

# The Clover Cat Way to Wellness:

## Teaching Guide

Welcome  
to the Clover Cat  
Way to Wellness  
Teaching Guide.



\* 18 U.S.C. 707

### About the Program

The Clover Cat Way to Wellness is a Kentucky Cooperative Extension Service 4-H/ Youth Development program. The primary goal of the program is to help youth achieve good physical and mental health. Each level of the program includes CATSkills:

- Choose Foods for a Healthy Diet.
- Activate Your Life.
- Take Time to Be Well.

### *This notebook contains these materials:*

- The Clover Cat Way to Wellness Teaching Guide (for teachers and leaders).
- The Clover Cat Way to Wellness Introductory (for 9- and 10-year olds).
- The Clover Cat Way to Wellness Intermediate (for 11- to 13-year olds).
- The Clover Cat Way to Wellness Advanced (for 14- to 16-year olds).

Additional resources are available on the Clover Cat Way to Wellness Web page at <<http://www.ca.uky.edu/4h/clovercat>>. The Web site includes PowerPoint presentations and links to additional program resources. You may also find useful materials on the Wildcat Way to Wellness Web site at <[www.ca.uky.edu/fcs/wildcat](http://www.ca.uky.edu/fcs/wildcat)>. The Wildcat Wellness program was developed for Kentucky adults but may also be used with other age groups. The Wildcat Wellness program includes materials on Kentucky foods, healthy homes, water and the environment, basic money management, clothing and appearance, and other life skills.

The Clover Cat Way to Wellness was designed for use by county Extension agents and Extension program assistants. Extension professionals may use these materials to deliver programs directly to youth groups, 4-H Clubs, or 4-H Camps. They may also train volunteers, health educators, or classroom teachers to use the program in the classroom or in other settings.

These materials have been reviewed by our colleagues from the Kentucky Department of Education and the Kentucky Cardiovascular Health Coalition. The program uses the 4-H Experiential Learning Model. This Teaching Guide outlines how program materials and activities support KERA (Kentucky Education Reform Act) core content, goals, and expectations for Kentucky students. We hope this information will make consolidated planning more efficient for schools and teachers who use this program. The Clover Cat Way to Wellness materials complement the Kentucky Department of Education's Cardiovascular Health Program units of study.

If you do not work with Kentucky Cooperative Extension Service, please ask for permission before using these materials. To request permission to use the "Clover Cat Way to Wellness," contact:

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## **About This Teaching Guide**

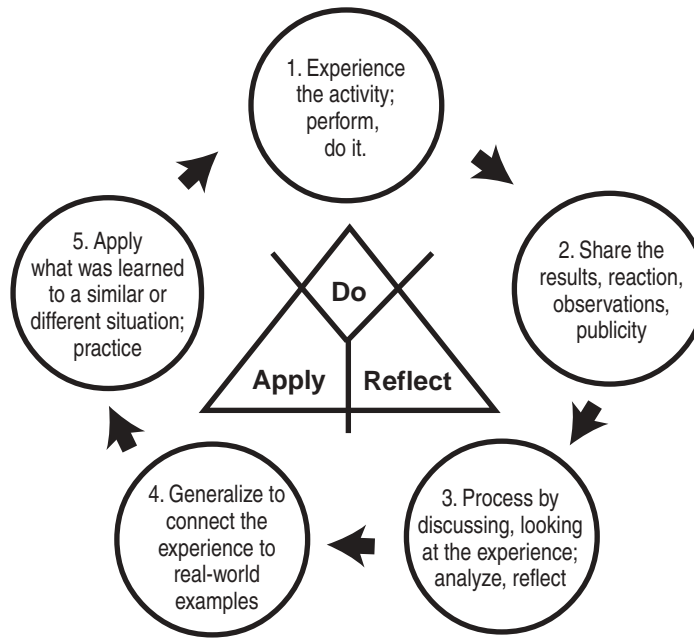
This guide is for use by teachers or volunteers. It describes the 4-H Experiential Learning Model and outlines how the program can help youth develop project and life skills. Program objectives and ideas for activities are listed. The Teaching Guide describes how to work with community partners and how to collect program evaluation data. For activities in each of the three program levels, the guide lists related project and life skills, materials required, estimated time needed to complete the activity, and the appropriate KERA Core Content.

## **About Experiential Learning**

"Learning by doing" is one of the primary reasons 4-H programs have been widely recognized and respected in the field of informal education. Experiential learning engages the learner, encouraging him/her to think more, work hard, and ultimately learn more thoroughly than with traditional teaching methods. Experiential learning is more than just doing activities. It involves discussing the activity, drawing conclusions from the activity, and applying the activity to the real world.

The Clover Cat Way to Wellness curriculum follows this model. This approach to the learning process is especially important for education to promote lifestyle changes for improved health. Choices about lifestyle are a personal matter. In order to achieve successful behavior change, young people and adults need to understand their options in order to make the best choices for themselves. By doing, reflecting upon, and applying new skills, people learn how to perform new behaviors.





## How Experiential Learning Works

### **Do**

1. **Experience**—Begin with a concrete experience. This can be an individual or a group activity that involves doing something.

### **Reflect**

2. **Share**—Next, get the group or individual to talk about what they experienced when they were doing the activity. Share reactions and observations. Talk freely. Sharing questions:
  - What did you do?
  - What happened?
  - How did you feel?
  - What was most difficult? Easiest?
3. **Process**—Discuss how questions are created by the activity.

Processing questions (use information generated from sharing questions):

- What problems or issues seemed to occur over and over?
- What similar experience(s) have you had?

### **Apply**

4. **Generalize**—Find general trends or common lessons in the experience. Identify the important points that apply to the real world.

Generalizing questions:

- What did you learn about yourself through this activity?
- What did you learn about making decisions (other than life skills)?
- How do the major themes or ideas relate to real life and not just the activity?
- How did you go about making your decision?

5. **Apply**—Talk about how the new information can be applied to everyday life or some time in the future.

Applying questions:

- How can you apply what you learned (making decisions) to a new situation?
- How will the issues raised by this activity be useful in the future?
- How will you act differently in the future as a result of this activity?



## Developing Project and Life Skills

The Clover Cat Way to Wellness is designed to help youth develop both project and life skills. **Project skills** are specific to health decision-making skills. **Life skills**, such as making decisions, relating to others, and relating to self, relate to the process a member undergoes when doing an activity. These acquired skills are useful long after the youth completes the project.

### **Project Skills**

The project skills developed in this program focus on three CATSkills:

- Choose Foods for a Healthy Diet.
- Activate Your Life.
- Take Time to Be Well.

### **Life Skills**

The life skills can be grouped in the four Hs in the 4-H clover—Head, Heart, Health, and Hands.

## Program Partners

Promoting wellness for youth and adults is best accomplished by interventions at the individual, family, and community levels. Research indicates that this three-level approach is most likely to help people achieve success when they aim for a healthier lifestyle. As you plan your Clover Cat Way to Wellness program, enlist partners to help engage the community in a quest for wellness. This list may help you identify partners for your program.

- Cooperative Extension Service Office
  - 4-H/Youth Development county Extension agents, program assistants, and volunteers.
  - Family and Consumer Sciences county Extension agents.
  - Expanded Food and Nutrition Education Program assistants.
  - Agriculture and Natural Resources and Horticulture county Extension agents.
  - Kentucky Extension Homemakers Association clubs and members.

Head	Heart	Health	Hands
<ul style="list-style-type: none"> <li>• Acquiring knowledge.</li> <li>• Learning to learn.</li> <li>• Keeping records.</li> <li>• Using scientific methods.</li> <li>• Making decisions.</li> <li>• Solving problems.</li> <li>• Managing resources.</li> <li>• Thinking critically.</li> <li>• Planning and organizing.</li> <li>• Making career decisions.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding self.</li> <li>• Relating to others.</li> <li>• Interacting socially.</li> <li>• Being concerned for others.</li> <li>• Nurturing relationships.</li> <li>• Communicating.</li> <li>• Resolving conflicts.</li> <li>• Managing stress.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizing self worth.</li> <li>• Developing self-esteem.</li> <li>• Developing character.</li> <li>• Dealing with change.</li> <li>• Promoting personal safety.</li> <li>• Preventing disease.</li> <li>• Mastering physical skills.</li> <li>• Making healthy lifestyle choices.</li> </ul>	<ul style="list-style-type: none"> <li>• Conserving the environment.</li> <li>• Applying leadership skills.</li> <li>• Being a responsible citizen.</li> </ul>

- Public and Private Schools
    - Principals, teachers, and school foodservice directors.
    - Local school boards.
    - Site-based decision-making councils.
    - Parent Teacher Associations (PTA).
  - Local or District Health Department
    - Registered nurses, registered dietitians, certified nutritionists, certified health education specialists, and pediatricians.
    - Five-a-Day Program.
    - 1% or Less Dairy Campaign.
    - Kentucky Diabetes Network.
    - Kentucky Cardiovascular Health Coalition.
  - Other Organizations
    - Chamber of Commerce.
    - County Judge Executive Office.
    - Private health care providers.
    - Local athletic clubs and facilities.
    - Farmers' market.
    - Food Security Coalition.
    - Local food banks.
    - Faith and youth organizations.
- recreational reading helps students explore the world and also gives them time to spend with themselves.
  - Students use mathematical ideas and procedures to communicate, reason, and solve problems.
  - Students calculate food group servings in their Personal Pyramid Profile. Students calculate calorie expenditure of various physical activities.
  - *1.10—Students organize information through development and use of classification rules and systems.*
  - “Pyramid Power” gives students an introduction to the Food Guide Pyramid and healthy eating. Students learn how to select foods from each section of the pyramid by completing a Personal Pyramid Profile and planning a day’s menu.

**Goal 2:** Students shall develop their abilities to apply core concepts and principles from mathematics, sciences, arts, humanities, social studies, practical living studies, and vocational studies to what they will encounter throughout their lives.

## How the Clover Cat Way to Wellness Fits into KERA

(Kentucky Education Reform Act)

### Goals and Expectations

**Goal 1:** Students are able to use basic communication and math skills for purposes and situations they will encounter throughout their lives.

- *1.2—Students make sense of the variety of materials they read.*
- “Smart Shoppers” encourages better consumer skills through reading. Students will learn how to search various periodical and Internet sites for information on “freebies” and rebates, coupons, sales, and price comparisons. Encouraging

- *2.29—Students demonstrate skills that promote individual well-being and healthy family relationships.*
- “Supermarket Shuffle” promotes individual and family well-being through healthy food choices and family interaction. By incorporating humor into their lives, students make a positive impact on their mental and physical well-being, as well as improving social relationships.
- *2.30—Students evaluate consumer products and services and make effective consumer decisions.*
- Students learn how to determine and shop for fresh produce. Students will learn valuable consumer skills, such as looking for sales and rebates and how to utilize coupons and discount stores.



- *2.31—Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.*
- Students learn how to shop for and plan a balanced diet using the Food Guide Pyramid. Encourages daily activity of the student's choosing. Studies show that active teens will likely be active adults.
- *2.32—Students demonstrate strategies for becoming and remaining mentally and emotionally healthy.*
- By using humor, students will learn how to maintain a positive attitude and optimistic outlook on life. Students will learn how good time management skills lead to stress management and a more ordered lifestyle.
- *2.34—Students perform physical movement skills effectively in a variety of settings.*
- *2.35—Students demonstrate the knowledge and skills that promote physical activity throughout their lives.*
- Students learn the value of incorporating daily physical activity in their lives. Students participate in a variety of physical activities and calculate average calorie expenditure.

**Goal 3:** Students shall develop their abilities to become self-sufficient individuals.

- Students demonstrate positive growth in self-concept through appropriate tasks or projects.
- Students learn the importance of setting and achieving goals. Students discover how reading and writing open the door to self-discovery, stress relief, and emotional well-being.
- Students demonstrate the ability to maintain a healthy lifestyle.
- “Supermarket Shuffle” encourages healthy grocery shopping habits. Students are encouraged to make activity and humor a part of their daily lives.

- Students demonstrate the ability to be adaptable and flexible through appropriate tasks or projects.
- *3.5—Students demonstrate self-control and self-discipline.*
- Teaches students how to plan and prioritize their daily activities. Students learn how to stay with a task until completion and how to handle unexpected circumstances. Students learn how to set and achieve short- and long-term goals.
- Students demonstrate the ability to learn on their own.
- Students are encouraged to read and write short stories for others to share.

**Goal 4:** Students shall develop their ability to become responsible members of a family, work group, or community, including demonstrating effectiveness in community service.

- Students use productive team membership skills.
- *4.3—Students individually demonstrate consistent, responsive, and caring behavior.*
- Students work as a team to help one another complete short- and long-term goals.

**Goal 5:** Students shall develop their abilities to think and solve problems in school situations and in a variety of situations they will encounter throughout their lives.

- Students use critical thinking skills, such as analyzing, prioritizing, categorizing, evaluating, and comparing, to solve a variety of problems in real-life situations.
- Students use a decision-making process to make informed decisions among options.



- Students learn to analyze their diets and to make healthy food choices. Students learn where, when, and how to shop for healthy foods, fresh produce, and reduced-price foods. Students learn how to categorize and prioritize their time and activities through goal-setting and use of a day planner.
- Ask school foodservice managers to speak to the class about guidelines for healthy school meals.
- Work with school food services to host a contest for new, healthy menu items. Let students establish the criteria (reduced fat, good source of fiber, etc.). Entries can be judged on the basis of item name, recipe/ingredients, or even a taste test.
- Have students research community support for limited resource families. Possibly stage a mock community in which students host tables representing various community resources. Play the role of limited resource families seeking assistance (ex.: Reality Store).

### **Facilitating the Clover Cat Way to Wellness Program**

#### ***Ideas for all levels:***

- Send a Wildcat Way to Wellness brochure home to all parents.
- Invite local newspapers and television stations to visit during Clover Cat activities for feature stories.
- Use school menus to illustrate healthier choices as part of the lessons.
- Create activities on reading food labels.

#### ***Specifically for the Advanced level:***

Host a career day to illustrate opportunities in wellness. Invite community partners and others to speak about careers in wellness, health, food service, and fitness.

## 1—Choose Foods for a Healthy Diet

### Introductory Level

#### **Choose Foods for a Healthy Diet**

**Objective:** To help participants learn what food choices they can make to eat healthier.

**Project Skill:** Using the Food Guide Pyramid for a healthy diet.

**Life Skill:** Healthy lifestyle choices, disease prevention, problem solving.

**Time:** 1 hour.

#### **Core Content for Mathematics**

- MA-E-1.2.2—Add, subtract, multiply, and divide whole numbers using a variety of methods.
- MA-E-1.2.4—Estimate quantities of objects.

#### **Core Content for Practical Living/Vocational Studies**

- PL-E-1.4.2—The Food Guide Pyramid has an organizational structure that recommends the number of servings at each level.
  - Help the participants answer the questions on the Personal Pyramid Profile included in their workbook.
  - Ask about meals, snacks, beverages, condiments, etc.
  - Help the participants to put the foods under the appropriate level on the pyramid.
  - Ask participants if they ever thought about their diet. Have they heard of the Food Guide Pyramid? How can they change their diet to be more healthy?

## Intermediate and Advanced Levels

### **Personal Pyramid Profile**

**Project Skill:** Using the Food Guide Pyramid and diet recall to plan for a healthy diet.

**Life Skill:** Healthy lifestyle choices, disease prevention, and problem solving.

**Materials:** Personal Pyramid Profile forms, pens or pencils, Food Guide Pyramid Reference Sheet.

**Time:** 1 1/2 hours.

#### **Core Content for Mathematics for the Intermediate Level**

- MA-M-1.2.1—Add, subtract, multiply, and divide rational numbers (fractions, decimals, percents, integers) to solve problems.
- MA-M-1.2.2—Compute (e.g., estimate, use pencil and paper, use calculator, round, use mental math) large and small quantities and check for reasonable and appropriate computational results.

#### **Core Content for Practical Living/Vocational Studies for the Intermediate Level**

- PL-M-1.4.2—Using dietary guidelines, the Food Guide Pyramid, and other nutritional resources help make daily food choices.

#### **Core Content for Mathematics for the Advanced Level**

- MA-H-1.2.1—Students will perform addition, subtraction, multiplication, and division with real numbers in problem-solving situations to specified accuracy.

#### **Core Content for Practical Living/Vocational Studies for the Advanced Level**

- PL-H-1.4.2—There are dietary guidelines for making healthy food choices and exchanges/substitutions for special needs (diabetes, weight control).





## Have the Participants Complete the Personal Pyramid Profile—What Do You Eat?

- Lead the participants through the Personal Pyramid Profile:
  - Write down what they ate yesterday or on a typical day.
  - Translate their food intake into pyramid servings.
  - Compare their intake to recommendations.

### **What Do You Eat?**

#### **Food Guide Pyramid (FGP)**

- Review FGP food groups and Personal Pyramid Profile (PPP) on overhead.
- Explain that this is a different approach to the FGP:
  - Rather than looking at what is recommended, you will look at how what you eat now compares to recommendations.
  - By starting where you are now and seeing where you can make some informed choices, you can take a personal approach and increase your chances of successfully improving your diet.

#### **FGP Serving Sizes**

- Review serving sizes from all FGP groups.
- Review form layout and general procedure. (You may want to use yourself as an example.)
- Diet recall—yesterday or a typical day.
- Try not to get caught up in details. Give a general idea of what you eat.
- Turn diet recall into pyramid servings.
  - Review pyramid serving sizes.
  - Review foods and added sugar/fat in each group.
  - Compare your pyramid servings to recommendations.
  - See how you can have a healthier diet.

#### **Leading the Activity:**

1. Ask participants to take about 10 minutes to write down what they ate yesterday or on a typical day. Remember to include beverages, condiments, etc.

**Note to Leader:** *People may not like to write down what they eat. Explain that by looking at what they eat now, they will be better able to develop a personal approach to healthier eating.*

2. Look at the serving sizes for foods in the Food Guide Pyramid. How many did you have?

**Note to Leader:** *As participants complete the number of servings, grams of fat, and teaspoons of sugar, they will probably need some individual help. Circulate to see who needs help. You may need to help participants estimate. Try not to be too detailed. Wait until everyone has servings from grains, fruits, vegetables, dairy, and protein before going to the next step. Explain that foods and beverages, such as salad dressing, mayonnaise, soft drinks, and candy, will be counted in the next two steps.*

#### **Grams of Fat in the FGP**

- How many grams of added fat?
- Look at the FGP Reference Sheet to see how many grams of fat are in common foods.
- Look at the foods you ate and record the number of grams of fat at each meal.
- Add and get the total for the day.
- Record the total in “Total Fat” at the bottom of the Personal Pyramid Profile under the Personal Profile section.

**Note to Leader:** *Offer individual help and use reference materials to estimate grams of fat from foods not listed in the Reference Sheet. Estimating grams of fat and teaspoons of sugar may be the most difficult part of developing a Personal Pyramid Profile for many. Some may be discouraged by how much they are getting. Try to take the “that’s why we are doing this” approach.*



### Teaspoons Added Sugar in FGP

- How many teaspoons of added sugar?
- Look at the FGP Reference Sheet to see how many teaspoons of sugar are in common foods.
- Look at what you eat and record the number of teaspoons of sugar for foods at each meal.
- Add and get the total for the day.
- Transfer this number to “Total Sugar” at the bottom of the Personal Pyramid Profile under the Personal Profile section.

### Tip Heavy FGP

- What calorie level is best for you?
- Pick one from the FGP Reference Sheet and record the recommended servings for this calorie level on your Personal Pyramid Profile.

**Note to Leader:** Youth should not necessarily try to lose weight by cutting too many calories. Cutting empty calories from sugar and fats is acceptable. The general calorie level is 1,400 to 2,500, depending on the activity level. The main purpose is not to get participants to eat exact calorie levels but to make healthier choices.

### How does your current diet compare to the FGP?

- Take the number of recommended servings for grains, fruits, vegetables, dairy, and protein and subtract the number of servings you eat in a day.
- Record this on your Personal Pyramid Profile sheet.
- Do the same for grams of fat and teaspoons of sugar, subtracting what you eat from the recommended amount. Use Positive (+) or negative (-) signs to indicate whether you need to eat more or less of these foods.
- Remember that this Personal Pyramid Profile shows you where you can choose to make some informed choices about a healthier diet.

**Note to Leader:** Use your Personal Pyramid Profile to provide an example of how to figure the difference between recommended and current intake.

### For example:

- Someone is eating 83 grams of fat per day.
- The recommended amount for a 2,200 calorie diet is 73 grams.
- 73 minus 83 is negative 10.
- This person should consider eating 10 fewer grams of fat per day.

### For more help:

- Wildcat Way to Wellness Web site at <[www.ca.uky.edu/agcollege/fcs/wildcat](http://www.ca.uky.edu/agcollege/fcs/wildcat)>.
- USDA Food Guide Pyramid at <<http://www.usda.gov/cnpp/pyramid.htm>>.

## Additional Lessons in Choosing Foods for a Healthy Diet

### Introductory Level

#### Supermarket Shuffle

**Project Skill:** Shopping the Pyramid way.

**Life Skill:** Decision making.

**Materials:** Pen or pencils, paper, grocery store diagram sheet.

**Time:** 45 minutes.

#### Core Content for Practical Living/ Vocational Studies

- PL-E-3.1.2—Products and services are compared and evaluated based on price, quality, and features.
- PL-E-1.4.1—Nutritious foods play a role in the growth of healthy bodies.

**Note to Leader:** Let the participants draw a diagram of a grocery store on the worksheet. Split them into groups of three to four to discuss where healthy pyramid food choices are. Where are the base foods? Fruits and vegetables? Prime protein?



### **You Are What You Eat**

**Project Skill:** Understanding the factors that affect food choices and traditions.

**Life Skill:** Accepting differences.

**Materials:** Pens or pencils, paper, library, Internet resources.

**Time:** 1 hour.

#### **Core Content for Social Studies**

- SS-E-2.1.2—Elements of culture (e.g., language, music, art, dress, food, stories, and folktales) serve to define specific groups and may result in unique perspectives.

**Note to Leader:** This activity helps participants to understand differences in food choices. Split the participants into small groups. Have each group discuss factors that influence food choices. Each group should choose an ethnic group and find out about its food habits. The groups should present the information to the class. *Ethnic Food Guide Pyramids* are available through the USDA Web site at <[www.usda.gov/cnpp/pyramid.htm](http://www.usda.gov/cnpp/pyramid.htm)>.

### **All about the Nutrients**

**Project Skill:** Understanding the role of nutrients in a healthy diet.

**Life Skill:** Healthy lifestyle choices, disease prevention, problem solving.

**Materials:** Pens or pencils, paper, nutrition labels from healthy and favorite snacks.

**Time:** 1 hour.

#### **Core Content for Practical Living Assessment**

- PL-E-1.4.1—Nutritious foods play a role in the growth of healthy bodies.
- PL-E-1.4.3—Nutritious snack choices (e.g., fruits, vegetables, dairy products) are preferable to snack foods (e.g., sugar-coated cereals, soft drinks, candy) for health and well-being.

**Note to Leader:** Ask everyone to bring a label to class for this lesson. Split the class into small groups to examine the labels for calorie, sugar, fiber, fat, protein, vitamin, and mineral content. Compare the participants' labels with labels such as carrots, yogurt, oatmeal or other healthy snacks.

## **Intermediate Level**

### **Smart Shoppers**

**Project Skill:** Learning about food procurement and use.

**Life Skill:** Planning/organizing and question development.

**Materials:** Pens or pencils, paper.

**Time:** 1 hour.

#### **Core Content for Practical Living/Vocational Studies**

- PL-M-3.1.2—Products and services are compared and evaluated based on a range of considerations (e.g., price vs. quality, generic vs. name-brand, comparison shopping vs. impulse shopping, immediate availability vs. advanced ordering).

**Note to Leader:** Invite the foodservice director or manager to talk to the class and answer the students' questions about produce and other food items in the cafeteria.

### **Supermarket Shuffle**

**Project Skill:** Shopping the Pyramid way.

**Life Skill:** Decision making.

**Materials:** Pens or pencils, paper, grocery store diagram.

**Time:** 45 minutes.



### **Core Content for Practical Living/ Vocational Studies**

- PL-M-3.1.3 Media, technology, and cultural influences (e.g., method and mechanics of presentation, peer pressure, advertisements, desire for status, cultural diversity) have an impact on consumer choices of adolescents.

**Note to Leader:** Let the participants draw a diagram of a grocery store on the worksheet. Split them into groups of three to four to discuss where healthy pyramid food choices are. Where are the base foods? Fruits and vegetables? Prime protein?

## **Advanced Level**

### ***Cooking with Pyramid Power***

**Project Skill:** Using the Food Guide Pyramid to identify areas for dietary changes.

**Life Skill:** Improving diet for health and disease prevention.

**Materials:** Pens or pencils, paper, completed Personal Pyramid Profile.

**Time:** 45 minutes.

### ***Shopping the Clover Cat Wellness Way***

**Project Skill:** Developing a specific grocery list.

**Life Skill:** Problem solving and planning.

**Materials:** Pens or pencils, “Shopping” activity worksheet, recipe.

**Time:** 45 minutes.

### **Core Content for Practical Living/ Vocational Studies**

- PL-H-1.4.1—Each of the six basic nutrients have specific functions in maintaining and promoting health and are found in certain food sources.

## 2—Activate Your Life

### Introductory Level

#### **Activate Your Life**

**Project Skill:** Incorporating activity into your daily life.

**Life Skill:** Healthy lifestyle choices and disease prevention.

**Materials:** Pens or pencils, paper.

**Time:** 45 minutes.

#### **Core Content for Practical Living Assessment**

- PL-E-1.5.2—There are numerous benefits of exercise (e.g., muscular growth and development, good posture, aerobics endurance) on the body.
- PL-E-1.5.3—Physical fitness is based on an investment of time and effort.

### Intermediate Level

#### **Activate Your Life**

**Project Skill:** Incorporating activity into your daily life.

**Life Skill:** Healthy lifestyle choices, disease prevention.

**Materials:** Pens or pencils, paper.

**Time:** 45 minutes.

#### **Core Concept for Practical Living Assessment**

- PL-M-1.5.1—Body changes (e.g., body composition, decreased heart rate, reduced cholesterol level) occur following a regular exercise program.
- PL-M-1.5.3—Applying the principles of fitness training and conditioning (frequency, intensity, time/duration) is necessary to get the most from exercise.

**Note to Leader:** Distribute *Personal Pyramid Profiles—What Do You Do?* Ask students to write their name, school, and date on each form. (Please collect the yellow tear-off sheet for data evaluation.) Ask participants to use the “memory jogger” to write down typical activities for a week day and weekend day. Ask participants to complete the profile and checklist. Ask participants to write down ideas to increase activity in the Pyramid.

### **Walk across Kentucky**

**Project Skill:** Incorporate walking into daily schedule.

**Life Skill:** Determining barriers and solutions for a healthy lifestyle.

**Materials:** Pens or pencils, “Walk across Kentucky” worksheet.

**Time:** 1 hour.

#### **Core Concept for Practical Living Assessment**

- PL-M-1.5.2—Exercise benefits physical development (e.g., body shape, posture, coordination, muscle development).

**Note to Leader:** Help the participants to understand the safe and proper way to walk. Encourage them to think about times and ways they can add walking to their day. The participants should use the worksheet to determine current obligations, barriers to walking, possible solutions, and times when they could walk.

### Advanced Level

#### **Personal Pyramid Profile**

**Project Skill:** Incorporating activity into your daily life.

**Life Skill:** Healthy lifestyle choices, disease prevention.

**Materials:** Pens or pencils, “Personal Pyramid Profile—What Do You Do?” forms.

**Time:** 1 hour.

**Core Concept for Practical Living Assessment**

- PL-H-1.5.4—Continual use of self-assessment strategies for monitoring and improving health-related fitness (e.g., strength, flexibility, cardiovascular endurance, body composition) may contribute to improved health throughout one’s lifetime.

**Note to Leader:** Distribute “Personal Pyramid Profile—What Do You Do?” forms. Ask participants to use the “memory jogger” to write down typical activities for a week day and weekend day. Ask participants to complete the Personal Pyramid Profile checklist. Invite participants to jot down ideas in the blank pyramid graph as they hear ideas for activities.

***Fitness Can Be Rewarding***

**Project Skill:** Incorporating activity into your daily life.

**Life Skill:** Healthy lifestyle choices, disease prevention.

**Materials:** Pens or pencils, paper.

**Time:** 45 minutes.

**Core Concept for Practical Living Assessment**

- PL-H-1.5.1—Short- and long-term physiological changes (e.g., increased metabolism, reduction of body fat and cholesterol) result from regular exercise and impact performance or physical activities.

***Walk across Kentucky***

**Project Skill:** Incorporate walking into daily schedule.

**Life Skill:** Determining barriers and solutions for a healthy lifestyle.

**Materials:** Pens or pencils, “Walk across Kentucky” worksheet.

**Time:** 1 hour.

**Core Concept for Practical Living Assessment**

- PL-H-1.5.3—Applying the principles of fitness training and conditioning (frequency, intensity, time/duration) impacts physical development.

**Note to Leader:** Help the participants to understand the safe and proper way to walk. Encourage them to think about times and ways they can add walking to their day. The participants should use the worksheet to determine current obligations, barriers to walking, possible solutions, and times when they could walk.

## 3—Take Time to Be Well

### Introductory Level

#### ***Laughter Is the Best Medicine***

**Project Skill:** Using humor to deal with stress and improve overall health.

**Life Skill:** Stress management.

**Materials:** Pens or pencils, paper.

**Time:** 1 hour.

#### **Core Content for Practical Living**

- PL-E-1.1.2—There are positive ways to express feelings during conflicts at home and at school and in the community.
- PL-E-1.8.2—Stress management includes numerous strategies (e.g., exercising, listening to music, talking to a friend).

#### ***Read Any Good Books Lately?***

**Project Skill:** Reading for enjoyment and stress reduction.

**Life Skill:** Learning to learn, stress management.

**Materials:** Pens or pencils, paper.

**Time:** 45 minutes.

#### **Core Content for Practical Living**

- PL-E-1.8.2—Stress management includes numerous strategies (e.g., exercising, listening to music, talking to a friend).

#### ***Too Much Time on My Hands***

**Project Skill:** Improving time management skills to simplify life.

**Life Skill:** Planning and organizing, self-discipline.

**Materials:** Pens or pencils, paper, “Plan for the Day” worksheet.

**Time:** 1 hour.

#### **Core Content for Practical Living**

- PL-E-1.8.4—Coping strategies (e.g., goal setting, time management, decision-making processes) promote mental and emotional health.

**Note to Leader:** *Help the participants to recall what they do during the day. Encourage the participants to plan a day and see where they have spare time.*

#### ***Reach for the Stars***

**Project Skill:** Setting and accomplishing short- and long-term goals.

**Life Skill:** Goal setting.

**Materials:** Pens or pencils, paper.

**Time:** 45 minutes.

**Note to Leader:** *Encourage and help the participants to answer the questions on the worksheet.*

## Intermediate Level

#### ***Laughter Is the Best Medicine***

**Project Skill:** Using humor to deal with stress and improve overall health.

**Life Skill:** Stress management.

**Materials:** Pens or pencils, paper.

**Time:** 1 hour.

#### **Core Content for Practical Living**

- PL-M-1.1.2—Conflict-resolution strategies (e.g., problem identification, effective communication, mediation, walking away) provide effective means for dealing with conflict.

### **Read Any Good Books Lately?**

**Project Skill:** Reading for enjoyment and stress reduction.

**Life Skill:** Learning to learn, stress management.

**Materials:** Pens or pencils, paper.

**Time:** 45 minutes.

### **Core Content for Practical Living**

- PL-B-1.8.2—Strategies (e.g., studying in advance, talking with counselors, parents, and/or friends, planning, getting ample rest, eating properly) for managing stressful situations (e.g., test taking, deadlines, change, grief, rejection) and reducing anxiety.

### **Too Much Time on My Hands**

**Project Skill:** Improving time management skills to simplify life.

**Life Skill:** Planning and organizing, self-discipline.

**Materials:** Pens or pencils, paper, “Plan for the Day” worksheet.

**Time:** 1 hour.

### **Core Content for Practical Living**

- PL-M-1.8.4—Using appropriate coping strategies (e.g., realistic goal-setting, effective time management, decision-making processes) promotes mental and emotional health.

**Note to Leader:** Help the participants recall what they do during the day. Encourage the participants to plan a day and see where they have spare time.

### **Taking Time**

**Project Skill:** Discover stress coping techniques, journal writing.

**Life Skill:** Stress management, problem solving.

**Materials:** Pens or pencils, paper.

**Time:** 1 hour.

**Note to Leader:** Sometimes people are not accustomed to thinking like this. Encourage the participants to discuss the information and make suggestions on stress reduction activities. Journal writing can be very beneficial. Give the participants enough time to allow them to try to journal. The participants do not need to share their writing with anyone.

### **Food Security**

**Project Skill:** Working as a team to plan a service project.

**Life Skill:** Concern for others, empathy, service learning.

**Materials:** Pens or pencils, paper.

**Time:** 1 hour (more if planning an actual food drive).

**Note to Leader:** Have the participants find out where food insecure people are able to get supplemental food and how. Are there organizations in the area? Maybe someone from one of these organizations would come and talk to the participants.

### **Reach for the Stars**

**Project Skill:** Setting and accomplishing short- and long-term goals.

**Life Skill:** Goal setting.

**Materials:** Pens or pencils, paper.

**Time:** 45 minutes.

**Note to Leader:** Encourage and help the participants to answer the questions on the worksheet.



## **Advanced Level**

### ***Time to Be Well***

**Project Skill:** Identifying situations that cause anger or stress.

**Life Skill:** Developing stress coping skills, resolving conflict.

**Materials:** Pens or pencils, paper.

**Time:** 1 hour.

### ***Positive Thoughts***

**Project Skill:** Identifying negative and positive thoughts.

**Life Skill:** Improving health through positive thinking.

**Materials:** Pens or pencils, paper.

**Time:** 1 hour.

**Note to Leader:** *This type of activity may seem odd to the participants. Encourage them to try to think a positive thought. It is amazing how the mind can improve well-being.*

### ***Taking Time***

**Project Skill:** Discover stress coping techniques, journal writing.

**Life Skill:** Stress management, problem solving.

**Materials:** Pens or pencils, paper.

**Time:** 1 hour.

**Note to Leader:** *Sometimes people are not accustomed to thinking like this. Encourage the participants to discuss the information and make suggestions on stress reduction activities. Journal writing can be very beneficial. Give the participants enough time to allow them to try to journal. The participants do not need to share their writing with anyone.*

## ***Humor***

**Project Skill:** Using humor to deal with stress and improve overall health.

**Life Skill:** Stress management.

**Materials:** Pens or pencils, paper.

**Time:** 1 hour.

## ***Food Security***

**Project Skill:** Working as a team to plan a service project.

**Life Skill:** Concern for others, empathy, service learning.

**Materials:** Pens or pencils, paper.

**Time:** 1 hour (more if planning an actual food drive).

**Note to Leader:** *Have the participants find out where food insecure people are able to get supplemental food and how. Are there organizations in the area? Maybe someone from one of these organizations would come and talk to the participants.*



## Program Evaluation and Reporting

The program evaluation tools provided in this Teaching Guide are designed to help you assess the impressions of youth, volunteers, classroom students, and classroom teachers about the program. There are also tools to help you assess outcomes, such as behavior changes in program participants. Finally, there are suggestions about how to report impact using the Kentucky Cooperative Extension Service reporting system.

## Evaluating Program Quality

- **Teacher Feedback Form**—This assessment tool will help you determine how teachers evaluated the program quality and the teachers' perceptions about how students reacted to the program.
- **Volunteer Feedback Form**—This tool will help you determine how volunteer leaders evaluated the program quality and their perceptions about how club members reacted to the program.

- **Community Partner Feedback Form**—This tool assesses how community partners evaluate the program and their partnership experience.
- **Youth Feedback Form**—This tool assesses how program participants evaluated the program.

Information about program quality may be of interest to you as you plan future programs and report program impact. This kind of data is also helpful to the specialist who developed the program. Please share this information with Janet Tietyen as it becomes available:

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University of Kentucky  
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Lexington, KY 40546-0064  
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## The Clover Cat Way to Wellness Teacher Feedback

Please answer the following questions using this scale:

SA = Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree.

- |  |    |   |   |   |    |
|--|----|---|---|---|----|
| 1. The Teaching Guide was well-organized and easy to use.                                | SA | A | N | D | SD |
| 2. The directions were clear.  | SA | A | N | D | SD |
| 3. Information and activities were clearly related to KERA core content and objectives.  | SA | A | N | D | SD |
| 4. Information and activities were clearly related to 4-H/Youth Development life skills. | SA | A | N | D | SD |
| 5. I found the additional resources helpful.   | SA | A | N | D | SD |
| 6. Our school food service helped support this program.                                  | SA | A | N | D | SD |
| 7. Community partners helped support this program.                                       | SA | A | N | D | SD |
| 8. I enjoyed helping students complete this program.                                     | SA | A | N | D | SD |
| 9. I would recommend the program to other teachers.                                      | SA | A | N | D | SD |
| 10. This program should be available in Kentucky.  | SA | A | N | D | SD |

What additional materials would you like to see included in this program?

How could the Teaching Guide be more helpful?

Please complete the next page of this survey also. Attach extra pages if you need more room. Your feedback is important to us. *Thank you!*

**Teacher Feedback Form (continued)**

Indicate the level you taught:            Introductory    Intermediate    Advanced

Please answer the following questions using this scale:

SA = Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree.

- |  |    |   |   |   |    |
|--|----|---|---|---|----|
| 1. Students like the activities in this program.                             | SA | A | N | D | SD |
| 2. Students could easily understand the information and directions.          | SA | A | N | D | SD |
| 3. Students appeared to understand what they were supposed to learn and do.  | SA | A | N | D | SD |
| 4. The vocabulary used in the handout was appropriate for the age group.     | SA | A | N | D | SD |
| 5. The handout appears to confuse youth.                                     | SA | A | N | D | SD |
| 6. The activities were appropriate for the age group.                        | SA | A | N | D | SD |
| 7. The activities challenged students.                                       | SA | A | N | D | SD |
| 8. The activities encouraged students to work cooperatively with each other. | SA | A | N | D | SD |
| 9. Students appeared to master the stated skills.                            | SA | A | N | D | SD |
| 10. The activities reinforce the content of the lessons.                     | SA | A | N | D | SD |
| 11. The activities reflected realistic situations or experiences.            | SA | A | N | D | SD |
| 12. The activities encouraged students to explore other resources.           | SA | A | N | D | SD |

## **The Clover Cat Way to Wellness Volunteer Leader Feedback**

Please answer the following questions using this scale:

SA = Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree.

- |  |    |   |   |   |    |
|--|----|---|---|---|----|
| 1. The Teaching Guide was well-organized and easy to use.                                | SA | A | N | D | SD |
| 2. The directions were clear.  | SA | A | N | D | SD |
| 3. Information and activities were clearly related to 4-H/Youth Development life skills. | SA | A | N | D | SD |
| 4. I found the additional resources helpful.   | SA | A | N | D | SD |
| 5. Community partners helped support this program.                                       | SA | A | N | D | SD |
| 6. I enjoyed helping youth complete this program.  | SA | A | N | D | SD |
| 7. I would recommend the program to other leaders.                                       | SA | A | N | D | SD |
| 8. This program should be available in Kentucky.   | SA | A | N | D | SD |

What additional materials would you like to see included in this program?

How could the Teaching Guide be more helpful?

Please complete the next page of this survey also. Attach extra pages if you need more room. Your feedback is important to us. *Thank you!*

**Volunteer Leader Feedback Form (continued)**

Indicate the level you taught:                    Introductory    Intermediate    Advanced

Please answer the following questions using this scale:

SA = Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree.

- |   |    |   |   |   |    |
|---|----|---|---|---|----|
| 1. Youth like the activities in this program.                             | SA | A | N | D | SD |
| 2. Youth could easily understand the information and directions.          | SA | A | N | D | SD |
| 3. Youth appeared to understand what they were supposed to learn and do.  | SA | A | N | D | SD |
| 4. The vocabulary used in the handout was appropriate for the age group.  | SA | A | N | D | SD |
| 5. The handout appears to confuse youth.                                  | SA | A | N | D | SD |
| 6. The activities were appropriate for the age group.                     | SA | A | N | D | SD |
| 7. The activities challenged youth.                                       | SA | A | N | D | SD |
| 8. The activities encouraged youth to work cooperatively with each other. | SA | A | N | D | SD |
| 9. Youth appeared to master the stated skills.                            | SA | A | N | D | SD |
| 10. The activities reinforce the content of the lessons.                  | SA | A | N | D | SD |
| 11. The activities reflected realistic situations or experiences.         | SA | A | N | D | SD |
| 12. The activities encouraged youth to explore other resources.           | SA | A | N | D | SD |

## The Clover Cat Way to Wellness Partner Feedback Form

Please answer the following questions using this scale:

SA = Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree.

- |   |    |   |   |   |    |
|---|----|---|---|---|----|
| 1. This program helped my organization fulfill its mission. | SA | A | N | D | SD |
| 2. I enjoyed working with this program.                     | SA | A | N | D | SD |
| 3. This program will help youth achieve better health.      | SA | A | N | D | SD |
| 4. This partnership was difficult.                          | SA | A | N | D | SD |
| 5. I would participate in this program again.               | SA | A | N | D | SD |
| 6. Community partners helped make this program a success.   | SA | A | N | D | SD |
| 7. Program materials are age appropriate.                   | SA | A | N | D | SD |

What would make the Clover Cat Way to Wellness a better program?

What additional partners would you suggest to work with the program in the future?

Please use the back of this page to provide further feedback. *Thank you!*

## The Clover Cat Way to Wellness Youth Feedback

Please answer the following questions using this scale:

SA = Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree.

- |   |    |   |   |   |    |
|---|----|---|---|---|----|
| 1. I enjoyed the Clover Cat Way to Wellness.                    | SA | A | N | D | SD |
| 2. The information was easy to understand.                      | SA | A | N | D | SD |
| 3. I shared what I learned with family and friends.             | SA | A | N | D | SD |
| 4. It was easy to find the information I needed in the handout. | SA | A | N | D | SD |
| 5. The activities helped me learn something new.                | SA | A | N | D | SD |
| 6. The activities made me want to learn more.                   | SA | A | N | D | SD |
| 7. This program was boring.                                     | SA | A | N | D | SD |
| 8. The activities were fun to do.                               | SA | A | N | D | SD |
| 9. I would tell my friends to enroll in this program.           | SA | A | N | D | SD |
| 10. This program will help me practice what I learned.          | SA | A | N | D | SD |

Which activity did you ENJOY the most?

Were there any activities you did NOT enjoy? If so, which ones and why?

What would make this a BETTER program?

Use the back of this sheet if you need more space or to tell us anything else you would like to say. *Thank you!*



## Evaluating Program Outcomes

- **Personal Pyramid Profiles**

To track changes in eating and activity behaviors, ask program participants to complete Personal Pyramid Profiles for eating and activity at the beginning of the program (as described in the Teaching Guide) and at the end of the program. For each participant, compare changes in eating and activity at the beginning and end.

- **Health Behavior Survey**

Use the survey on the following pages at the beginning and end of the program. For each participant, compare responses at the beginning and end. These questions are also used by the Centers for Disease Control and Prevention in the Youth Risk Behavior Surveillance System. To compare your results to national and state data, go to the Adolescent and School Health Web page at <http://www.cdc.gov/nccdphp/dash/yrbs/>.

You may need to ask students, youth, and parents to sign a permission form before asking them to complete the Health Behavior Survey. To keep results anonymous, you may want participants to use an ID number instead of their name on the form.

## The Clover Cat Way to Wellness Health Behavior Survey

Name or ID: \_\_\_\_\_

School or Club: \_\_\_\_\_

Date: \_\_\_\_\_

These questions ask you about what you ate and drank during the past seven days. Think about all the meals and snacks you had from the time you got up until you went to bed. Be sure to include foods you ate at home, at school, at restaurants, or anywhere else.

1. During the past seven days, how many times did you drink **fruit juices**, such as orange juice, apple juice, or grape juice? (Do **not** count punch, Kool-Aid, sports drinks, or other fruit-flavored drinks.)

- I did not drink 100 percent fruit juice during the past seven days.
- One to three times during the past seven days.
- One time per day.
- Two times per day.
- Three times per day.
- Four or more times per day.

2. During the past seven days, how many times did you eat **fruit**?

- I did not eat fruit during the past seven days.
- One to three times during the past seven days.
- One time per day.
- Two times per day.
- Three times per day.
- Four or more times per day.

3. During the past seven days, how many times did you eat **green salad**?

- I did not eat green salad during the past seven days.
- One to three times during the past seven days.
- Four to six times during the past seven days.
- One time per day.
- Two times per day.
- Three times per day.
- Four or more times per day.

4. During the past seven days, how many times did you eat **potatoes**? (Do **not** count french fries, fried potatoes, or potato chips.)
- I did not eat potatoes during the past seven days.
  - One to three times during the past seven days.
  - Four to six times during the past seven days.
  - One time per day.
  - Two times per day.
  - Three times per day.
  - Four or more times per day.
5. During the past seven days, how many times did you eat **carrots**?
- I did not eat carrots during the past seven days.
  - One to three times during the past seven days.
  - Four to six times during the past seven days.
  - One time per day.
  - Two times per day.
  - Three times per day.
  - Four or more times per day.
6. During the past seven days, how many times did you eat **other vegetables**? (Do **not** count green salad, potatoes, or carrots.)
- I did not eat other vegetables during the past seven days.
  - One to three times during the past seven days.
  - Four to six times during the past seven days.
  - One time per day.
  - Two times per day.
  - Three times per day.
  - Four or more times per day.
7. During the past seven days, how many **glasses of milk** did you drink? (Include the milk you drank in a glass or cup, from a carton, or with cereal. Count the half pint of milk served at school as equal to one glass.)
- I did not drink milk during the past seven days.
  - One to three glasses during the past seven days.
  - Four to six glasses during the past seven days.
  - One time per day.
  - Two times per day.
  - Three times per day.
  - Four or more times per day.

The next seven questions ask about physical activity.

8. On how many of the past seven days did you exercise or participate in physical activity for **at least 20 minutes that made you sweat and breathe hard**, such as basketball, soccer, running, swimming laps, fast bicycling, fast dancing, or similar aerobic activities?

0 days.  
 1 day.  
 2 days.  
 3 days.  
 4 days.  
 5 days.  
 6 days  
 7 days

9. On how many of the past seven days did you participate in physical activity for **at least 30 minutes** that did **not** make you sweat or breathe hard, such as fast walking, slow bicycling, skating, pushing a lawn mower, or mopping floors?

0 days.  
 1 day.  
 2 days.  
 3 days.  
 4 days.  
 5 days.  
 6 days.  
 7 days.

10. On how many of the past seven days did you do exercises to **strengthen or tone your muscles**, such as push-ups, sit-ups, or weight lifting?

0 days.  
 1 day.  
 2 days.  
 3 days.  
 4 days.  
 5 days.  
 6 days.  
 7 days.

11. On an average school day, how many hours do you watch TV?
- I do not watch TV on an average school day.
  - Less than 1 hour per day.
  - 2 hours per day.
  - 3 hours per day.
  - 4 hours per day.
  - 5 or more hours per day.
12. In an average week when you are in school, on how many days do you go to physical education (PE) classes?
- 0 days.
  - 1 day.
  - 2 days.
  - 3 days.
  - 4 days.
  - 5 days.
13. During an average physical education (PE) class, how many minutes do you spend actually exercising or playing sports?
- I do not take PE.
  - Less than 10 minutes.
  - 10 to 20 minutes.
  - 21 to 30 minutes.
  - 31 to 40 minutes.
  - 41 to 50 minutes.
  - 51 to 60 minutes.
  - More than 60 minutes.
14. How old are you? \_\_\_\_\_ years old.
15. What is your sex?
- Female.
  - Male.

16. In what grade are you?

- 5th grade.
- 6th grade.
- 7th grade.
- 8th grade.
- 9th grade.
- 10th grade.

17. How do you describe yourself? (Select one or more responses.)

- American Indian or Alaska Native.
- Asian.
- Black or African American.
- Hispanic or Latino.
- Native Hawaiian or Other Pacific Islander.
- White.

18. During the past 12 months, how would you describe your grades in school?

- Mostly As.
- Mostly Bs.
- Mostly Cs.
- Mostly Ds.
- Mostly Fs.
- None of these grades.
- Not sure.

19. How tall are you without your shoes on? \_\_\_\_\_ feet \_\_\_\_\_ inches.

20. How much do you weigh without your shoes on? \_\_\_\_\_ pounds.

**The next seven questions ask about body weight.**

21. How do **you** describe your weight?

- Very underweight.
- Slightly underweight.
- About the right weight.
- Slightly overweight.
- Very overweight.

22. Which of the following are you trying to do about your weight?

- Lose weight.
- Gain weight.
- Stay at the same weight.
- I am not trying to do anything about my weight.

23. During the past 30 days, did you exercise to lose weight or to keep from gaining weight?

- Yes.
- No.

24. During the past 30 days, did you eat less food, fewer calories, or foods low in fat to lose weight or to keep from gaining weight?

- Yes.
- No.

25. During the past 30 days, did you go without eating for 24 hours or more (also called fasting) to lose weight or to keep from gaining weight?

- Yes.
- No.

## Reporting Program Impact

Evaluation data from the Clover Cat Way to Wellness program may be appropriately reported in several ways. The following Program Accomplishment Codes (PACS) and Priority Indicators illustrate reporting options.

### ***Kentucky Cooperative Extension Service***

- Program Accomplishment Codes (PACS) for reporting wellness activities:
  - 400—Encourage the adoption of healthy lifestyles through a focus on proper nutrition, disease and injury reduction, and comprehensive health maintenance.
  - 430—Individuals engage in healthy lifestyle practices.
  - 500—Stimulate the acquisition of life skills needed by young people and adults in reaching their full potential as both individuals and members of families.
  
- Priority Indicators
  - Goal 4—Encourage the adoption of healthy lifestyles through a focus on proper nutrition, disease and injury reduction, and comprehensive health maintenance.
    - Number of individuals who experience a change in knowledge, opinions, skills, or aspirations regarding lifestyle changes that improve personal health.
    - Number of individuals who make lifestyle changes for the purpose of improving their health.
    - Number of joint programs with non-CES organizations that focus on comprehensive health maintenance.
  - Goal 5—Stimulate the acquisition of life skills needed by young people and adults in reaching their full potential as both individuals and members of families.
    - Number of youth or adults who demonstrate increased practical living skills.
  
- Impact Statements

If you write an impact statement about this program, please include the key words “Clover Cat” and “Wellness.” You may want to include some of the following information in your statement:

  - Information about the health of youth in your county and Kentucky.
  - Number of program participants, partners, and volunteers involved in the program.
  - Qualitative feedback about the program.
  - Evaluation data on changes in knowledge, opinions, skills, aspirations.
  - Post-program evaluation data about participant behavior changes.
  - Estimate of the social, environmental, or economic impact of the program.
  
- ES 237
  - Curriculum Area: Healthy Lifestyle Education.
  - Project/Curriculum: Eating Right, Keeping Fit.



## Personal Pyramid Profile Reference Sheet

Grams Fat in Common Foods	
<b>Grains &amp; Breads</b>	<b>Grams Fat</b>
Bread, 1 slice	1
Tortilla	3
Crackers, 5	3
Cereal	Check label
Rice	Trace
Pasta	Trace
Pancakes	3
Biscuit	5
Danish	13
Frosted cake	13
Cookies, 2 medium	4
Pie, 2-crust	15
<b>Vegetables</b>	<b>Grams Fat</b>
Cooked, 1/2 cup	Trace
Raw, 1 cup	Trace
Scalloped, 1/2 cup	4
Potato salad, 1/2 cup	8
French fries, 10	8
Potato chips, 10	8
<b>Fruits</b>	<b>Grams Fat</b>
Fresh	Trace
Canned	Trace
Juice	Trace
Avocado, 1/4	9
<b>Dairy</b>	<b>Grams Fat</b>
Skim or nonfat milk	Trace
Nonfat yogurt	Trace
Low-fat yogurt	4
2% milk, 1 cup	5
Whole milk, 1 cup	8
Cheddar cheese, 1 oz.	10
Processed cheese, 1 oz.	10
Mozzarella, part skim, 1 oz.	7
Cottage cheese, 4% fat, 1/2 cup	5
Ice cream, 1/2 cup	7
Ice milk, 1/2 cup	3
Frozen yogurt, 1/2 cup	2
<b>Meat &amp; Protein</b>	<b>Grams Fat</b>
Lean meat, poultry, fish, 3 oz.	6
Ground beef, lean, 3 oz.	16
Chicken, fried with skin, 3 oz.	13
Lunch meat, 2 slices	16
Peanut butter, 2 tbsp.	16
Egg, 1	5
Dry beans and peas, 1/2 cup, cooked	Trace
Nuts, 1 oz.	22

Grams Fat in Common Foods	
<b>Fats, Oils &amp; Sweets</b>	<b>Grams Fat</b>
Butter or margarine, 1 tsp.	4
Mayonnaise, 1 tbsp.	10
Salad dressing, 1 tbsp.	7
Sour cream, 2 tbsp.	6
Cream cheese, 1 oz.	10
Chocolate bar, 1 oz.	10
<b>Added Sugars (teaspoons)</b>	
Muffin, 1 medium	1
Cookies, 2 medium	1
Doughnut, 1 medium	2
Cereal, sweetened, 1 oz.	See label
Cake, 1/16 cake	6
Pie, 1/8 pie	6
Fruit canned in juice, 1/2 cup	0
Fruit canned in light syrup, 1/2 cup	2
Fruit canned in heavy syrup, 1/2 cup	4
Chocolate milk, 1 cup	3
Yogurt, flavored, 1 cup	5
Ice cream, ice milk, or frozen yogurt, 1/2 cup	3
Sugar, jam, or jelly, 1 tsp.	1
Syrup or honey, 1 tbsp.	3
Chocolate bar, 1 oz.	3
Cola, 12 fl. oz.	9
Fruit drink, ade, 12 fl. oz.	12

## How Many Calories Do You Need?

Calories supply the body with energy. Our daily calorie needs vary from person to person depending on body size, age, and activity level. Here are estimated daily energy requirements for young people. This will help you choose the best calorie level for your pyramid servings.

<b>Age</b>	<b>Calories</b>
7-10 years	1,800 - 2,000
11-14 years	2,200 - 2,400
14-18 years	2,200 - 2,400

If you are very active at work or in sports, you may need more calories. If you are not very active and want to achieve a healthy weight, select a calorie level at the low end of the range. Remember that young people are growing and developing. It is important that you eat at least 1,400 calories per day to get all the nutrients your body needs!

## Recommended Profile for Pyramid Servings

(Pick a calorie level and enter the servings in the Recommended Profile.)

<b>Food Group</b>	<b>1,400 calories</b>	<b>1,600 calories</b>	<b>1,800 calories</b>	<b>2,200 calories</b>	<b>2,800 calories</b>
Grains & Breads	6	6	7-8	9	11
Fruits	2	2	2-3	2-3	4
Vegetables	3	3-4	3-4	4-5	5
Meat & Protein	3 oz.	4-5 oz.	4-5 oz.	5-6 oz.	6-7 oz.
Dairy	2-3	2-3	2-3	2-3	2-3
Total fat (grams)	33	53	63	73	93
Total added sugars (teaspoons)	5	6	9	12	18

## After the Program

Be sure to thank partners, volunteers, teachers, and school administrators in writing. Teachers may appreciate a letter for their portfolio. Consider doing a follow-up evaluation with program participants three to six months after the program. This will allow you to document behavior changes as a result of participation in the Clover Cat Way to Wellness. Collect, summarize, and use your data to do Extension reporting! Please send program feedback to Janet Tietyen so we can improve these materials. *Thanks!*



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