

# **F.I.T TO WIN PROGRAM**

## **HEALTHFUL LIVING AND PHYSICAL EDUCATION**

**Standard Course of Study and Grade Level Competencies**

### **FREQUENCY**

### **INTENSITY**

### **TRAINING**

## **PROGRAM DESCRIPTION**

F.I.T program is a combination of health education and physical education. The two courses should complement each other, as the objectives will reflect. Students should experience a sequential educational program that will involve learning a variety of skills, which enhance a person's quality of life.

## **Philosophy**

### **Changing Vision into Healthful Living and Physical Education**

Studies have shown a dramatic rise in the number of obese children in the last few decades worldwide. The number of overweight children 5-17 years of age has more than doubled in the last thirty years. There are serious problems that can result from being obese as a child, including: low self-concept, poor self-esteem, depression, poor body image, risk for eating disorders, hip and other bone problems, liver problems, early puberty, childhood overweight, sleep apnea, breathing problems and adult health complications such as high blood pressure, heart disease, and diabetes. Clinical research demonstrates that obesity related health problems that exist in childhood continue into adulthood and increase with age. Consequently, the direct and indirect healthcare social costs to society and the economy are astounding.

Costs related to obesity, physical inactivity, type II diabetes and low fruit and vegetable consumption cost billions in health care costs yearly, If the adult trend continues, the social and economical costs of healthcare for adults will strongly become a worse issue to what currently is worldwide, as well youth health care costs are rapidly growing based on current trends which tend to deteriorate their quality of life, in addition to tobacco, alcohol, sophisticated synthetic drugs, bad eating habits like fast food, soft drinks, energy drinks plus an amazing amount of starch and sugar urges us to take some sort of radical action towards a healthier living which may prevent a worldwide catastrophe.

Physical activity, maintaining hydration and healthy eating balances brain chemicals, hormones, and other system functions. Research consistently supports the concept that healthy, active, fit children perform better academically in educational settings. The vision for healthful living is changing to capture the essence and needs to change the obesity trend and prepare our youth to be healthy and globally competitive into the 21st century.

## **Technology & Lifestyle Changes**

Technical advances in the field of medicine and prevention have added many years to people's life and enhanced the quality of many lives. Technology has also spared many to the burden of intense and excessive physical labor and for many people has alleviated the need for much physical movement at all. Technology has done much to advance health; however, it has also contributed to the declining well-being of many. Automobiles, multiple modes of electronic entertainment such as DVD players, electronic games, and computers, tablets, have transformed us into a sedentary culture. This sedentary culture is also being bombarded with numerous forms of positive and negative media marketing messages through technological advances.

Technology can positively influence the method in which healthful living courses are taught in schools today. With the use of electronic body fat calipers, blood pressure cuffs, heart rate monitors, pedometers, video and digital cameras, computers, health related digital programs, and cardiovascular health monitoring systems, health education and physical education can move toward more self-directed and self-monitored learning experiences.

## **Importance and Relevance in Healthful Living**

We are more sedentary than ever before. Changing societal values, technological advances, media influx, worldwide sharing of information, and changing roles of family and community increase the need for quality health and physical education. Because an increasing number of children are obese, childhood and adolescent obesity is one of today's most complex and immediate challenges and health concerns.

With the current increase in chronic disease and the overwhelming number of obese and overweight people at all ages, it is essential that young people begin to build healthy habits based on current health knowledge and skills at an early age. Equally important is the maintenance of positive health behaviors and skills to avoid behaviors that have negative health effects.

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## **ORGANIZATION OF THE CURRICULUM**

F.I.T program is organized by grade level, competency goals, and objectives. Objectives that build gradually and sequentially are provided for each grade level, K-High School and the same strands and competency goals occur in every grade level. This organization serves to provide continuity to the sequence of students' learning and provides opportunities to reinforce specific healthful behaviors at several grade levels. The beginning of each grade level contains particular focus areas that are being addressed. The K-8 focus appears as a bulleted list, which describe as concisely as possible major features of the curriculum. For high school, the information in the focus box will be a description of the course. The competency goals and objectives will follow.

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## **GRADES K-3 (Kindergarten to Elementary 1/2/3)**

### **Major Emphases (Early Childhood stage )**

The comprehensive healthful living education program is designed to help each student develop pro-active health promotion behaviors. Students should develop positive attitudes toward regular physical activity and its effect on health. The following educational

descriptors are reflective of the goals and objectives found in the K-3 education curriculum which are expected to be mastered prior to advancement into the fourth grade.

**By the end of grade three:**

1- Students will be aware of the important health risks for their age group and will comprehend some of the major influences on their own health, especially including the role of their own behaviors in regard to eating breakfast and balanced meals; rest and exercise; using seat belts; responding to traffic, fire, and other warning signs, sounds, and symbols; avoiding burns and getting help in an emergency; and be strongly informed and aware of the impact of the health hazards of substances, including alcohol and tobacco on their lives; identify social and psychological contributions of physical activity.

2- Students will be able to demonstrate ways in which they are responsible for their own behaviors; cope with fear, embarrassment and failure; recognize and respond appropriately to teasing, aggression and bullying cooperate, share, and respect the rights of others; know safe practices, class rules and procedures and apply them with little or no effort.

3- Students will know and understand the value of being physically fit and the types of activities that contribute to a healthy living and fitness; express feelings with challenges.

4- Students will be able to demonstrate fundamental motor skills; develop and refine creative movements; demonstrate manipulative skills; work cooperatively with others to complete a task; display appropriate behaviors during social situations; express an enjoyment for movement experiences; and want to participate in community activities before entering into the fourth grade.

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## **Grades 4-5**

### **Major Emphases**

The comprehensive healthful living education program is designed to help each student develop pro-active health promotion behaviors. Students should develop positive attitudes toward regular physical activity and its effect on health. The following educational descriptors are reflective of the goals and objectives found in grades 4-5 Standard Course of Study, which are expected to be mastered prior to advancement into the sixth grade.

**By the end of grade five:**

Students will be aware of the important health risks for their age group and will comprehend some of the major influences on their own health, especially including ability to recognize the relationship between healthy nutrition and exercise in weight management; analyze and explore how media images can influence perception of a desirable body size, shape, and complexion, and acquire skills for providing first aid for choking victims, including demonstrating the Heimlich maneuver.

Students will be able to differentiate between positive and negative stress and demonstrate effective ways to deal with each one; identify situations that might lead to violence; demonstrate the ability to seek help or assistance for bullying. Additionally, students should be able to utilize the basic information on food labels to make decisions about the nutritional

value of various foods; demonstrate the ability to select healthful food and beverage choices that from the food groups of My Pyramid.

Students will know and understand the value of being physically fit and the types of activities that contribute to total fitness; analyze the relationship between physical activity and nutrition and the cardiovascular system; demonstrate accuracy skills necessary for participation in a variety of lead-up games and sports; describe the mechanics of skill performance in a variety of activity settings; and chooses to participate in structured and purposeful activity.

Students will be able to create movement sequence routines using balance, jumping, landing, weight transfer, and rolling movements; complete a valid and reliable pre and post health-enhancing fitness assessment, including monitoring of the heart; regularly encourages others and refrains from put-down statements; identify opportunities for regular physical activity in school and at home; demonstrate elements to develop personal cardiovascular fitness levels, and assesses and takes responsibility for his/her own behavior problems without blaming others before entering into the sixth grade.

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## **Middle School (GRADES 6-8)**

### **Major Emphases**

The comprehensive healthful living education program is designed to help each student develop pro-active health promotion behaviors. Students should develop positive attitudes toward regular physical activity and its effect on health. The following educational descriptors are reflective of the goals and objectives found in grades 6-8 Healthful Living Education curriculum which are expected to be mastered prior to advancement into the ninth grade (High School).

#### **By the end of grade eight:**

1 Students will be aware of the important health risks for their age group and be able to appraise their own health and fitness status, healthful behavior, and potential for health risk.

2 Students will employ a variety of critical thinking processes to solve a variety of health-related problems and make health-related decisions.

3 Students will be able to enact non-violent conflict resolution strategies; exhibit behaviors productive to group functioning, define rights of individuals in relationships, and communicate feelings and expectations clearly.

4 Students will be able to protect themselves from health risks arising from fire, substance abuse, insufficient activity, and water recreational activities.

5 Students will recognize the value of abstaining from sexual activity until marriage.

6 Students will be able to manage stress, comprehend the role of personal responsibility in minimizing health risks, and develop plans to manage health-related behaviors and habits.

7 Students will know the principles of exercise and diet that contribute to the development of personal fitness. The student should be very comfortable in all aspects of heart rate monitoring (knows his or her resting heart rate, target heart rate, recovery heart rate); demonstrate FIT Guidelines; and develop sound exercise practices (know safe exercises and contraindicated exercises/practices).

8 Students will be able to demonstrate the ability to set personal goals, develop an awareness offhand respect for cultural diversity through participation in physical activities; understand and apply basic principles of training (e.g., intensity, specificity, overload) and develop abilities to function in group activities.

9 Students will be able to perform a wide variety of body management skills and recreational dances (square dance, folk dance and social dance).

10 Students will participate in activities with a variety of individuals who differ from each other, then; they will be able to perform the skills necessary for participation in a variety of small-sided team, dual, and individual lifetime activities (e.g., skills, and basic offense and defense strategies).

11 Students will engage in physical activities that provide for challenge, problem-solving, and decision making, appropriate risk-taking choices, fair play and sportsmanship behaviors before entering high school.

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## **HIGH SCHOOL (Grades 9 to 12)**

### **Major Emphases**

The comprehensive healthful living education program is designed to help each student develop pro-active health promotion behaviors. This section addresses the health and physical education portions of the K-12 course required for graduation from high school. The absence of objectives beyond the required curriculum should not be interpreted as a lessening of commitment to the high school students. These high school years are vital to ensure a strong knowledge base for continued personal fitness and lifetime activity. A valuable core of health and physical education electives or locally required courses should continue to reflect a competency-based curriculum in healthful living. The following educational descriptors are reflective of the goals and objectives found in the 9-12 healthful living curriculum which are expected to be mastered prior to graduation:

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### **By the end of high school:**

1- Students will be able to assess their own health status and understand the relationship of healthful living to their quality of life, develop an awareness of their own control in the area of stress management, accept responsibility for the prevention of major health risks; demonstrate conflict resolution skills; understand concepts of fitness and lifetime wellness; accept responsibility for personal fitness; demonstrate competence in a variety of skills needed for being active; and control behaviors in physical activity settings.

2- Students should realize before leaving high school that healthy behaviors are essential to their quality of life; fitness is a part of everyday life; behavior is accountable; and proper nutrition is essential.

3- Students should realize and value healthy behaviors through an understanding that living a healthy lifestyle can increase their job productivity and help to reduce health care costs in today's economy.

4- Students will be able to create and assess beginning biomechanical, physiological, and sociological concepts as they relate to a healthy active lifestyle.

5- Students should be able to recognize and advocate for health related fitness concepts in the school, at home and in the community.

\* Elective requirements should focus on wellness and safety of the individual. The courses should provide daily activity for students to assess personal fitness levels with an opportunity to improve. Elective courses should also provide continuity within the given competency goals and strands throughout the *Healthful Living Standard Course of Study* and should increase in skill, scope and breath as courses progress.