



**Healthy Living
Overview**

**Knowledge and
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HEALTHY LIVING

PHYSICAL ACTIVITY

NUTRITION EDUCATION

CONFLICT RESOLUTION

CHARACTER EDUCATION

Healthy Living

These four key components of your program focus on youth's physical, social, and emotional health, and seeks to provide information and guidance so they can make healthy choices.



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Healthy Living—Physical Activity, Nutrition Education, Conflict Resolution and Character Education

Key Points

The purpose of this e-Book is to help you take a look at the components of a holistic, healthy living component in your program. This includes both physical and emotional health which is demonstrated through the choices and behaviors each youth exhibits. It will also look at the importance of working through the lens of youth development which is an approach to the work you do in the after-school program. A youth development approach view youth as possibilities to be supported rather than challenges to be fixed. The Search Institute has defined 40 development assets-20 internal and 20 external. This eBook includes a brief description of the 40 Developmental Assets.

Terms/Glossary

Healthy Living: This term refers to the category that includes being healthy physically (physical activity and nutrition), emotionally (conflict resolution and character education), and being regarded as an asset rather than a liability.

Youth Development Approach: This is an approach that believes that youth are capable and able to be part of the decision-making about his/her own life. It believes that if youth learn certain skills and strategies they will grow into young adults who are economically self-sufficient, able to build and maintain positive relationships with family, peers, and colleagues, and give back to the community.

40 Developmental Assets: The SEARCH Institute has identified 20 External and 20 Internal Assets that you must develop if they are to be resilient which will ultimately lead to success.

Physical Activity: This term refers not to traditional sports but rather to active engagement that lasts a minimum of 20 minutes which elevates your heart and respiration rates.

Nutrition Education: This term refers to the importance of eating correctly and understanding what balanced nutrition is and how that affects you.

Conflict Resolution: Conflict is a fact of life. We were not meant to see people and situations in the same way. Learning how to work through conflict is essential. Resolution of conflict requires that we think in terms of win-win (You win and I win).

Character Education: Character refers to the substance of a human being, and includes intentionally paying attention to integrity,



trustworthiness, fairness, caring, and other key attributes.

Prior Knowledge

Think of a person who was a mentor and role model for you. What were some things this person did when he/she interacted with you? What did they say that inspired you? Once you have that picture firmly in mind, think about how you treat youth. Do you treat them in the same positive way? Do you see youth as assets to be developed rather than challenges to be managed? Think about the most effective way to demonstrate true respect for youth, who they are, and who they will become.

Brain Power

Have you ever wondered how children from the same family can turn out so completely different? Have you wondered how some are the model of healthy choices while the other sibling is rather destructive? Have you wondered how one can grow up to be President of the United States, while the other can barely keep themselves out of trouble? There are examples of this across the board. For whatever the reason, different young people interpret similar situations and family connections in different ways. Youth development is about helping youth to develop the skills they need to be successful, to be resilient, and keep bouncing back from adversity. As a positive role model you can help youth to develop these vital skills. It is also important that you demonstrate healthy living choices so youth can model themselves after you.



Introduction

Youth Development focuses on 6 key areas, physical safety, emotional safety, building relationships, youth participation, engaging skill building, and community involvement. It is an essential approach to ensuring that youth are healthy physically, emotionally, and as a result cognitively as well. It is essential that we consider the overall well-being of youth.

Debrief

What are your key learnings? How will you apply that learning as you move through this e-Book? How will you apply it in your program?

Knowledge and Information

In the beginning of your work with youth, you may have considered youth development a curriculum, but as you continued to work with youth, you realized that youth development is an approach, a mindset, a way to think about your work with youth. A youth development mindset regards young people as assets to be developed not problem to be fixed. Furthermore, a youth development approach advocates for all youth posits that every young person should have experiences to help them develop the gifts and talents they were born with. A deficit model holds that a youth must “earn” the opportunity to have exceptional life experiences. For example, in a deficit model only youth who are well-behaved have earned the right to go on field trips while those who have less than exemplary behavior are excluded from the field trip. Through a youth development lens, if a field trip is important for well-behaved kids, it is equally important for those who misbehave.



When you look at the key areas of Youth Development, physical safety, emotional safety, building relationships, youth participation, engaging skill building, and community involvement, the question becomes – “How can you implement program to ensure you will accomplish positive results?” A mixed group of Program Leaders and Site Coordinators came up with the following tips. As you review them consider whether you have the tip implemented in your program effectively. If the answer is “yes”, celebrate. If the answer is “no”, think together with your staff about how you will put the tip into action.

Physical Safety	Emotional Safety
<ul style="list-style-type: none"> Address specialized health needs Basic emergency response training for all staff Boundaries clear Checking emergency contact forms during sign-out Checking environments that students use Communication on radios Emergency cards First aid/trauma kit Have snacks for students Keeping non-program students off campus Lock downs/fire drills Never alone (buddy system) No violence tolerated Plan safe games and activities 	<ul style="list-style-type: none"> 3 “put ups” compared to one “put down” Buddy system with new children Character discussed Check in with kids especially if you know of a difficulty they are having Confidentiality Conflict resolution strategies Create comfortable environment Discipline in private (student with parent, sibling) Don’t “hammer” student (be careful about jumping to conclusions) Encourage open and honest communication Kid benefit of the doubt/2 sides to every story Positive attitude and feedback Regular time to share as a group



<p>Stranger alert system in place</p> <p>Students established agreements Reviewed and Renewed!</p> <p>Students supervised at all times</p> <p>Updated staff phone #s</p> <p>Use bathroom in pairs</p> <p>Visitor sign-in sheets</p> <p>Zero tolerance for physically/emotional misconduct</p>	<p>Respecting one another</p> <p>Specific praise students</p> <p>Team building activities</p> <p>Use encouraging language</p> <p>Valuing differences, acceptance of all students regardless of race, religion, etc.</p>
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Building Relationships	Youth Participation
<p>1:1 help if needed</p> <p>Asking for students to help</p> <p>Asking questions on likes, dislikes</p> <p>Celebrate student birthdays</p> <p>Circle talk time</p> <p>Consistent staffing/group assignments</p> <p>Create a “family” environment</p> <p>Interaction with peers both formal and informal</p> <p>Small talk with students during Opening (How was your weekend?)</p> <p>Staff meetings “OTJ”</p> <p>Student recognition with awards for attendance, good grades, homework completion</p> <p>Team activities in sports, dance</p> <p>Team building activities</p> <p>Time to speak with students; be a listener</p> <p>Voting and getting input on their wants for Fun Friday, Field Trips, and activities</p>	<p>After-school Student Leadership Council</p> <p>Book or study buddies</p> <p>Greeters</p> <p>Helping set up for activities</p> <p>Peer tutoring</p> <p>Student driven after-school newsletter</p> <p>Student planned activities</p> <p>Student store run by the students with staff assistance</p> <p>Suggest and vote for activities (clubs, themes, physical activity, canned food drive, field trips)</p> <p>Voting and input on activities they want to do</p>

Engaging Skill Building	Community Involvement
<p>Dance</p> <p>Girl or Boy Scouts</p> <p>Junior Achievement</p> <p>Kids Count</p>	<p>Backpack food distribution</p> <p>Bingo games/parent meetings</p> <p>Canned food drive</p> <p>Community Service</p>

Leadership Council	Earth Day flowers
Newsletters	Engaged with donors and in-kind match
Police cadets	Health Faire
Project-based learning	Information Faire
Service Learning	Invitations/decorations for special events
Soccer/First "T"	Letters to police/fire department, mayor
Student store	Open House
Theme units	Social Media advocacy

40 Developmental Assets

The Search Institutes has identified “building blocks of healthy development—known as Developmental Assets—that help young children grow up healthy, caring, and responsible.”¹ These assets are divided equally into two categories – External and Internal. External Assets break down into four broad categories: Support, Empowerment, Boundaries and Expectations, and Constructive Use of Time. Internal Assets break into these four categories: Commitment to Learning, Positive Values, Social Competencies, and Positive Identity. Following are the External and Internal Assets defined by the 40 Developmental Assets website.² Each of these specific Assets is followed by an indicator to add clarity to your understanding.



EXTERNAL ASSETS

SUPPORT

1. **Family Support** | A young person can count on his/her family for love and support



2. **Positive Family Communication** | A young person can count on his/her parent to communicate positively and in supportive words. As a result, the youth feels he/she can seek advice from the parent.
3. **Other Adult Relationships** | A young person has meaningful relationships with minimum of 3 other adults who are not parents
4. **Caring Neighborhood** | The neighborhood cares about it youth and is supportive of them
5. **Caring School Climate** | The school is founded on positive interactions and support

¹ Search Institutes. <http://www.search-institute.org/content/40-developmental-assets-adolescents-ages-12-18> (March, 2010)

² Ibid

- 6. **Parent Involvement in Schooling** | Parents understand they are an essential part of their child's education and actively seek to be involved in their child's education.

EMPOWERMENT

- 7. **Community Values Youth** | A young person feels valued by his/her community
- 8. **Youth as Resources** | The community values the youth as an asset and has meaningful roles for the youth to play in the community.
- 9. **Service to Others** | Young person completes several hours of community service each month.
- 10. **Safety** | Young person reports he/she feels safe within his/her neighborhood and community, including the school

BOUNDARIES AND EXPECTATIONS

- 11. **Family Boundaries** | Family is clear about agreements and consequences when those agreements aren't kept. The family knows where the youth is, not to stifle them, but to ensure safety.
- 12. **School Boundaries** | School provides clear guideline and consequences and rewards
- 13. **Neighborhood Boundaries** | Neighbors join together to accept responsibility for the children and youth who live within the boundaries.
- 14. **Adult Role Models** | Parents and other adults understand they are role models for youth and behave in ways they would like for young people to perform.
- 15. **Positive Peer Influence** | Young person's makes good choices selecting friends and is influenced by the positive choices his/her friends make.
- 16. **High Expectations** | Both caregivers and the school hold high expectations for youth, encouraging youth to be the best they can be.



CONSTRUCTIVE USE OF TIME

- 17. **Creative Activities** | Youth spend three or more hours per week engaged in learning opportunities, or practice in music, theater, or other arts.
- 18. **Youth Programs** | Youth spend three or more hours per week participating in sports, clubs, or organizations at school and/or in community organizations.
- 19. **Religious Community** | Youth spend one hour or more per week in activities in a religious institution or in reflection.
- 20. **Time at Home** | Youth hangs out with friends "with nothing special to do" two or fewer nights per week.

INTERNAL ASSETS

COMMITMENT TO LEARNING



21. **Achievement Motivation** | Youth wants to do well in school.
22. **School Engagement** | Youth values learning and is actively engaged in learning
23. **Homework** | Youth self-reports doing at least one hour of homework every school day.
24. **Bonding to School** | Youth is proud to be part of his/her school
25. **Reading for Pleasure** | Youth reads for his/her on benefit 3 or more hours each week.

POSITIVE VALUES

26. **Caring** | Youth values caring for and helping others
27. **Equality and Social Justice** | Youth places a high value on equity, and works to reduce hunger and poverty and the effects of hunger and poverty.
28. **Integrity** | Youth advocates for his/her beliefs and demonstrates those beliefs in the way they behave.
29. **Honesty** | Youth values the truth and "tells the truth even when it is not easy."
30. **Responsibility** | Youth owns his/her behavior and choices
31. **Restraint** | Youth believes it is important not to be sexually active or to use alcohol or other drugs.

SOCIAL COMPETENCIES

32. **Planning and Decision Making** | Youth know how to plan ahead and make choices.
33. **Interpersonal Competence** | Youth have important people skills such as empathy, sensitivity, and friendship skills.
34. **Cultural Competence** | Youth have knowledge about people of different cultural, racial, and ethnic backgrounds and are comfortable interacting with them.
35. **Resistance Skills** | Youth can resist negative peer pressure and dangerous situations.
36. **Peaceful Conflict Resolution** | Youth seek to resolve conflict without violence



POSITIVE IDENTITY

- 37. **Personal Power** | Each youth understands and believe he/she has responsibility for "things that happen to me."
- 38. **Self-Esteem** | Youth self-reports having high self-esteem.
- 39. **Sense of Purpose** | Youth report knowing "my life has a purpose."
- 40. **Positive View of Personal Future** | Youth are optimistic about his/her personal future."³

You are strongly encouraged to visit the Search Institute website and download free materials they have created to help your better understand each asset. When you review these developmental assets, it is clear that as we foster these assets, we are helping young people find out who they are, their purpose, their dreams, and all that uniquely define them.

You can support the development of these assets by building relationships with young people. Statistics tell us that positive relationships with a caring adult is the number one indicator of young people developing resiliency. For young people who are born into families who are struggling, resiliency is key for them in learning how to navigate the world effectively and become successful.



³ Search Institute 40 Developmental Assets. <http://www.search-institute.org/content/40-developmental-assets-adolescents-ages-12-18> (March, 2010)

Physical Activity

C4K subscribes to the belief that students receive the most benefit from physical activity that is planned and orchestrated. We believe that physical activity should begin with warm-up, instruction surrounding the activity, the activity itself, and then cool down. After the cool down, it is essential that you also debrief the experience with the youth.



The California State Standards on Physical Activity contains this forward:

“Physical education significantly contributes to students’ well-being; therefore, it is an instructional priority for California schools and an integral part of our students’ educational experience. High-quality physical education instruction contributes to good health, develops fundamental and advanced motor skills, improves students’ self-confidence, and provides opportunities for increased levels of physical fitness that are associated with high academic achievement. The standards provide a comprehensive vision of what students need to know and be able to do at each grade level.

Physical education is an integral part of the education program for all students. It teaches students how their bodies move and how to perform a variety of physical activities. Students learn the health-related benefits of regular physical activity and the skills to adopt a physically active, healthy lifestyle. The discipline also provides learning experiences that meet the developmental needs of students. With high-quality physical education instruction, students become confident, independent, self-controlled, and resilient; develop positive social skills; set and strive for personal, achievable goals; learn to assume leadership; cooperate with others; accept responsibility for their own behavior; and, ultimately, improve their academic performance. The model content standards provide opportunities for teachers to reinforce student learning in all areas of the curriculum. The standards link the content in physical education with content in English–language arts, science, mathematics, and history–social science, thereby establishing and emphasizing the many connections between the subjects.

A sequential, developmentally appropriate curriculum should be designed and implemented to help students acquire the knowledge, skills, attitudes, and confidence needed to adopt and maintain a physically active, healthy lifestyle.”

It is important that you are intentional about physical activity in your program. Whether you use SPARKS, CATCH, or some other curriculum is not the point. Even if you simply use games that you remember

playing when you were a child, your primary goal is create a love of physical activity and during each activity to elevate both heart and respiration rates.

The physical activities youth participate in need to be planned, organized and thoughtfully implemented. There is time during the school day and when the child is at home or playing in the neighborhood, for them to have “free play.”

Nutrition Education

Studies show that healthy eating has a profound impact on the body and mind by improving the ability to learn and comprehend, boosting energy, improving school attendance and changing attitudes, behavior and more. A strong nutrition program provides materials and resources to support healthy food choices through increased knowledge of how to access fresh fruits and vegetables. These programs uniquely support core curricular areas through exploration and study. Additionally this program should outline strategic opportunities to bring together the after-school program, food services, home and community to promote a common goal, and healthier habits for students.

Objectives of high quality nutrition programs will



- Encourage access to fruits and vegetables through snacks, school gardens, farmers’ markets, grocery stores, and community gardens.
- Encourage preference for selected fresh produce items through afterschool activities, such as taste testing, cooking clubs, and school garden activities.
- Promote understanding of nutrition guidelines through menu planning for the afterschool program.
- Increase knowledge of and familiarity with locally grown fruits and vegetables.

Materials that are user-friendly include Harvest of the Month, Dairy Council, and My Plate. Materials that Include “Eat Smart” and Teen Cuisine Clubs during program are also helpful. If you do not have space for a garden, consider dish gardens that youth can plant anywhere.

There is an old Star Trek episode where the alien creates an illusion of a body because they have, over time, become so inactive that the physical body is no longer functional. It is important that we educate the “whole” child so they can be healthy adults as well those who did well on standardized tests. In after-school our mission is to level the playing field so that the young people can develop the capacity to succeed. Participating in nutrition education activities and projects will help students learn to make healthy choices not only for today but the future as well.

Conflict Resolution

Conflict is inevitable as long as there are people living together in a community. It is tough enough for adults to resolve conflict, but it can be even tougher for youth who do not have the skills to ensure that they can resolve their own conflicts. Conflict resolution is a learned skill. It is essential to master these skills if youth are to be successful as adults. Conflict resolution takes practice. As an after-school professional, the goal is to help youth develop the skills needed to resolve disagreements.



It is important that we share resolution strategies with youth and give them the opportunity to practice these skills, and ensure that each practice is a learning opportunity. The last thing we need for youth to do is resolve conflict with violence. Here are four simple strategies that youth can implement.

Rock, Paper, Scissors

There are a countless number of conflicts that happen each day. Who will be the line leader, who got to the drinking fountain first, who gets the last cookie, who will be team captain, who gets to take the equipment out. Rock, Paper, Scissors is an easy way for youth to resolve conflict. In this game, rock crushes scissors, scissors cut paper, and paper covers rock. Counting one, two, and then on the count of three the youth make the sign of rock, paper, scissors with their hands. If both choose the same sign, they play again. The tension is broken, and the decision made. Youth have resolved the conflict and are ready to move forward.

I Messages

A second strategy is the use of “I Messages.” Instead of blaming the other child, the child simply states how they are feeling. For example, “I feel sad when you won’t play with me.” This allows the youth to identify the message without blaming the other child. It sets the stage for talking out the conflict. This is incredibly important if youth are to be able to resolve conflict without adult “interference.”

Peace Walk, Peace Table, or Peace Path

Any of these similar strategies provide a guide for students to follow so they can resolve conflict. The method is straightforward. The first step is for one youth to identify how he/she feels by using this sentence frame, “I feel...when...” The second step is, “I need...” The students then talk to one another to figure out what happened, how the person might feel, and then brainstorm a solution to the problem. At the end of the conversation, youth are ready to move forward.

Peer Mediation

Peer Mediation comes into play when you identify and train student leaders to become conflict managers, and the youth are empowered to be mediators. The mediator can help resolve problems on the playground or in the classroom environment. This helps youth get away from “tattling” to an adult.

There are a number of conflict resolution curricula that you can purchase. No matter which curricula you choose, what is important is that you use it to empower youth to resolve his/her own challenges.

Character Education

A comprehensive character education program provides the foundation of a positive after-school climate. It can transform the culture of your program, reduce discipline, increase academic achievement for all learned, develop global citizens, and make it easier for everyone to be with one another.

Character education includes and complements a broad range of whole child approaches including service learning, civic education, and the notion of Pay It Forward. A strong character education program can be implemented when the adults are committed to helping youth become responsible, caring, and contributing citizens. Because youth spend so much time in school and then after-school as well, in order to reach full potential, the programs need to be complementary.



There are a number of character education curricula that you may want to utilize in your program. One program in particular, the 6 Pillars of Character, focuses on trustworthiness, respect, responsibility, fairness, caring and citizenship.

Bullet Points

- Youth development is an approach we can utilize in after-school programming to ensure that students are empowered to become the assets they were born to be.
- 40 Developmental Assets identify 20 internal and 20 external assets that should be developed for youth to be resilient
- Physical activity lessons follow this plan: warm up, activity, cool down, and debrief. Strong physical activities engage youth and raise heart and respiratory rates.
- Nutrition education focuses on helping youth learn how to make healthy food choices by learning about the food groups and appropriate portions for healthy consumption.
- Conflict resolution strategies empower youth to resolve conflicts on their own.
- Character education provides a foundation for a high quality program by making everyone more aware of how behavior affects everyone.

C4K Minute—Making It Real

Consider the physical activities that youth in your program enjoy. Are these activities that encourage all youth to be active the majority of the time? Do you approach them by warming youth up, teaching the activity, participating in the activity, cooling down, and then debriefing? Plan your next physical activity to include all of these aspects. After you have delivered the lesson, reflect on ways to make it stronger.

Debrief

What are your key learning's about healthy living? What will you do in the next 72 hours to implement your learning?

Review

Tricks of the Trade

Practice conflict resolution strategies **BEFORE** your students need them. This will prepare youth when they need to use those strategies.

Gem of the Day

Healthy living isn't just for youth; it's for all of us. Being a role model, showing youth how to enjoy physical activity, making healthy food choices, resolving conflict and living life demonstrating strong character traits, is part of your job as a youth leader.

Important Take-Aways

Conflict resolution strategies can be learned. This ability is not an innate trait. Adults can teach effective conflict resolution strategies to youth.

Troubleshooting

I have several poor health habits. If I'm supposed to be a role model does this mean that I have to give every bad habit up?

Rather than answer this question directly here is a true story about Mahatma Gandhi.



One day a mother and her son went to visit Gandhi. The mother needed help from one of the world's greatest leaders.

As it turns out, the little boy had an obsession with sugar. She went to seek Gandhi's help on how to break her son's sweet addiction.

"Gandhi, my son consumes far too much sugar, will you please tell him it's bad for his health?"

After listening to the mother's plea patiently, Gandhi refused to give the boy advice and told her to return in two weeks.

The mother left somewhat disappointed at Gandhi's request.

Two weeks later they returned.

Gandhi pulled the child aside, and told him it would be best if he quit eating so much sugar. The boy did his best to cut back on sweets.

The mother then pulled Gandhi aside curious as to why he needed two weeks.

Gandhi smiled to her and said, **“Two weeks ago I had an obsession with sugar. I needed the time to see if I could cut back myself.”**

Best Practices

- Practice youth development principals when you are working with youth.
- Healthy living includes every aspect of the child: physical, emotional, cognitive, and spirit.
- Our job is to help youth develop resiliency by being positive role models.

FAQ's

I don't have much time in the day to include healthy living. By the time I have kids work on homework and one rotation, we're out of time. Is there a solution?

We suggest that you review the e-Book on rotations and review several of the scheduling options that are included. In the meantime, look at your schedule and search for 5 minutes here and 5 minutes there. If you can find 3-4 of these gifts of time, you will be able to combine them to have time for physical activity and nutrition education. Conflict resolution can be utilized when youth are in conflict so it is authentic. Character education can be discussed while waiting in the line for snack or restroom break, at the end of the day, and during debrief.

Universal

Living a healthy, well-balanced life is a goal we should all strive for. It's important to remember that if you make a poor choice, you are only one choice away from a good one.

After-School

Healthy living is a holistic approach to working with youth. While it focuses on physical activity, nutrition education, conflict resolution, and character education, it is wrapped in youth development principles, and understanding that youth are assets to be developed.

Positional

As an after-school leader you have an opportunity to change the way young people think about health. Fifty years ago no one much thought about recycling, but because attention was focused in this area, recycling is now the way “we roll.” By focusing on healthy living, the goal is that thinking “healthy” will become a way of life.

Review

In your journal, write about the information you are taking away from this content. Highlight your key learning's.

Key Learning

Since you have reviewed the material, ask yourself how you can translate the information into a learning for you, and then how will you practice that learning by implementing it or executing on a specific action. Think in terms of your personal and professional life. For example:



Personal: I have learned that healthy living considers the whole child or youth and as a role model. I too can make intentional healthy choices.

Professional: I want to guide young people in developing conflict resolution strategies they can implement any time they are faced with a situation in which there is a disagreement..

Journal Entry

I did this well and celebrated by _____.

I did not do so well at _____, and I will strengthen my performance in the future by doing _____.

Walk Through the Day

The Openings

Pre-Pre-Opening

This is the part of the day when you are coming to work and transition from what you do in your personal life to your professional life. Thinking about healthy living during this transition to work will be important. Remember that part of being healthy is being in the moment, and as you make your way to work, become focused on being present for youth.

Practical Application:

If you have your own conflicts or a hectic schedule, on your way to work think about how you will theoretically “leave” those disruptions in the trunk to you can be fully present for youth. Those challenges will be there when you are finished with work, and often times you have a better attitude about the challenges because you’ve had some distance between yourself and the challenge.

Pre-Opening:

During this time of the day, you and your fellow staff members are gathering at work. You will be preparing for the afternoon ahead. You will also remind yourself of the program’s focus.

Practical Application:

Take a few minutes to have a healthy exchange with your fellow staff members. Ask about what is going on in their lives. If you are in conflict with someone, ask to resolve it before the day is over. This will give you “permission” to tell youth to work on resolving their conflicts.

Opening:

During Opening you are distributing a healthy snack, taking roll to be sure everyone is safe, and participating in celebrations and recognitions of youth and staff. You are setting a stage for healthy living when you do this.

Practical Application:

Ask youth for feedback on the snack—what they like about it and what they don’t. Be prepared to share the feedback with food services. Also, when talking with youth, ask them what healthy choices they have made this day.



Rotations:

One of your rotations may well be healthy living. Consider which aspect of healthy living—physical activity, nutrition education, conflict resolution, and character education, you will work on today. Think about how this activity will fit into your schedule.

Practical Application:

To embed healthy living into as much of the program day as you can, think about how you can debrief activities with a focus on one of the healthy living components. You can also intentionally focus on permeating all of your activities with youth development principles.

Closing:

This is the end of the day, and youth will be going home. Continue to be a role model until the last student has signed out.

Practical Application:

Share a healthy behavior message with the youth as they leave the program. Encourage them to make healthy choices until you see them the next day.



Connect to Online Instruction

Program Leader Online Instruction Support

Healthy Living

Mini #101 Healthy Living



➤ **KEY INDICATOR: Physical Activity**

Mini #18 Physical Activities
 Mini #28 Team Building Activities
 Mini #63 Warm-up Physical Activities
 Mini #82 Importance of Music
 Mini #100 Alternatives to Outdoor Activities
 Module #13 Middle School Team Challenge
 Module #15 Middle School Team Challenge

➤ **KEY INDICATOR: Nutrition Education**

Lesson #17 Utilizing Free Nutrition Materials

➤ **KEY INDICATOR: Conflict Resolution Strategies**

Mini #36 Classroom Management Tips
 Mini #37 Individual Discipline
 Mini #38 Group Discipline
 Mini #46 Redirecting
 Mini #60 Praise in Public/Scold in Private
 Mini #70 Conflict Resolution Strategies
 Class #1 Behavior Guidance
 Class #8 Revisit Discipline
 Class #13 Discipline for Middle School Students

➤ **KEY INDICATOR: Character Education**

Mini #42 Student Monitors
 Mini #64 Line Leaders
 Mini #66 Accountability
 Mini #72 Counseling Conversations
 Mini #73 Personal Space
 Mini #83 Keeping Kids Front and Center
 Class #1 Behavior Guidance

Youth Development

➤ **KEY INDICATOR: Youth Development Approach**

Mini #44	Student Leaders
Mini #89	Assets to Be Developed
Mini #90	Creating Family
Mini #109	Building Relationships with Students
Mini #114	Creating A Complementary Program
Mini #126	So You Want to Be A....
Mini #127	I Am Capable
Mini #128	Community Event Planning
Mini #129	Making Mistakes is Okay
Mini #130	The First R—Relationships
Mini #135	Physical and Emotional Safety
Mini #136	A Sense of Belonging
Mini #139	Failing Forward
Mini #140	How Am I Doing? Helping Students Self-Assess
Mini #144	The Onus of Positive Choices
Module #12	What Youth Can Do
Lesson #3	Coaching Youth
Lesson #10	Ages and Stages
Class #5	Encouraging Student Leadership
Class #6	Release of Responsibility to Youth
Class #7	Levels of Leadership
Class #9	Youth Development Approach
Class #14	Relationships, Relevance, Rigor

Site Coordinator Online Instruction Support

Healthy Living

➤ **KEY INDICATOR: Physical Activity**

Mini #39	Indoor Activities
Mini #67	Physically Active Students
Mini #112	Source of Physical Activities
Class #16	Successful Team Challenges

➤ **KEY INDICATOR: Nutrition Education**

Mini #65 Harvest of the Month
 Mini #113 Dairy Council and Other Free Nutrition Materials

➤ **KEY INDICATOR: Conflict Resolution Strategies**

Mini #12 Walk Throughs
 Mini #70 Breaking Tensions
 Mini #80 Negative Responses from Students
 Module #11 Using Environment to Support Behavior
 Module #12 Resolving Conflict
 Lesson #21 Conflict Resolution Strategies
 Class #3 Dealing with Difficult People
 Class #4 Conflict Resolution

➤ **KEY INDICATOR: Character Education**

Mini #11 Using Environment to Support Behavior
 Mini #52 Student Monitoring—Inside the Box
 Mini #57 Building Communities
 Mini #69 Character Education
 Mini #77 Selecting Teams
 Mini #89 Team Building Activities

Module #1 Levels of Leadership/Ownership Model
 Module #2 Supervision and Discipline

Lesson #15 Service Learning]
 Lesson #16 Community Service

Youth Development

➤ **KEY INDICATOR: Youth Development Approach**

Mini #129 Litmus Test for 3 R's
 Class #22 Students as Community Assets