health with others.

### **WHO CAN USE IT?**

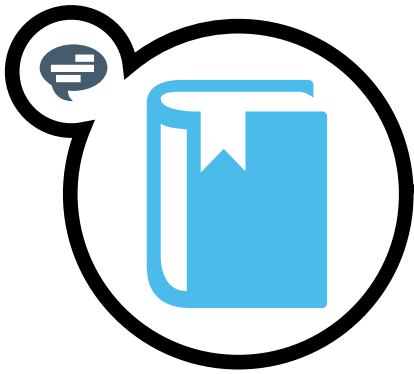
The program is written and designed to be used by youth and teachers in a variety of settings. The word "teacher" is used throughout the program to include classroom teachers, counselors, mentors, youth organization leaders, a parent or anyone else who may be taking students through the program. Background information, teacher tips, and web resources are available so the program can be conducted with ease and confidence.

### **WHAT IS THE STRUCTURE?**

The program is organized into six units designed to be flexible. Lessons vary from 15 - 60 minutes so you can choose how much you want to do during a given session. Depending on the size of your group, how often your group meets, the number of extension activities you use, and the amount of time spent on discussion, you can complete the entire program in a few weeks or spread it out over a year. If you are limited on time, you can browse the curriculum to pull out lessons that work with your time frame.

### **INTRODUCTION TO THE PROGRAM:**

There are a number of tools in place throughout the curriculum to make program delivery simple and user-friendly. Teaching students how to lead a healthy lifestyle requires the teacher to have a foundational knowledge of health concepts. Those foundational concepts are provided throughout the curriculum so the program can be delivered without any additional research. However, health information is constantly evolving and access to new information continues to become available, so program material may change over time. Internet resources can always offer up-to-date information.



# *FIT PLAN: LIVING HEALTHY*

## *USER GUIDE*

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### **FAST FACTS:**



Most activities include a Fast Facts box. Always read the Fast Facts box before delivering the lesson since this box includes background information about specific health content within each activity. These facts are meant to provide the teacher with enough information to deliver the content matter and engage the student learners in a discussion. Further learning can be found on the Student Sheets and Resource Sheets.

### **NOTE TO TEACHER:**



Many of the activity lesson plans include a Note to Teacher box. When you see this icon within a lesson, please refer to the corresponding box on the right. This box includes helpful tips and strategies to prepare or deliver an activity or discussion.

### **ONLINE OPPORTUNITIES:**



The Online Opportunities consist of supplemental activities and recipes that complement the core curriculum. Refer to the Online Opportunities box on the right at any point during the lesson if you have time for supplemental activities. These activities offer a review of content as well as opportunities for extended learning. While the core curriculum offers a rich opportunity for learning, using a combination of the core curriculum and the Online Opportunities provides users with a more comprehensive learning experience.

### **LENGTH OF TIME:**



At the top of each lesson is a clock icon that provides an idea of how much time the activity will take. Please note that activity times vary depending on the size of your group, the age of your group, the number of extension activities you use and the amount of time spent on discussion.

### **STUDENT SHEETS:**

Student Sheets consist of lesson activities or in-depth information on specific content matter. Check the material list to see if copies of Student Sheets are needed for specific activities.

### **RESOURCE SHEETS:**

Resource Sheets are intended to provide the teacher with a key to various activities or provide examples related to an activity or discussion.

### **EXTENSION ACTIVITIES:**

Most activities conclude with suggested Extension Activities aimed at complementing the lesson or extending the learning. Many of the Extension Activities suggest utilizing the internet, additional materials or outside resources. The Extension Activities are written less specifically than the preceding lesson, allowing the teacher to adapt to their needs or preferences.

### **GLOSSARY:**

A glossary of terms is included on the website. Use the glossary to familiarize yourself with terms or concepts used throughout the program.

### **WEBSITE:**

[www.tigerwoodsfoundation.org](http://www.tigerwoodsfoundation.org)



# *FIT PLAN: LIVING HEALTHY AT A GLANCE*

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## **UNIT 1: LET'S BEGIN!**

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### GOAL:

Students will gain an understanding of the Fit Plan, assess their current lifestyle choices and explore the benefits of a healthy lifestyle.

### OBJECTIVES:

- Assess current attitudes and lifestyle choices
- Investigate the food groups and the USDA Food Pyramid
- Recognize the need to engage in a nutritious and active lifestyle
- Identify stressors and explore strategies for managing stress
- Analyze the nutrition content of popular fast foods
- Discuss careers and discover interests and special talents

## **UNIT 2: DISCOVERING GOOD HEALTH**

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### GOAL:

Students will examine their family's health history and be introduced to tools that will help them engage in a healthy lifestyle.

### OBJECTIVES:

- Examine family health history
- Analyze nutrition labels and food choices
- Discover recommended portion sizes and a balanced meal
- Determine the functions of vitamins and minerals
- Discover how calories are used by the body

## **UNIT 3: ACHIEVING CORE HEALTH**

---

### GOAL:

Students will learn the importance of positive self worth, identify lifestyle choices that decrease the risk for health-related problems and set goals for living a healthy life.

## **OBJECTIVES:**

- Analyze health-related messages in the media and identify ways to promote positive body image
- Set attainable health-related goals
- Identify the functions of carbohydrates and analyze their link to obesity and diabetes
- Identify the properties of soda and discuss associated health risks
- Explore a fitness plan

## **UNIT 4: EXERCISING HEALTHY BEHAVIORS**

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### **GOAL:**

Students will identify the unhealthy behaviors preventing them from achieving their goal of leading a healthy lifestyle, and continue to make changes that will improve their health.

### **OBJECTIVES:**

- Identify unhealthy behaviors
- Identify types of fat and analyze the adverse effects of fat and cholesterol
- Identify the function of protein and lean protein sources
- Create a nutritious meal plan

## **UNIT 5: TAKING ACTION FOR GOOD HEALTH**

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### **GOAL:**

Students will take the information they have acquired over the course of the program to spread awareness and act as an agent of healthy change in their school, community or family.

### **OBJECTIVES:**

- Identify unhealthy behaviors
- Identify types of fat and analyze the adverse effects of fat and cholesterol
- Identify the function of protein and lean protein sources
- Create a nutritious meal plan

## **UNIT 6: YOU'VE GOT THE POWER**

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### **GOAL:**

Students will demonstrate what they have learned over the course of the program by creating and presenting a final project, and discuss ways to stay committed to a healthy lifestyle.

### **OBJECTIVES:**

- Assess individual growth and reflect on experiences
- Share health-related information
- Create and give a final presentation
- Discuss ways to stay committed to a healthy lifestyle



# *FIT PLAN: LIVING HEALTHY*

## *HEALTH BASICS*

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### *TRENDS IN HEALTH:*

Over the past several years researchers have noticed an alarming increase in childhood obesity related to dietary habits and a lack of physical activity. Overweight children and adolescents are at an increased risk for developing type 2 diabetes and cardiovascular related diseases such as heart disease, high cholesterol and high blood pressure. Approximately nine million U.S. children over the age of six are considered obese (Institute of Medicine, 2005).

### *SIMPLE NUTRITION* *(MYPYRAMID.GOV):*

- Eat from all FIVE food groups
- Make half your grains WHOLE
- Vary your veggies
- Focus on fruits
- Get your calcium rich foods
- Go lean with protein
- Eat as close to nature as possible. Look for foods that have a short list of ingredients.

#### *FAT FOCUS:*

Hard Fats:

- Animal origin
- Linked to heart disease and cancer

Liquid Fats:

- Plant or fish origin
- Healthy fats

### *CALORIES AND FOOD:*

When we consume food and drinks our bodies are taking in calories. Calories from food give us the energy we need to perform normal body functions and daily activities. The more active a person is, the more calories (or energy) they need. If a person regularly takes in more calories than they expend, it is likely weight gain will occur and the person will be at an increased risk for health problems. Young people should not be overly concerned with calorie numbers, instead the focus should be on choosing healthy food sources, appropriate portion sizes and getting enough physical activity.

### *NUTRITION LABEL:*

The nutrition label includes information about the serving size, nutrients and ingredients. Read the label to help make informed decisions about food and drink choices.

### *PORTION CONTROL:*

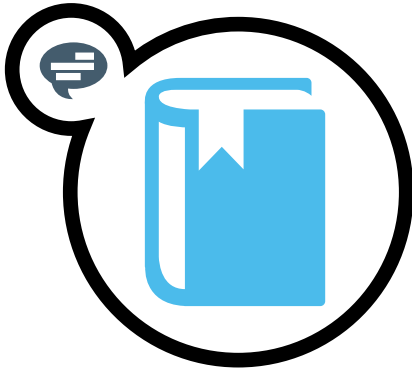
Portion sizes continue to grow! Read the nutrition label to find out the recommended serving size of foods or drinks. You can also use the visual cues for portion sizes found in the activity “What’s on Your Plate?”

### *MODERATION IS KEY:*

Making healthy choices is a full-time job, but it is important for kids to understand they can still eat their favorite foods. Foods and drinks that are considered unhealthy can still be consumed in moderation.

### *FITNESS GUIDELINES:*

The Centers for Disease Control recommends children get 60 minutes of physical activity every day.



## *FIT PLAN: LIVING HEALTHY* ***HELPFUL TIPS***

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### **HERE ARE SOME HELPFUL TIPS TO MAKE THE FIT PLAN EVEN MORE EXCITING FOR THE KIDS YOU WORK WITH!**

1. Have fun with this program. Take risks and try new ideas.
2. Start the class with an activity that gets kids up and moving. This is a great way to learn about one another and is always motivating.
3. Maintain a safe space where students are respectful of each other and can express ideas freely without fear of being judged.
4. Give students the opportunity to show their own leadership styles. Invite individuals to write on the chalk/white board, set up the room, lead a discussion, read aloud or call on other students.
5. Share your story. Be willing to share who you are. Modeling openness will help the students open up to you and to each other. For example, if they are having a difficult time with something, share a difficult experience you have had.
6. Personally check in with each student. Greet them individually, ask them how they are doing today or if you remember something specific about a student, make a reference to it. This helps the student feel welcome and special since you have gone out of your way to connect with him/her.
7. Connect the dots and always show the kids how the subject matter applies to their lives.
8. Show them the way. Help your students see their futures and develop a plan to get there.
9. Don't be afraid to challenge them. Most kids are ready to be stimulated. That's why they are in your classroom. The more problem solving they complete on their own, the more they value themselves.
10. Use humor - this takes the pressure off, creates bonding, builds relationship; and students love to laugh!