

# Connect!

LEARNING ACTIVITIES TO STRENGTHEN ASSETS

# II



ELEMENTARY AGE YOUTH

## Healthy Lifestyle and Attitudes

WRITTEN AND COMPILED BY:  
KATHLEEN RIGGS



# Authors

**KATHLEEN RIGGS, MS, CFCS**      USU Extension Professor/FCS & 4-H Youth

## Acknowledgements

<b>RILEY HOWARD</b>	Technical Editor; USU Extension Iron County Office Manager
<b>SARA SCHWARTZ</b>	Technical Editor; USU Extension Iron County Office Program Assistant
<b>CAROL ANN DOWNS</b>	YFP Program Accountant
<b>KEVIN KESLER</b>	USU Extension Faculty; Educational Consultant; YFP State Director
<b>CRAIG DART</b>	YFP State Mentoring Specialist
<b>UTAH STATE UNIVERSITY</b>	YFP Administration and Support
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Kathleen Riggs: (435)586-8132; kathleen.riggs@usu.edu  
Ellen Serfustini: (435) 636-3236; ellen.serfustini@usu.edu

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# Introduction

## THE CONNECT! II LEARNING ACTIVITIES TO STRENGTHEN ASSETS

Curriculum is centered around strengthening the “Developmental Assets” of Youth. These 40 “Developmental Assets” as identified by the Search Institute of Minneapolis have proven to be crucial building blocks that youth and families need in order to succeed in life.

Throughout the country, organizations and schools recognize that these assets can be built and strengthened in our youth with the quiet revolution termed “mentoring.” A mentor is defined as a “wise and trusted friend; or someone that shows the way.”

In the 1997 Summit on America’s Future, leaders from all across the country hailed mentoring as one of the necessary solutions to help ensure a stable future for America’s youth. They were supported by research proving that mentoring works. Goals were set to find and enlist 2,000,000 mentors by the year 2000. That goal has been met!

Volunteer mentors come with a variety of education and experience. Asking mentors to work in a structured program to build or strengthen “Developmental Assets” in youth without prior training, raises serious concerns.

In order for meaningful interaction to occur between mentors and youth, a basic asset-related curriculum was needed. **CONNECT! II...** was developed out of this necessity. **CONNECT! II...** is a supplement of activities that apply to additional developmental assets from The Search Institute.

**CONNECT! II...** is designed to give meaningful interaction during the time mentors spend with their youth. It is designed to be flexible enough to be conducted informally on a one-on-one basis, or with a small group of mentors and mentees, or it can also be used during family trainings or family activity nights. The activities are designed to help the youth develop life-long competencies based on the “Developmental Assets” model.

From the volunteer/mentor perspective, **CONNECT! I** and **II...** provide readily available materials and activities that can be prepared and used quickly. **CONNECT! I** and **II...** will help mentors effectively meet the individual needs of each youth.

# Using This Book: To The Mentor

Each of the units/chapters in this curriculum is dedicated to one of the “40 Developmental Assets” as identified by the Search Institute. The Individual units or chapters are designed to: 1) identify the asset or quality that you would like to work on with your youth, 2) give specific instructions for fun, active learning activities, and 3) follow up with concrete discussion questions that will help the youth achieve higher level thinking and processing skills. Each unit is self-contained. Activities can be printed off for to be used individually by one or several sets of mentors and their youth.

## Goal And Objective Page

Following the title page is a goal and objective page. This page lists the asset or quality, followed by the goal the youth is expected to meet if successfully achieving that quality. Each goal is broken into three concrete objectives for you and your youth to work on. To the right of each objective is a list of activities that can be completed by you and your youth.

## Activity Page

The activity pages are written so that at a quick glance, you can see:

1. Topic of the activity
2. Whether the activity is better as a one-on-one or as a whole group activity
3. Time required to complete the activity
4. Necessary materials
5. How to set up the activity
6. Detailed directions to conduct the activity
7. Discussion topics to focus and reinforce the purpose of the activity
8. Specific questions to guide the youth’s thinking and processing

## Checklist Page

Following each set of activity pages, is a Checklist page. After completing the activities, use this page to evaluate the progress your youth is making on a particular asset. Mentally answer the questions. If the youth is not ready to move on to the next objective, additional activity and resource suggestions are included.

## Handouts

At the end of each set of activities are related activity sheets or handouts. Make as many copies of this material as you need.

# HEALTHY LIFESTYLE AND ATTITUDES

## ASSET #31A

GOAL: Youth begins to develop positive attitudes toward and value good health habits.

### OBJECTIVES

The youth will:

	PAGE
Learn the importance of choosing a variety of foods as related to MyPlate guidelines to help them feel good and adopt a healthy lifestyle.	<b>Activity 1</b> Applying MyPlate <b>6</b>
	<b>Activity 2</b> What's in a Food Label? <b>8</b>
Apply the principles of healthy living by learning how to identify and prepare nutritious foods/snacks.	<b>Activity 1</b> Introducing Nutrition in the Kitchen <b>12</b>
	<b>Activity 2</b> Me a Chef? <b>14</b>
Learn the benefits of physical activity/physical fitness and implement activity into the daily routine.	<b>Activity 1</b> Move it! Activity <b>17</b>
	<b>Activity 2</b> My Fitness Goals <b>20</b>

# Applying MyPlate

**GOAL:** Youth begins to develop positive attitudes toward and value good health habits.

## Objective

The youth will learn the importance of choosing a variety of foods as related to the MyPlate guidelines to help them feel good and adopt a healthy lifestyle.

## Materials

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- Computer with printer
- Internet access
- Paper and pencil/pen

## Set Up

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- Meet at a local library, Extension office, or other public place where you can access the Internet.

## Activity (1 hours)

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- Review MyPlate ([www.choosemyplate.gov](http://www.choosemyplate.gov)) including downloadable handout “Kid Friendly Veggies & Fruits.” Then brainstorm with the youth and write down one thing he or she each can do differently every day to build a healthier plate using the food groups identified.

### **Examples:**

- Pack a nutritious snack to put in your back pack.
  - Ask your parents to experiment with a new vegetable each week to see if you can find a new one you like and that you can add to your meals more often.
  - Try something new at school lunch.
  - Try drinking one (or one more) glass of milk each day with lunch or dinner instead of choosing soda or punch.
- Have the youth keep a journal about his/her experience; etc. Then, report back to your mentor after one week to share what you’ve done. Do you need to be re-energized with your original goal or are you ready to set a new goal?

## Applying MyPlate Continued...

### Discuss

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- Why do you think it is important for someone your age to learn about health and healthy eating? What benefits can you personally receive from using the guidelines you've reviewed?

### Ask

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- What did you learn about changing the way you eat?
- How can you use the Food Guide Pyramid to build a healthy diet?
- What other ways could you use the Food Guide Pyramid to plan what you eat?
- Did you see any improvement in how you felt (emotionally or physically) when you made the change?

# What's in a Food Label?

**GOAL:** Youth begins to develop positive attitudes toward and value good health habits.

## Objective

The youth will learn the importance of choosing a variety of foods as related to MyPlate to help them feel good and adopt a healthy lifestyle.

## Materials

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- Actual labels from commercially packaged food and/or the sample label included here.

## Setup

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- Spread out labels or actual cans/packages of a few common foods purchased at the grocery store or plan a trip to the local grocery store to look at various packaged foods.

## Activity (30-45 minutes)

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- Nutrition labels on food items are loaded with valuable information you can use. You must, however, know how to interpret the information so it is beneficial to you and so you can plan your snacks and meals to be healthy and loaded with essential nutrients.
- Use the food labels from cans/packages from home or use the sample label that is provided to answer the following questions from the information table titled "Nutrition Facts":
  - Is the food good for you? How do you know? What do you look for to determine if a food is good for you?

## What's in a Food Label? Continued...

### Activity continued...

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- The National Dairy Council has provided a fun and easy way to evaluate the nutritional level of a food item using a game called “Label Ease” © (National Dairy Council, 1994). Once again, use one or more of the labels provided and do the following:
  - RAISE a finger if the food has:
    - 10% or more VITAMIN A
    - 10% or more VITAMIN C
    - 10% or more CALCIUM
    - 10% or more IRON
    - 10% (5 grams) or more PROTEIN
    - 10% or more FIBER
  - How many fingers do you have raised? From the fingers you already have raised, LOWER a finger if the food has either:  
10% or more TOTAL FAT or 200 CALORIES or more
  - If any fingers remain up, the food is nutritious. If no fingers are raised, you should look for another alternative food to replace this in your diet, or consider it as a food from the “Fats, Oils and Sweets” category from the MyPlate guidelines and only eat it sparingly.
  - Try this game with several of your favorite foods.

### Discuss

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- Food labels help people learn how to make better food choices or at least to be aware of what's in different commercially packaged foods.
- Talk about other benefits of including the contents in various foods on food labels for people with health problems (diabetes, allergies, etc.).

### Ask

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- Did you find any favorite foods that are nutritious/not nutritious according to the Label Ease method? Are you willing to read labels from similar foods to make better choices if one of your favorite foods is not nutritious?
- Are there other brands, low-fat, or reduced calorie versions of your favorite foods? Would you consider trying them?
- What benefits are there for you personally in being able to read and use food labels in making food choices??

<b>Nutrition Facts</b>			
Serving Size		$\frac{3}{4}$ Cup (30g/1.1 oz.)	
		Cereal with $\frac{1}{2}$ Cup Vitamins A&D Fat Free Milk	
Amount Per Serving	Cereal		
<b>Calories</b>	110	150	
Calories from Fat	0	0	
<b>% Daily Value**</b>			
<b>Total Fat 0g*</b>	<b>0%</b>	<b>0%</b>	
Saturated Fat 0g	0%	0%	
Trans Fat 0g			
Polyunsaturated Fat 0g			
Monounsaturated Fat 0g			
<b>Cholesterol 0mg</b>	<b>0%</b>	<b>0%</b>	
<b>Sodium 140mg</b>	<b>6%</b>	<b>9%</b>	
<b>Potassium 20mg</b>	<b>1%</b>	<b>6%</b>	
<b>Total Carbohydrate 27g</b>	<b>9%</b>	<b>11%</b>	
Dietary Fiber 1g	3%	3%	
Sugars 11g			
Other Carbohydrate 15g			
<b>Protein 1g</b>			
Vitamin A	10%	15%	
Vitamin C	10%	10%	
Calcium	0%	15%	
Iron	25%	25%	
Vitamin D	10%	25%	
Thiamin	25%	30%	
Riboflavin	25%	35%	
Niacin	25%	25%	
Vitamin B <sub>6</sub>	25%	25%	
Folic Acid	25%	25%	
Vitamin B <sub>12</sub>	25%	35%	
* Amount in cereal. One half cup of fat free milk contributes an additional 40 calories, 65mg sodium, 6g total carbohydrates (6g sugars), and 4g protein.			
** Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:			
	Calories	2,000	2,500
Total Fat	Less than	65g	80g
Saturated Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Potassium		3,500mg	3,500mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g
Calories per gram: Fat 9 • Carbohydrate 4 • Protein 4			
<b>INGREDIENTS:</b> MILLED CORN, SUGAR, MALT FLAVORING, HIGH FRUCTOSE CORN SYRUP, SALT, SODIUM ASCORBATE AND ASCORBIC ACID (VITAMIN C), NIACINAMIDE, IRON, PYRIDOXINE HYDROCHLORIDE (VITAMIN B <sub>6</sub> ), RIBOFLAVIN (VITAMIN B <sub>2</sub> ), THIAMIN HYDROCHLORIDE (VITAMIN B <sub>1</sub> ), VITAMIN A PALMITATE, FOLIC ACID, BHT (PRESERVATIVE), VITAMIN B <sub>12</sub> AND VITAMIN D.			

# Healthy Lifestyle and Attitudes

**GOAL:** Youth begins to develop positive attitudes toward and value good health habits.

After completing activities 1 and 2, is the youth ready to move on?

1. Did the youth review the MyPlate guidelines including recommended amounts?	YES	NO
2. Was the youth willing to answer the questions at the end of Activity 1?	YES	NO
3. Did the youth practice several times to read labels using the Label Ease © game/exercise?	YES	NO
4. Does the youth have a basic understanding of the definition of good health as it relates to what we eat?	YES	NO
5. Did the youth commit to one or more goal regarding building a healthy plate using MyPlate and follow through?	YES	NO

If you answered “yes” to at least 4 of the 5 questions, you are ready to move on to the follow-up questions. Otherwise, continue with the activities listed below.

## More Activities

- What did you eat yesterday? Contact your local Extension office or Department of Public Health and request a 24 hour dietary recall interview. Have the interviewer conduct a computer analysis of your responses and share the results with you. This is a good way to determine if you're eating habits are healthy or where changes may need to be implemented to improve health and nutrition.

## Follow-Up Questions

- Did the youth become familiar with the website [www.choosemyplate.gov](http://www.choosemyplate.gov) ?
- Did the youth identify at least one area where an improvement in healthier eating can be made?

## Additional Resources

- <http://www.fruitsandveggiesmorematters.org>
- <http://www.nationaldairyCouncil.org/recipes/Pages/RecipeLanding.aspx>
- [www.midwestdairy.com](http://www.midwestdairy.com)

# Introducing Nutrition in the Kitchen

**GOAL:** Youth begins to develop positive attitudes toward and value good health habits.

## Objective

The youth will apply the principles of healthy living by learning how to find and prepare nutritious foods/snacks.

## Materials

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- Computer with Internet access and/or local Extension Office
- 3X5 recipe cards
- Pencil/pen
- Binder ring, or heavy string OR recipe file box
- Funds to purchase needed ingredients

## Setup

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- Mentor—if your local Extension office has a kitchen facility, inquire about the possibility of using it to prepare your food/snack. If you choose to do the food preparation at your residence, you must receive parental permission and must have at least one other adult view your activity.

## Activity (45 minutes-1 hour)

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- Search the Internet or resources from your local Extension office (i.e., Foods & Nutrition 4-H manuals) to find recipes for nutritious snacks that kids enjoy. Write your favorite recipes on 3X5 cards and hook them together with a binder ring or put them in a recipe file box for future reference. For additional recipes, see suggested web sites listed at the end of Objective 1, Activity 2.
- Select one of the foods or snacks to prepare with your youth. Get permission from the youth's parents/guardian. Make a grocery list and then get permission to buy the needed ingredients (some of them may be available already in your home). Schedule a time to prepare the food or snack..

## Introducing Nutrition in the Kitchen Continued...

### Discuss

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- There are many benefits of learning to be a wise shopper now and in the future. It is also fun and helpful to you and your family to learn how to make some basic foods/snacks for yourself and your family.

### Ask

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- How can you prepare to be a good shopper before going to the store?
- What are some ways you have learned to save money at the grocery store?
- Did you enjoy preparing your own snack or food?

# Me a Chef?

**GOAL:** Youth begins to develop positive attitudes toward and value good health habits.

## Objective

The youth will apply the principles of healthy living by learning how to find and prepare nutritious foods/snacks.

## Materials

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- Pencil/paper
- Funds to purchase needed food items

## Additional Suggested Materials/Resources

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- Recipes collected by youth in Activity 1.
- Shopping for Food and Making Meals in Minutes, USDA Home and Garden Bulletin No.232-10.
- Good, Family & Fun, from Team Nutrition USDA.
- Refer to any of the websites listed at the end of Objective 1, Activity 2 for this activity.

## Set Up

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- Locate one or two other sources of nutritional meals, snacks, entrees, etc., using your local Extension office, school lunch program, or day care center that provides meals/snacks for students. Ask for menus or resources to locate recipes. You might also look on the Internet using the key words, “5-A-Day” and “3-A-Day” (also see below).

## Activity (2 hours)

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- Use sources of good nutrition and nutritious food preparation information to identify foods/dishes that would provide a well-balanced diet for one day according to MyPlate. Choose one of those meals to prepare and serve to family and/or friends.
- Use some of the recipes you wrote down in Activity 1 and/or check out the Internet for fun nutritional recipes you can make—especially check out recipes which include your list of “hard to like” foods. Some suggested key words to type in your favorite search engine include: “Team Nutrition,” “USDA Kids,” and “MyPlate for kids”. Can you come up with any others?

## Introducing Nutrition in the Kitchen Continued...

### Activity continued...

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- With permission from the youth's parents/guardian, purchase the needed food/ingredients and prepare the food with the youth.

### Discuss

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- There is a lot of good information about nutrition and nutritious foods available to us through various agencies and websites. However, we need to learn to use that information to improve our own health and nutritional well-being. Eating the same foods over and over can get boring. So we also need to be willing to try new and different foods to discover possible new foods we can add to our meals and snacks to add color, flavor, and variety.

### Ask

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- Was it easy to find foods you liked?
- Which was your favorite website? Why?
- What was the most difficult thing you did in planning, preparing, and serving the meal to others?

# Healthy Lifestyle and Attitudes

**GOAL:** Youth begins to develop positive attitudes toward and value good health habits.

After completing activities 1 and 2, is the youth ready to move on?

1. Did the youth set adequate/realistic fitness goals?	YES	NO
2. Did the youth follow through on the majority of the fitness goals he/she set?	YES	NO
3. Was the youth willing to discuss his/her fitness goals with you and make adjustments where necessary?	YES	NO
4. Did the youth have a positive experience overall?	YES	NO
5. Does the youth feel confident in being able to follow through on future fitness goals?	YES	NO

If you answered “yes” to at least 4 of the 5 questions, you are ready to move on to the follow-up questions. Otherwise, continue with the activities listed below.

## More Activities

- Form a 4-H Club with other youth and mentors and meet weekly for up to 8 weeks to go through activities found in one of the 4-H Foods and Nutrition manuals.
- Play some of the interactive games found on various Internet sites that teach about using MyPlate and/or menu planning.
- Sign up the youth and his/her family to receive nutrition education classes through a local agency (such as EFNEP/ SNAP-ED) or a youth group.
- Take a nutrition class at school.

## Follow-Up Questions

- Were the parents supportive of the youth preparing food?
- Will the youth commit to making one of the healthy snacks from the MyPlate website?
- If the youth did not prepare a meal did he/she prepare an additional snack with you?

## Additional Resources

- Six Easy Bites, 4-H Foods-Level A, 4-H Cooperative Curriculum System Publication 4HCCS BU-7144 2000
- Tasty Tibits, 4-H Foods- Level B, 4-H Cooperative Curriculum System Publication 4HCCS BU 7146 1999

# Move It!

## Activity Pyramid

**GOAL:** Youth begins to develop positive attitudes toward and value good health habits.

### Objective

The youth will learn the benefits of physical activity/physical fitness and implement more activity into their daily routine.

### Materials

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- Handout, “The Kid’s Activity Pyramid” (Note: MyPlate has not updated this portion of MyPyramid as of 2009  
<http://adph.org/NUTRITION/assets/npaactivitypyramid.pdf>

### Setup

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- Use the handout provided or see  
<http://adph.org/NUTRITION/assets/npaactivitypyramid.pdf>

### Activity

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- Use The Kid’s Activity Pyramid from the ADPH website– Team Nutrition– to review the benefits of being physically fit. Which items from the “More,” “Plenty” category are important to you personally?
- Review each level of the pyramid. Circle or make a check mark by each activity you are already doing to be active. Brainstorm with your mentor to list some additional activities you enjoy and add them to the pyramid. At which level would you place them?
- Select an item from each of the lower three levels (there are four levels) of the pyramid to apply to your fitness schedule for the next 2 to 4 weeks.

### Discuss

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- Talk about the health risks associated with poor physical health or having weak muscles. Being fit doesn’t necessarily mean being athletic or involved in competitive sports.

### Ask

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- What activities from the list do you feel you already do on a regular basis?
- What do you think the purpose of being physically fit is all about?

# The Kid's Activity Pyramid

**Be active everyday!**

**Group Play**

Activities where you play and learn skills with others. Join a team, pick a club or go to a class.

- Dodge ball
- Gymnastics
- Ice skating lessons

**Free Play**

Activities you can do by yourself or with a friend anytime!

- Build a fort
- Four-square
- In-line skating

**Limit**

Watching TV  
Playing computer and video games  
Sitting for more than 30 minutes

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**Free Play**

Skateboarding  
Sledding  
Fly a kite  
Water fights  
Hide-n-seek  
Jump rope  
Tag

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**Choose to Move**

Help with chores  
Take the stairs  
Play with your pet  
Be active at recess

**Have fun by trying different activities.**

**Family Play**

Families who play together, stay healthy together. What will your family do?

- Take a walk
- Turn off the TV one day a week
- Play at the park

**Family Play**

Play catch or frisbee  
Bike rides  
Nature hikes  
Swimming  
Scavenger hunts  
Explore different playgrounds

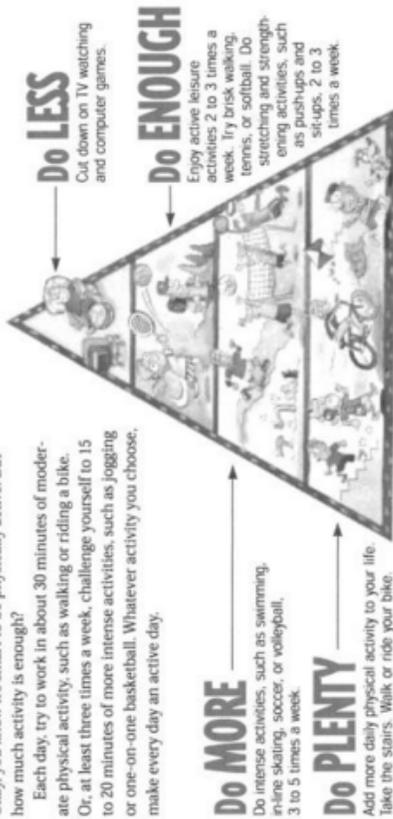
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# Move It!

Your body counts on you to be active to help strengthen your bones and build lean muscles. So stop sitting around and get moving!

Okay, you know it's smart to be physically active. But how much activity is enough?

Each day, try to work in about 30 minutes of moderate physical activity, such as walking or riding a bike. Or, at least three times a week, challenge yourself to 15 to 20 minutes of more intense activities, such as jogging or one-on-one basketball. Whatever activity you choose, make every day an active day.



## 10 Ways to Get Physical

Pick and choose your own way to becoming a better you. Consider these fun ways to put more action in your life.

- 1. Take Your Feet**  
Forget about asking your folks for a ride. Put your feet to the ground and start walking. Your feet will thank you, your heart will thank you, and Mother Nature will thank you for helping to cut down on air pollution.
- 2. Try In-Line Skating**  
Fun, fast, and easy to learn, in-line skating is a great way to spend a day outside with friends. Remember: wear the gear (helmet, plus knee, wrist, and elbow pads).
- 3. Take the Stairs**  
Forget the elevator. By simply taking the stairs every chance you can, you'll get a workout without even thinking.
- 4. Walk the Dogs**  
Whether you volunteer or get paid,



### How Much Do You Move?



Find out how active you really are—keep a Physical Activity Diary. Here's Derek's diary. Check it out, then fill in your own in the Student Activity Booklet.

**REMEMBER:** When you're doing a physical activity you should be able to talk, not sing.

WEEKDAY	PHYSICAL ACTIVITY	HOW LONG?
Monday	Walked to School Swept garage	10 minutes 5 minutes
Tuesday	Walked to School Walked home	10 minutes 10 minutes
Wednesday	Walked to School Committed to my garbage cans to be curbed	10 minutes 5 minutes
Thursday	Dined at Halloween party	15 minutes
Friday	In-line skating	1 hour
Saturday		
Sunday		

Did you get at least 30 minutes of moderate activity each day? **NO.**

Did you get at least 15 minutes of more intense activity three times a week? **NO.**

Do you think you're getting enough physical activity? **Why?** **NO.** Probably I'm spending too much time

playing computer games and surfing the net. I also hung out with my friends a lot, just listening to music.

**How can you fit more regular physical activity into your life?** I guess I should try turning off my computer. I could get my friends to go in-line skating after school. I could walk to and from school every day.



dog walking is a fun, furry way to be physically active.

lawns, weeding gardens, shoveling snow, and cleaning garages.

- 5. Turn Up the Music**  
You've never kept up with a toddler you're in for a surprise. They move—and they move fast. Keeping your eye on a tot can challenge even the quickest.
- 8. Baby Sit**  
Sounds silly, but if you're never kept up with a toddler you're in for a surprise. They move—and they move fast. Keeping your eye on a tot can challenge even the quickest.

### TRY THIS! Talk Your Head Off

Here's a way to see if your body is getting a good workout. *If you can talk while doing a physical activity, you're probably moving at a pace that's right for you. If you're too breathless to talk, slow down. And if you can sing, you may not be working hard enough—so get moving!*

- 9. Lap It Up**  
Swimming, diving, even water polo are all great activities and a real splash to do with friends. So don't be a drip, learn to do a flip.
- 10. Play One-on-One Basketball**  
Talk about a total body workout. First person to 21 wins!

# My Fitness Goals

**GOAL:** Youth begins to develop positive attitudes toward and value good health habits.

## Objective

The youth will learn the benefits of physical activity/physical fitness and implement more activity into their daily routine.

## Materials

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- Handout from The Kid's Activity Pyramid (next).
- Materials/supplies to create a personal Fitness Goal Tracking Sheet (or use handout included).

## Activity (30 minutes)

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- Follow up on the fitness goals set in Healthy Lifestyle and Attitudes 3, Activity 1 that were set using the Move it! Activity Pyramid levels of activity. Have the youth use the backside of the handout to review how much activity is needed and 10 ways to get physically active. Reflect back on the four goals the youth selected in Activity 1. Which of the tips/suggestions did/will the youth apply to be successful in achieving those goals.
- Plan a time to check in with your mentee at least twice a week to report on his/her progress. At the end of the time you have allowed, meet with your mentee and review the following questions together:

## Discuss

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- Having fitness goals is no different than setting and completing other goals you have in life. If you have challenges in keeping your fitness goals, adjust your plan or work together on ways to improve success. This may mean modifying your goals or finding another key to motivate you to be successful. (i.e., what reward do you want to work toward receiving when you reach all your fitness goals?)

## Ask

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- What is the best thing that happened to you as a result of implementing your fitness goals?
- What was the most challenging thing about implementing your goals?
- Where did you have the most success?
- If you continue with one or more of your goals, what might you do differently to increase your success?
- Are you ready to set new fitness goals? Or do you need to adapt your goals to increase my rate of success?

# Fitness Goal Tracking Sheet

## My Goals

Nutrition	Fitness
1. I will...	1. I will...
2.	2.
3.	3.

GOALS	WEEK	MON	TUE	WED	THUR	FRI	SAT	SUN	AVG.
1.	1								
	2								
2.	1								
	2								
3.	1								
	2								

## My Performance in Nutrition

GOALS	WEEK	MON	TUE	WED	THUR	FRI	SAT	SUN	AVG.
1.	1								
	2								
2.	1								
	2								
3.	1								
	2								

# Healthy Lifestyle and Attitudes

**GOAL:** Youth begins to develop positive attitudes toward and value good health habits.

After completing activities 1 and 2, is the youth ready to move on?

1. Did the youth set adequate/realistic fitness goals?	YES	NO
2. Did the youth follow through on the majority of the fitness goals he/she set?	YES	NO
3. Was the youth willing to discuss his/her fitness goals with you and make adjustments where necessary?	YES	NO
4. Did the youth have a positive experience overall?	YES	NO
5. Does the youth feel confident in being able to follow through on future fitness goals?	YES	NO

If you answered "yes" to at least 4 of the 5 questions, you are ready to move on to the follow-up questions. Otherwise, continue with the activities listed below.

## More Activities

- If the youth successfully met all his/her fitness goals, challenge him/her to encourage someone else (friend or family member) who could benefit from making fitness goals.

## Follow-Up Questions

- Was the youth willing to set additional fitness/healthy lifestyle goals?
- Did the youth share his/her fitness goals with parents and/or friends?

## Additional Resources

- The Kid's Activity Pyramid,  
[http://store.healthsourcesolutions.com/product\\_p/aps200.htm](http://store.healthsourcesolutions.com/product_p/aps200.htm)
- The Activities Pyramid,  
<http://www.fruitsandveggiesmorematters.org>  
<http://www.midwestdairy.com/>



Utah's Youth and Families with Promise Program (YFP) is designed to address youth problems through early intervention with at-risk youth, ages 10-14, and their families. YFP is a mentoring program designed to reduce and prevent delinquent behavior. The program addresses three goals:

- 1) improve academic performance
- 2) increase interpersonal competence
- 3) strengthen family bonds.



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