

Prepared by the Kentucky
State 4-H Teen Council

**The Four “H’s” of Healthy Living-
Health, Hygiene, Hope, and Hype**
Lessons, Activities and Resources

JOIN | THE REVOLUTION  OF RESPONSIBILITY

Planning Committee:
2013-2014 State 4-H Teen Council
Healthy Living Committee

Mark Mains (Advisor, Extension Specialist)



Educational programs of Kentucky Cooperative Extension serve all people regardless of race, color, age, sex, religion, disability, or national origin. University of Kentucky, Kentucky State University, U.S. Department of Agriculture, and Kentucky Counties, Cooperating. Disabilities accommodated with prior notification.

Overview

“Believe in yourself and all that you are. Know that there is something inside you that is greater than any obstacle.” -Christian D. Larson

<http://avillandry.tumblr.com/post/63560702814/believe-in-yourself>

Whenever we say the 4-H Pledge, we pledge our “health to better living.” Choosing to live a healthy lifestyle can have a profound impact on youth and adults alike. Healthy eating, hygiene, and physical activity habits can not only make yourself feel better physically, but also mentally and emotionally. We hope that these resources will help you pass on these ideals to the youth of today, who will hopefully implement them into their own lives and pass them on to generations to come.

*2013 - 2014 State 4-H Teen Council Healthy Living Committee
Sarah Steely and Nolan Pettit; Co-Chairs*

Facts About Healthy Living

1. More than one-third of adults and over 12.5 million children and teens in the US are obese. In the last 30 years, obesity in children and teens has nearly tripled.
2. One can of soda contains 10 teaspoons of sugar and the average American adult drinks 500 cans of soda every year, estimating about 52 pounds of sugar consumed in soft drinks alone.
3. An unhealthy diet leads to diseases like diabetes, hypertension, certain cancers, obesity, and micronutrient deficiencies.
4. In a survey of 9th through 12th graders in 2011, 13.1 percent of the teens admitted to skipping breakfast in the past 7 days, while 11.3 percent had drunk 3+ servings of soda per day in the same time frame.
5. Breakfast is the most important meal of the day because it feeds your body and mind with the necessary nutrients and energy to function throughout the day. Eating breakfast regularly will also help keep weight off because it gets your metabolism going.
6. In the same survey, more than 15 percent of the students were overweight, and more than 12 percent admitted to starving themselves for 24 hours or more in the last month in an attempt to lose weight.
7. Rest is a very important aspect of living a healthy lifestyle. Teenagers need 9 or more hours of sleep per night for their bodies to function properly. Less than a third of high school students in 2011 reported getting 8 or more hours of sleep per night. Sleeping the right amount can prevent sickness, obesity, high blood pressure, and injury.
8. Physical activity like aerobic exercise (walking, running), muscle-strengthening (weight-lifting), bone-strengthening (jumping rope), and balance and stretching activities (yoga, pilates, dancing) are especially beneficial to a healthy body.
9. The more fresh foods you consume, the healthier you will be. Foods that do not expire contain unnatural preservatives, additives, and chemicals that deteriorate your body. Focus on fruits, vegetables, lean meats, whole grains, low-fat dairies, and above all, moderation in whatever you eat.
10. Snacking is important. By eating small meals or snacks throughout the day, you will keep your metabolism up and running to burn the calories you eat. Smart snacking means cutting out the vending machine chips and candy bars and adding in the granola, bagged fruits or veggies, protein bars, or nuts.
11. Depending upon the amount of physical activity you do, you can calculate how many calories per day are healthy for your weight and lifestyle. For teens, the average recommended caloric intake is 2,100 calories, but it is important to base *your* diet on *your* activity.

<http://www.dosomething.org/actnow/tipsandtools/11-facts-about-healthy-living>

Health(y Eating)

A healthful eating lifestyle is easier than some might think. Take small steps, one at a time to reach your personal goals, and you'll be there before you know it! Be realistic (take small steps), be adventurous (willing to try new foods), be flexible (willing to find balance in how the amount of food you eat correlates to the amount of activity you do), and be sensible (eat foods you enjoy, just don't over do it!).

For a well rounded, balanced diet, try to eat a variety of foods from all the food groups, not overdoing any one item. For the average 9-13 year old, it is recommended that they eat daily:

- 1.5-2 Cups of Fruit- strawberries, pineapple, peaches, plums, pears, apples, 100% fruit juice, grapes, kiwi, etc.
- 2-2.5 Cups of Vegetables- vegetable soup, colorful salads, baby carrots, vegetable pizza, peppers, onions, steamed broccoli, vegetable juice, sweet potatoes, etc.
- 5-6 Ounces of Grains (half of those being whole)- brown rice, pita bread, tortillas, pasta, oatmeal, cereal, popcorn, crackers, etc.
- 5 Ounces of Proteins- grilled chicken, fish, shrimp, grilled lean steak, scrambled eggs, peanut butter, pinto beans, sunflower seeds, etc.
- 3 Cups of Dairy Products- pudding made with fat-free milk, yogurt, cheese, hot chocolate made with fat-free milk.
- 5 Teaspoons of Oils (not to be confused with solid fats such as butter, lard, etc.)- guacamole, mayonnaise, salmon, olives, nuts, etc.

*Please note that these ounces are based off of children who get less than the 30 recommended minutes of activity each day. For more active children, allowances may be greater.

It is also very important to start your day by eating breakfast! Imagine you're a car. After a long night of sleeping, your fuel tank is empty. Breakfast is the fuel that gets you going so you can hit the road. Any breakfast is better than no breakfast, but try not to have doughnuts or pastries all the time. They're high in calories, sugar, and fat. They also don't contain the nutrients you really needs. And if you have a doughnut for breakfast, you won't feel full for long. As with any other meal, try to eat a variety of foods for breakfast such as fruits, grains, protein, and dairy.

The most important things when it comes to healthy eating are variety in diet, finding healthy foods that YOU like to eat, and making sure that sugary, unhealthy treats are enjoyed, but only “every once in a while” things.

<http://www.choosemyplate.gov/food-groups/downloads/resource/MyPyramidBrochurebyIFIC.pdf>;
<http://www.choosemyplate.gov/food-groups/>
http://kidshealth.org/kid/stay_healthy/food/breakfast.html#cat119

Discussion Questions:

- What are some of your favorite healthy foods to eat?
- Do you feel like you get enough of each food group every day?
- How often do you eat breakfast? Do you think kids who eat breakfast on a regular basis are happier and more alert?

Hygiene

Washing hands is the most important and one of the easiest ways to keep yourself and others healthy. According to the Centers for Disease Control, one out of every three people do not wash their hands after using the restroom and only one in three people wash their hands after coughing or sneezing. Proper hand washing can prevent the spread of nasty germs that can make you sick.

There are many times during the day when you should wash your hands. At a minimum, you should wash your hands:

- before, during, and after food preparation
- before you eat
- after using the restroom
- after touching animals or their waste
- after playing outdoors
- after being around a sick friend or family member
- after coughing or blowing your nose

To wash your hands in the most effective manner, wet them with water and rub them with soap for twenty seconds (a short song such as the Alphabet Song can be sung to measure out this amount of time). Warm water works well, but cold water used with anti-bacterial soap is sufficient enough to wash germs from the oils on the skin. Soapy water should reach all the surfaces of your hands, including between the fingers, the palms, and the tops of the hands. The scrubbing action and the soap helps to break up and remove the germs. After your hands are rinsed thoroughly, a paper towel should be used to turn off the faucet to keep hands free of germs. You should dry your hands with a clean towel or paper towel, not with your clothing. If washing in a public restroom, the same paper towel can be used to open the door, as doorknobs and handles are usually contaminated with many germs.

Understanding how hand washing helps prevent the spread of germs will help you take responsibility for your own and other people's health.

<http://www.brainpopjr.com/health/bewell/washinghands/grownups.weml>

Discussion Questions:

- How often do you wash your hands?
- Do you feel as if you wash your hands long enough each time to get rid of all the germs?

Hype

Regular physical activity can have many long term and short term health benefits. People of all ages, sizes, shapes, genders, ethnic groups, and ability levels can benefit. By being physically active, you can increase your chances of living longer, raise your self-confidence, meet new people, sleep better at night, reduce your risk for certain diseases, and find new activities that you might enjoy.

There are many different types of physical activities. Some that young people commonly enjoy include playing sports such as baseball, basketball, or football, participating in dance or weight-lifting classes, walking or jogging with friends, or taking part in games such as tag, capture the flag, or hopscotch.

It is recommended that children get at least 60 minutes of physical activity a day, but even 10 minutes is better than none. It is important for you to find some sort of activity that they personally enjoy and can participate in a regular basis. Not only will you be physically healthier, you will also be emotionally and mentally healthier.

<http://www.choosemyplate.gov/physical-activity.html>

Discussion Questions:

- Approximately how much physical activity do you get on a regular basis?
- What are some of your favorite physical activities to participate in?

Hope

Having a high self esteem is very important. You were made to be unique, and you should be happy and confident with who you are. You should also be willing to take care of the body you're given, because it's the only one that you have. Choosing to practice healthy eating, hygiene, and physical activity habits can not only make you feel better about yourself, but it can also give you a hope for a longer, happier, and healthier life.

Lesson Plan

Objectives:

- To educate youth about the importance of healthy living.
- To promote the self-esteem and self-confidence of youth.

The following activities and information have been selected with the goal of being presented in an hour and a half long workshop targeted toward elementary/ middle-school aged youth and taught by older teens. However, this suggested lesson plan can *and should* be adapted to meet the goals of the presentation AND the interests and abilities of the participants and presenters. This is just one way to present this important information.

Time	Activity/Lesson Plan	Notes
5- 10 Minutes	Select one “Icebreaker” from the Icebreaker list. <i>*Select an icebreaker that is appropriate to your group’s age and experiences. Developing a rapport is an import step in trust building and sharing.</i>	Health and fitness can be a sensitive topic and people are more comfortable talking to each other when they have a chance to establish some relationships. An icebreaker is a great way to do this and should always be used, even with a group that knows each other.
5 Minutes	Introduction to Healthy Living	Talk about why it is important to live a healthy life; read facts provided about healthy living.
5 Minutes	Healthy Eating Discussion	Read the information provided in a way that can be understood by the participants and ask for their opinions and input. If desired, you can have children color the coloring sheet provided while you are talking (Appendix B).
15-20 Minutes	Activity #1- Healthy Snack	Select one of the healthy snacks listed below (or from your favorite resource) for children to make .
5 Minutes	Hygiene/ Hand washing Discussion	Read the information provided above, being sure to emphasize the proper procedure for hand washing. Ask for opinions and input.
2 Minutes	Hand washing Video- Youtube- “Handwashing For Kids: Pump the Pump Music Video” <i>http://www.youtube.com/watch?V=d5qovHD_kjQ&feature=share</i>	Show a video about handwashing such as this one, or from your favorite resources.
10-15 Minutes	Demonstrate Proper Hand washing Process	Use description of proper handwashing process above, and allow each child a chance to practice if time allows.
5 Minutes	Talk About Hype/ Physical Activity	Read or summarize the text written above in a way that can be understood by the participants.

15-20 Minutes	Activity #2: Physical Activity/ Game	Choose one of the games from below, adapting to the needs of your participants and weather conditions. Remember to be sensitive to participants that may not be as physically capable or competitive as others.
5 Minutes	Hope/ Self-Esteem Discussion	Read or summarize the text written above in a way that can be understood by the participants. This section is a good way to lead into the wrap-up/processing.
10 Minutes	Wrap-up/ Processing	In any lesson or workshop, it is important to process at the end to see what the participants learned and gained from it. For some suggestions of wrap-up questions, see the list below.

Ice Breakers

1. Name Juggling

Using a ball or other small object, everyone stands in a circle. The ball is thrown to someone who then introduces themselves. When they are finished, the ball is thrown to another person for an introduction. This goes on until everyone is introduced. For added fun, you can try timing the group AND/OR having each new person repeat each previous person's name when the ball is thrown to them. (5-10 minutes)

2. Question Ball

Someone writes a bunch of wacky questions on a medium sized ball (not a huge ball but a little bigger than a beach ball). When we get to the group, you toss the ball and whichever question your right thumb lands on, you have to answer that question. You also have to say your name before you answer. As a variation, you can write numbers on the ball and have a list of questions specific to the day's activity/educational lesson. (5-10 minutes)

3. Human outline

Two people are randomly paired together and on a long sheet of paper. This one is easier to explain through example, so let's say two girls, Lizzie and Meg, get paired together. They get one long piece of paper (about 6 ft sheet), and take turns drawing one side (from a front view) of each other. Let's say Meg drew Lizzie's left side, so for the right side of the person, Lizzie draws Meg. When both are done drawing, they list random facts about each other in their side. They then show it to the rest of the group. (about 30 minutes)

4. M&M Questionnaire

You get one or more, depending on size of group, big bags of M&M's. You open them up and pass the bag around. Each person pulls out 1 M&M and passes the bag to the next person. You continue this cycle until you run out. When all M&M's are passed out, you begin to ask questions in a circle. Each M&M represents a question. (Red could be "Name one hobby" and blue could be "Name one of your favorite bands".) You pick which M&M to answer for; when you answer, you can eat the M&M. You must say your name before you answer a question. (The time for this is dependent on group size.)

5. Three Words

You tell the group to think of three words to describe themselves. You give everyone 1-2 minutes to think. Once you've given them time, the introductions will go around the room and the people will introduce themselves and say the three words they chose. I would say something like, "I am Bill Smith. I'm 17. I'd describe myself as fun, happy, and outgoing." (10-15 minutes)

Healthy Eating Recipe A

Title of Lesson:	Making Your Own Fruit Portrait
Club or Program utilizing Lesson:	Suitable for any group or club setting; please be sure to check with parents beforehand to make sure there are no food allergies.
Objective/Goals:	When children get hungry in between meals, it is important for them to have healthy snacks available so that they are not tempted to eat unhealthy foods. This is a simple snack that most older children can prepare for themselves; younger children may require the assistance of an adult.
Materials Needed:	A paper or styrofoam plate for each child. Various cut up fruits (banana slices, pineapple chunks, peaches, apple slices, dried strawberries, etc.)
Description/Directions:	<p><u>Part A (5 minutes)</u></p> <p>1) In a larger group the facilitator should lead a SHORT discussion using the questions below.</p> <ul style="list-style-type: none"> • What kinds of healthy foods do you enjoy eating? • Do you enjoy eating fruits and vegetables more when you pick them out yourself? • In what ways can eating fruits and vegetables improve your self-esteem? <p><u>Part B (10 minutes)</u></p> <ol style="list-style-type: none"> 1) Pass out a plate to each child, this will be the basis of their “portrait.” 2) Instruct and allow children to use the fruits provided to create a portrait of themselves out of their favorite fruits (banana slices for eyes, pineapple chunks for nose, etc.) 3) After children are finished making their creations, take pictures of the portraits if you would like and allow them to eat the fruits they used. 4) Process the activity.
Processing Questions:	<ul style="list-style-type: none"> • What was your favorite part about this activity? • How did your portrait differ from the person next to you’s portrait? • How can healthy eating habits affect your appearance?
Created/Adapted by:	<p>http://childfun.com/index.php/activity-themes/people-house-home/235-health-and-hygiene-activity-theme.html#sthash.qcgroGIA.dpbs</p> <p>Adapted by Mark Mains, Extension Specialist for 4-H Youth Development, University of Kentucky.</p>

Healthy Eating Recipe B

Title of Lesson:	Making Trail Mix
Club or Program utilizing Lesson:	Suitable for any group or club setting; please be sure to check with parents beforehand to make sure there are no food allergies.
Objective/Goals:	When children get hungry in between meals, it is important for them to have healthy snacks available so that they are not tempted to eat unhealthy foods. This is a simple snack that most children can prepare for themselves and does not require refrigeration, so it can be consumed on the road, while hiking, after school, etc.
Materials Needed:	<p>Various, small healthy foods that do not require refrigeration:</p> <ul style="list-style-type: none"> • Dried Fruits • Whole-grain cereal or fat-free granola • Almonds • Pretzels • Any other ingredients you would like to use. <p>Measuring cups</p> <p>Ziploc bags (One for each child)</p>
Description/Directions:	<p><u>Part A (5 Minutes)</u></p> <p>1) Discuss situations in which raw vegetables and whole fruits might not be the most accessible snack- on the road, while out at a park, before sports practice, etc.</p> <p><u>Part B (20 Minutes)</u></p> <ol style="list-style-type: none"> 1) Place each ingredient in a separate container and a measuring cup in each. 2) Give each child a ziploc bag, and allow them to go around to each ingredient and place a scoop in their bag of the ingredients they like best. 3) While allowing the children to snack on their trail mix, process this activity.
Processing Questions:	<ul style="list-style-type: none"> • Just like each person's trail mix is different, so is each person. What makes you unique? • What is your favorite ingredient in your mix? What other healthy foods could you try that are similar to it?
Created/Adapted by:	<p>http://www.sixsistersstuff.com/2012/06/kid-friendly-trail-mix.html</p> <p>Adapted by Mark Mains, Extension Specialist for 4-H Youth Development, University of Kentucky.</p>

Hype/Physical Activity A

Title of Lesson:	Dodgeball
Club or Program utilizing Lesson:	Suitable for most group or club settings; game may need to be adapted to match physical capabilities and size of the group.
Objective/Goals:	The game of dodgeball is a classic that not only gets kids active, but also teaches teamwork and strategy. Can be played in almost any open setting, whether it be a large room or outdoors.
Materials Needed:	Dodgeballs A large, open space such as a gym, field, or large room.
Description/Directions:	<p><u>Part A (5-10 minutes)</u></p> <p>1) Divide the group of into 2 or 4 teams, depending on the size of the group, and go over the rules of the game:</p> <ul style="list-style-type: none"> • If you get hit, you're out. • If the other team catches a ball you throw, you're out. • If you hit a member of the other team in the face with the ball, you're out. • Whenever somebody on your team catches the ball, one team member that is out can come back in. • You cannot cross over the halfcourt line. • The game ends when one team has no players left in the game. <p><u>Part B (20 minutes)</u></p> <p>Line the teams up on opposite sides of the court. Lay all the balls on the halfcourt line and then let both teams run and get the balls, then play and have fun!</p> <p>Process this activity.</p>
Processing Questions:	<ul style="list-style-type: none"> • Did your team come up with a strategy for playing? Was it effective? • If the members of the teams were mixed up, how might it change the team?
Created/Adapted by:	Adapted by Mark Mains, Extension Specialist for 4-H Youth Development, University of Kentucky.

Hype/Physical Activity B

Title of Lesson:	Ultimate Frisbee
Club or Program utilizing Lesson:	Suitable for most group or club settings; game may need to be adapted to match physical capabilities and size of the group.
Objective/Goals:	Ultimate frisbee is a fun game that promotes physical activity and increases hand-eye coordination and team work skills. Typically played outdoors, but a large gym can also be used.
Materials Needed:	Frisbee A large, open space such as a gym or field.
Description/Directions:	<p><u>Part A (5-10 minutes)</u> Divide the group of into 2 teams, and go over the basics of the game:</p> <ol style="list-style-type: none"> 1) Play begins with the teams lining up facing each other. The defense throws the disc to the offense, and the game is on. 2) Players can't move the disc forward by running with it. As soon as a player catches the disc, he or she must stop running, and pass the disc forward, backwards, or sideways, allowing the disc to be constantly moving, rather than having one good player hog it all the time. 3) When a pass is incomplete (meaning it's dropped, hits the ground, or flies out of bounds) or the defense blocks or intercepts a pass, possession changes, and the team on defense is now suddenly the offense. <p><u>Part B (20 minutes)</u> Use a coin toss to decide which team will have possession of the frisbee first, and allow children to play for a certain set amount of time.</p> <p>Process this activity.</p>
Processing Questions:	<ul style="list-style-type: none"> • Did your team come up with a strategy for playing? Was it effective? • If the members of the teams were mixed up, how might it change the team?
Created/Adapted by:	<p>http://pbskids.org/itsmylife/body/teamsports/article7.html</p> <p>Adapted by Mark Mains, Extension Specialist for 4-H Youth Development, University of Kentucky.</p>

Wrap Up & Processing

Talking about healthy lifestyles can sometimes be a sensitive topic that evokes some emotions amongst the group. This is ok! To make sure that the people have a chance to think about the activities in which they have been participants you need to PROCESS at the end of the workshop. This is as easy as asking the questions below. When asking the questions, allow time for group members to answer. Try not to rush the processing (not all questions have to be covered) and give everyone time to think about what they have learned.

- A. What did you learn about the topic of healthy living today?
- B. How can living a healthy lifestyle affect your outlook on life?
- C. What other activities could be done to promote a health lifestyle?
- D. Now that you know more about healthy eating, physical activity, and hand washing, what do you think you can do to make a difference at school? At home? What are some ways that you could help out in your community?

Appendix A – Dealing with Self-Esteem

For many youth, talking about their lifestyle choices and eating habits can be difficult or upsetting. This is especially true to youth who have been bullied about their weight, have low self-esteem, or have lost a family member due to diabetes or heart disease that was caused by unhealthy lifestyle choices. When conducting these activities, please be sensitive to your audience. Ask the teacher or club leader if they know of anyone who has been through something like this. Make sure the teacher or club leader stays with you during the lessons and discussion. If conducting these in a school, make sure the school counselor is aware of what you are doing and is available to help if a youth gets upset.

If at any time you feel that a youth needs to talk to someone, please ask a trusted adult to help you manage the situation.

It's ok for youth to show emotional responses. That's a natural part of dealing with situations such as these. The purpose of these lessons are to help youth become empowered to be confident in themselves and the nutritional and physical choices they are making.

Appendix B- Healthy Eating Coloring Sheet



What is your favorite healthy food?

Appendix C- Additional Resources

PBS Kids- It's My Life: <http://pbskids.org/itsmylife/index.html>

National Science Foundation Scrub Club: <http://www.scrubclub.org/home.aspx>

USDA MyPlate Kids' Place: <http://www.choosemyplate.gov/kids/index.html>

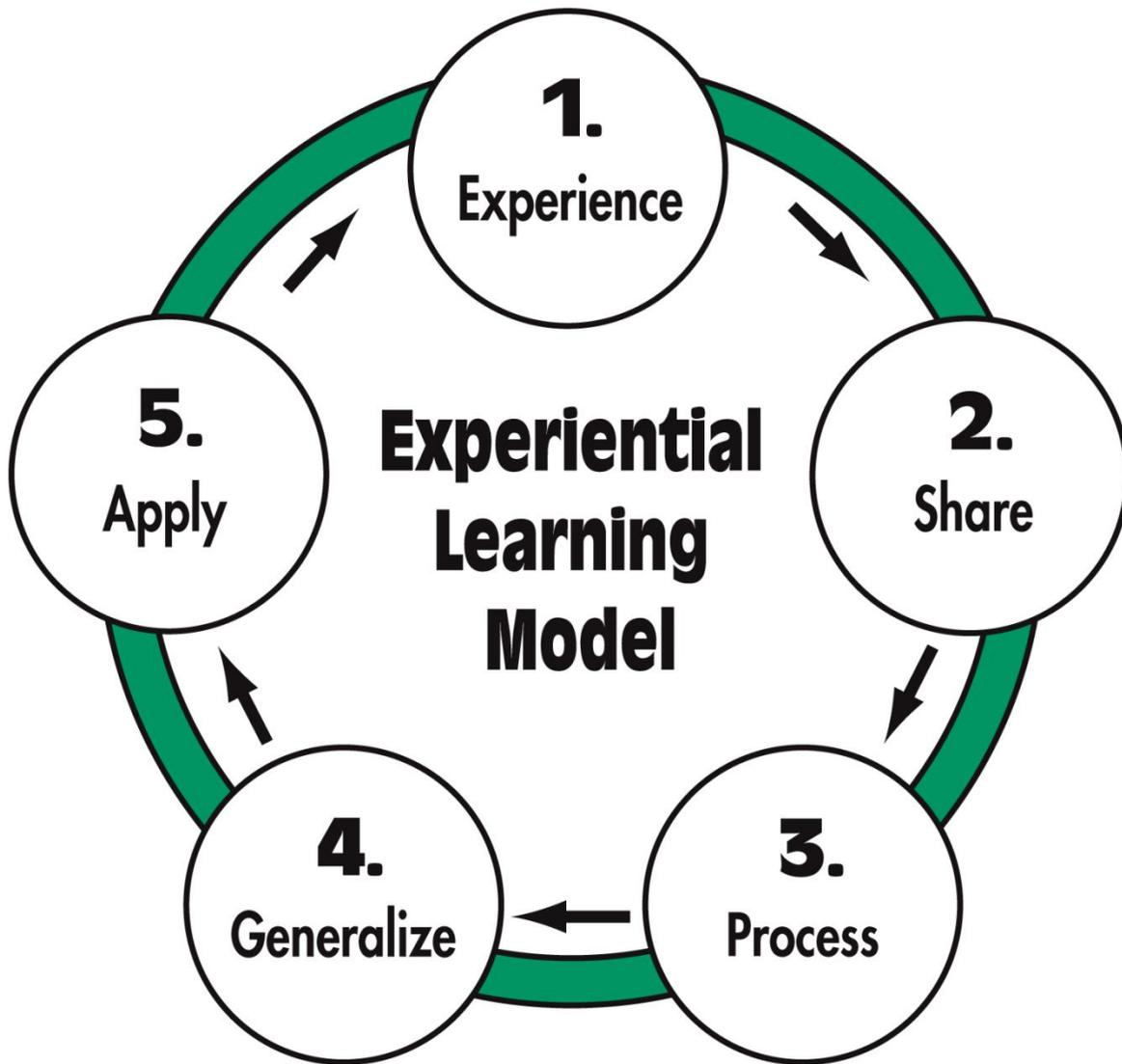
Power to Play: <http://www.powertoplay.com/>

KidsHealth: <http://kidshealth.org/kid/>

National Institute of Environmental Health Sciences:
<http://kids.niehs.nih.gov/explore/hliving/>

Every attempt was made to collect reliable online resources from government and reputable organizations. These websites are not endorsed by the Kentucky 4-H program or the University of Kentucky.

Appendix D– Experiential Learning Model



Pfeiffer, J.W., & Jones, J.E., "Reference Guide to Handbooks and Annuals"
 © 1983 John Wiley & Sons, Inc.
 Reprinted with permission of John Wiley & Sons, Inc.

Appendix E – Why is Experiential Learning Important?

Experiential learning is a teaching methodology where focus is placed on the process of learning and not the product of learning. Experiential learning is learner

and activity centered and creates an environment where learners can reflect and apply their experience to real world situations.

However participating in an experience is not enough, and in order for an activity to truly be called experiential, it needs to encompass the following elements:

- EXPLORATION: "Do it"

Perform or do an activity with little to no help from the facilitator/teacher. Examples might include: making products or models; role-playing; giving a presentation; problem-solving; playing a game.

- SHARING: "What Happened"

Publicly share the results, reactions and observations. Get the participants to talk about their experience. Share reactions and observations. Discuss feelings generated by the experience. Let the group (or individual) talk freely and acknowledge the ideas they generate.

- PROCESSING: "What's Important?"

Discussing, analyzing, reflecting, and looking at the experience. Discuss how the experience was carried out. Discuss how themes, problems, and issues are brought out by the experience. Discuss how specific problems or issues were addressed. Discuss personal experiences of members. Encourage the group to look for recurring themes.

- GENERALIZING: "So What?"

Connect the experience with real world examples. Find general trends or common truths in the experience. Identify "real life" principles that surfaced. List key terms that capture the learning.

- APPLICATION: "Now What?"

Apply what was learned to a similar or different situation, learn from past experiences, practice. Discuss how new learning can be applied to other situations. Discuss how issues raised can be useful in the future. Discuss how more effective

behaviors can develop from the new information learned. Help each individual feel a sense of ownership for what was learned.

Experiential learning is a wonderful teaching method for engaging learners and getting them to think creatively. It requires letting go of "perfect" end products and embracing the experience of learning. It changes the role of the teacher to being a facilitator as opposed to the holder of information.

The above information is from the “University of California Science, Technology and Environmental Literacy (STEL) Workgroup's Experiential Learning Project Group” and can be found at <http://www.experientiallearning.ucdavis.edu/faq.shtml>.

Appendix F– Report Form



Educational programs of Kentucky Cooperative Extension serve all people regardless of race, color, age, sex, religion, disability, or national origin. University of Kentucky, Kentucky State University, U.S. Department of Agriculture, and Kentucky Counties, Cooperating. Disabilities accommodated with prior notification.

Please help the State 4-H Teen Council realize the impact of this program by completing this simple report form. This can be emailed to mmains@uky.edu or faxed to 859-257-7180 ATTN: STC. Thanks!

County:			
Number of times this program was taught:			
Number of youth reached by this program?		Number of adults reached by this program?	
Comments & Feedback (<i>Let us know what was said about the program! What suggestions do you have for the future? What kind of difference did you see this making to the participants?</i>):			