



# F.I.T. Reads

Promoting health and wellness through literacy

F.I.T. Reads aims to leverage technology to asynchronously bring healthcare professionals from diverse backgrounds into the classroom to promote health and wellness through literacy, while simultaneously exposing underrepresented minority (URM) students to professionals from similar backgrounds, and encouraging them to explore careers in the medical field.

F.I.T. Reads provides educators with brief online videos (e.g. 5-10 minutes) featuring URM healthcare professionals who introduce a book that models a healthy habit and then complete an interactive health-related activity related to the topic of the book. F.I.T. Reads may help inspire underrepresented minority students' interest in the areas of science and medicine.

### *Concept:*

Underrepresented minority physicians, healthcare workers, and medical students begin each video session with an interview covering several topics and then participate in an interactive activity that connects to the featured children's book.

Interview topics include:

1. Why are you interested in a career in healthcare and what has been your path?
2. What advice would you give your 10 year old self?
3. A question that sets the topic for the core book (different for each book)
4. Fun Fact related to the health and wellness topic
5. An invitation for an activity for students and their families to try at home

Following the video, in-person educators read the featured books aloud in the classroom. The books are geared towards students in grades 3-5 but can be adapted for the younger and older learner (grades 1-6). The books form the basis of many F.I.T. Club online resources, which are available at [teachfitclub.org](http://teachfitclub.org) (see lesson plans and reader series) and can be further explored in the classroom. F.I.T. Reads allows for culturally responsive learning in a flexible manner, while promoting literacy and engaging students in themes of health and wellness. F.I.T. Reads invites parents and caregivers to explore healthy lifestyle choices with their children in the home.



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We are looking for educators to pilot test two F.I.T. Reads modules and provide us with their feedback so that we can further strengthen the program. Participating educators will receive a copy of both books for their classroom.

## Instructions to pilot test **Eating a Garden: Trying New Foods**

1. Please review the video and book prior to piloting in the classroom
2. View the **Eating a Garden: Trying New Foods** video with your students
3. Read aloud *I Will Never Not Eat a Tomato* by Lauren Child
  - Consider using the F.I.T. Choices Book Club material (Session Two: Eating a Garden Trying New Foods) as you read the book aloud ([https://teachfitclub.org/wp-content/uploads/2014/01/FarmtoLunchbox\\_web-1.pdf](https://teachfitclub.org/wp-content/uploads/2014/01/FarmtoLunchbox_web-1.pdf))

## Instructions to pilot test **Let's Stay Active: Plotting Heart Rates**

1. Please review the video and book prior to piloting in the classroom
2. View the **Let's Stay Active: Plotting Heart Rates** video with your students
3. Read aloud *The Quickest Kid in Clarksville* by Pat Zietlow Miller
  - Consider using the F.I.T. Choices Book Club material (Session One: Who is the Fastest Kid in Clarksville) as you read the book aloud ([https://teachfitclub.org/wp-content/uploads/2014/01/LetsStayActiveReadingGuide\\_web.pdf](https://teachfitclub.org/wp-content/uploads/2014/01/LetsStayActiveReadingGuide_web.pdf))
  - Consider trying the physical activity portion in your classroom and have students fill out their own Plotting Heart Rates graph ([https://teachfitclub.org/wp-content/uploads/2018/02/Healthy-Habits\\_-Plotting-Heart-Rates-and-Mindful-Eating.pdf](https://teachfitclub.org/wp-content/uploads/2018/02/Healthy-Habits_-Plotting-Heart-Rates-and-Mindful-Eating.pdf))

## Educator Feedback

1. Complete a ~10-minute online survey that will assess
  - Strengths and weaknesses of each video and Read-aloud experience
  - Feasibility of implementation and willingness to use these resources again
  - Thoughts regarding effectiveness of teaching the featured “healthy habit”
  - Thoughts regarding effectiveness of promoting literacy
  - Level of student engagement in the F.I.T. Reads video and Read-aloud
  - Pertinence to your curriculum goals
2. Participate in a 15-20 minutes phone or Zoom interview to further discuss your experience and ideas for strengthening F.I.T. Reads



# Eating a Garden: Trying New Foods

## Video Participants

- Several pre-med and medical students

## Book for teacher to read aloud in classroom

- *I Will Never Not Ever Eat a Tomato* by Lauren Child

## Video Interview

- Tell me something about your career path and/or interests in medicine and health
- What advice would you give your 10 year old self?
- Setting the topic to the core book: What is a food that you have recently tried and ended up liking?

## Video Activity

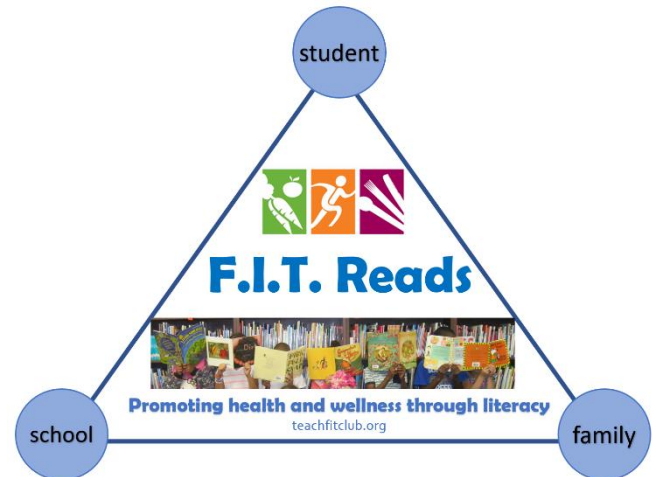
- Fun Fact: it can take 8 to 15 times to try a new food before you might like it!
- Medical students will share their “new foods” and descriptions aloud
- Examples from *I Will Never Not Ever Eat a Tomato* include:
  - Carrots: “orange twiglets from Jupiter”
  - Peas” “green drops from Greenland”
  - Mashed potato: “cloud puff from the pointiest peak of Mount Fuji”

## Invitation for students and their families to try at home

- Create your own “new food” and share it with your family!

## Optional: Teacher-led School Activity

- See [Farm To Lunchbox Book Club: Session Two Eating a Garden: Trying New Foods](https://teachfitclub.org/wp-content/uploads/2014/01/FarmtoLunchbox_web-1.pdf)  
[https://teachfitclub.org/wp-content/uploads/2014/01/FarmtoLunchbox\\_web-1.pdf](https://teachfitclub.org/wp-content/uploads/2014/01/FarmtoLunchbox_web-1.pdf)





# Let's Stay Active: Plotting Heart Rates

## Video Participants

- Several pre-med and medical students

## Book for teacher to read aloud in classroom

- *The Quickest Kid in Clarksville* by Pat Zietlow Miller

## Video Interview

- Tell me something about your career path and/or interests in medicine and health
- What advice would you give your 10 year old self?
- Setting the topic to the core book: How do you like to be physically active? Did you know that you are being physically active by playing on the playground or walking with your family? What are some other fun ways to be physically active?

## Video Activity

- Fun Fact: did you know that physical activity can help our hearts, muscles and bones be healthy, allow us to be better learners in school, and help our moods?!
- Medical students will engage in a plotting heart rates activity (log/graph pulses for 15 seconds after standing, walking in place, running in place, jumping jacks for 60 seconds)

## Invitation for students and their families to try at home

- Make a list of ways your family can be active together! Access a weekly planner @ [https://teachfitclub.org/wp-content/uploads/2016/02/FITFamily\\_LetsStayActive\\_proof6.pdf](https://teachfitclub.org/wp-content/uploads/2016/02/FITFamily_LetsStayActive_proof6.pdf)

## Optional: Teacher-led School Activity

- See [Let's Stay Active Book Club: Session One Who is the Fastest Kid in Clarksville?](https://teachfitclub.org/wp-content/uploads/2014/01/LetsStayActiveReadingGuide_web.pdf) [https://teachfitclub.org/wp-content/uploads/2014/01/LetsStayActiveReadingGuide\\_web.pdf](https://teachfitclub.org/wp-content/uploads/2014/01/LetsStayActiveReadingGuide_web.pdf)
- See [Healthy Habits lesson: Plotting Heart Rates](https://teachfitclub.org/wp-content/uploads/2018/02/Healthy-Habits_-Plotting-Heart-Rates-and-Mindful-Eating.pdf) [https://teachfitclub.org/wp-content/uploads/2018/02/Healthy-Habits\\_-Plotting-Heart-Rates-and-Mindful-Eating.pdf](https://teachfitclub.org/wp-content/uploads/2018/02/Healthy-Habits_-Plotting-Heart-Rates-and-Mindful-Eating.pdf)

