

## FITNESS DIARY



Physical activity, particularly when integrated into structured, engaging lessons, can play a vital role in promoting a healthy lifestyle among primary school students. Exercise supports both physical and mental well-being, helping students manage stress, build strength, and feel more energized throughout the day. By incorporating goal setting, progress tracking, and the practice of healthy habits into physical education, students learn how to take ownership of their health and develop lifelong skills that extend beyond the classroom.

Incorporating personal fitness activities into lessons also promotes essential social and emotional skills such as responsibility, self-motivation, and resilience.

### Lesson

Sports

### Grade

4

### Learning Objectives

- ✓ Understand the importance of setting personal fitness goals.
- ✓ Learn basic strategies for tracking physical progress.
- ✓ Recognize habits that promote a healthy lifestyle.

### Duration

Two lesson (2x40 Minutes)

### Required Materials

- ✓ WORKSHEET (one for each student)
- ✓ Cones for activity stations
- ✓ Stopwatch or timer
- ✓ Chart paper or whiteboard and markers
- ✓ Access to internet (optional for short videos or visuals)

### Preparation and Implementation

- ✓ Duplicate the WORKSHEET as many as the number of students.
- ✓ Set up simple fitness activity stations (jump rope, sit-ups, shuttle runs, balance stands, etc.)
- ✓ Test the timer/stopwatch and internet connection if using online visuals.

## PROCESS

### **Teacher Disclaimer:**

*These activities are designed to support students' learning, well-being, and inclusion. Children exposed to trauma may not always feel safe or ready to participate, and forcing roles or challenges can risk retraumatization. Teachers are encouraged to use a trauma-informed approach: offer choice, provide alternative roles, use supportive language, and prioritize emotional safety so all students can learn and thrive.*

### **FIRST LESSON**

1

#### **INTRODUCTION (5 Minutes)**

- Add prompts connecting fitness to resilience and disaster readiness:
  - “Why is it important to keep our bodies strong in everyday life and in emergencies, like after a flood or earthquake?”
  - “How can practicing healthy habits help us stay safe and ready if something unexpected happens?”
- Optional: show a short video about people staying active to prepare for challenges, using examples like firefighters, rescue teams, or athletes overcoming obstacles.

2

#### **TEAM FITNESS CIRCUIT (30 Minutes)**

- Set-up (5 minutes):
  - Give the activities a disaster-prep metaphor
    - Jumping jacks = “escaping quickly from danger”
    - Balance stands = “staying steady during an earthquake”
    - Shuttle runs = “delivering supplies to those in need”
    - Planking = “building endurance to help yourself and others”
- Circuit rotation (25 minutes):
  - Each group rotates through the stations every 2–3 minutes
  - Emphasize teamwork: encouraging each other, checking form for safety, celebrating small improvements—just like emergency teams support each other.

3

#### **COOL-DOWN (5 Minutes)**

- Lead students in light stretching while breathing calmly.
  - “How does strengthening your body help you stay safe in emergencies?”
  - “How did supporting your teammates feel like helping someone during a challenging situation?”

## **SECOND LESSON**

**4**

### **INTRODUCTION AND REVIEW (5 Minutes)**

- Connect past lesson to resilience:
  - “Remember our fitness circuit? Strong bodies help us stay safe and ready, just like preparation matters during a storm or wildfire.”

**5**

### **PERSONAL GOAL SETTING AND HABITS (25 Minutes)**

- Goal Setting (10 minutes):
  - Students select a fitness activity to improve, framing it as preparation for resilience:
    - “If you had to carry supplies or help someone during an emergency, how would this activity help?”
  - Record current performance and goals as usual.
- Healthy Habits Reflection (15 minutes):
  - Link habits to resilience:
    - “Which daily habit helps you stay strong and ready for challenges?”
    - “How does sleeping well, eating healthy, or exercising help you and your community stay safe?”
  - Small group discussion:
    - “What habits help us reach our goals?”
    - “How can small, consistent efforts make a big difference in staying safe?”

**6**

### **REFLECTION AND DISCUSSION (5 Minutes)**

- Gather students and ask:
  - “How did today’s exercise help you feel stronger and more prepared?”
  - “How can you use what you learned to help yourself or others in a challenging situation?”
- Give worksheets to students.

## EVALUATION

- Observe students' participation, encouragement of peers, and safe participation.
- Review their Worksheet entries for understanding of goals and healthy habits.

## RECOMMENDATIONS

- 1 Closely supervise to ensure students are using correct form and encouraging each other.
- 2 Use positive reinforcement by praising effort and small improvements.
- 3 Students can talk about their own habits and make a list of their healthy habits.
- 4 Extend with a 7-day health challenge (tracking water intake, sleep, exercise) at home.

ANNEX



## WORKSHEET

### *Teacher Guidance for Worksheet Use:*

*This worksheet should be completed by students immediately after the activity during the reflection phase (last 5–10 minutes). Teachers may choose to collect and review the worksheets to evaluate whether learning objectives are met, or keep them in student portfolios to track progress over time. Feedback can be provided verbally in class discussion or individually in writing, depending on time and context.*

**Name of the Student:** .....

**Date:** .....

### **Part 1: My Personal Fitness Goal**

Answer the following questions in 1–2 sentences each:

- 3. Which exercise do I want to improve?**

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- 4. My goal is**

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### **Part 2: Healthy Habits**

Answer the following questions in 1–2 sentences each:

- 3. What healthy habit will I practice daily?**

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- 4. Why is this habit important for me?**

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### **Part 3: Reflection**

Answer the following questions in 1–2 sentences each:

**2. How did I feel after exercising today?**

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**3. What motivates me to stay healthy?**

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