



# 6

UNIT SIX:

# YOU'VE GOT THE POWER

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*At the Tiger Woods Foundation, we believe in a new generation of bold, courageous youth. We inspire new perspectives and limitless possibilities. We provide opportunities to be someone.*

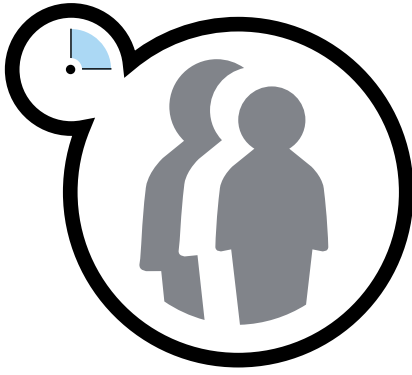
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## **GOAL:**

Students will demonstrate what they have learned over the course of the program by creating and presenting a final project, and discussing ways to stay committed to a healthy lifestyle.

## **OBJECTIVES:**

- Assess individual growth and reflect on experiences
- Share health-related information
- Create and give a final presentation
- Discuss ways to stay committed to a healthy lifestyle



## ACTIVITY 6.1 *15 minutes in length*

# ABOUT ME NOW

### PURPOSE:

*Assess attitudes and individual growth, and reflect on experiences of program participation*

### MATERIALS:

*Completed Student Sheet 1.1  
Copies of Student Sheet 6.1a, 6.1b*

### INDIVIDUALS:

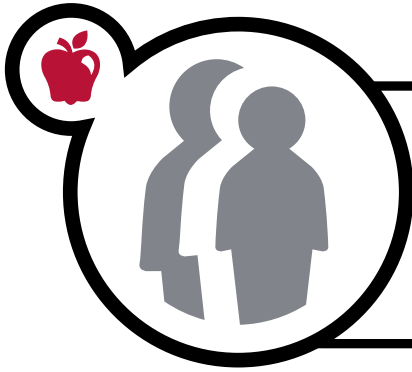
1. Ask students to complete Student Sheet 6.1a and 6.1b.
2. Pass out completed Student Sheet 1.1a. Ask students to compare their responses from Student Sheet 6.1a with Student Sheet 1.1a. Ask them to reflect internally on any personal changes. Did anything change? What? Why?

### WHOLE GROUP:

3. Come together to talk as a group and ask for volunteers to share how and why their answers and perspectives have changed.

### FOLLOW-UP QUESTIONS:

1. How did the Fit Plan impact you?
2. Do you feel like you have more control over your health?



# STUDENT SHEET 6.1A

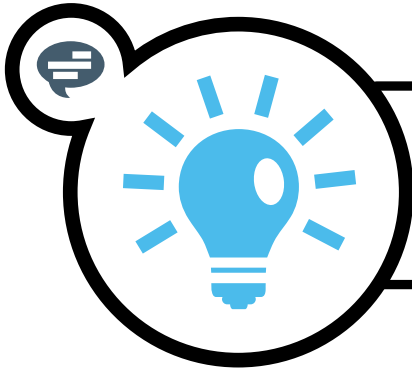
## ABOUT ME AT THE CONCLUSION OF THE FIT PLAN

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Read each sentence and then fill in the bubble on the same line that shows how much you agree or disagree with that sentence.

	<u>AGREE ALOT</u>	<u>AGREE ALITTLE</u>	<u>I'M IN THE MIDDLE</u>	<u>DISAGREE ALITTLE</u>	<u>DISAGREE ALOT</u>
1. I think being healthy is important for my future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I'm good at most things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I am a good person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I like the choices I make when I eat.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I want to lead a healthier life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I exercise everyday.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I know how to eat healthy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I want to be a better person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I feel good about the way I look.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I am a responsible student.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I'm excited about my future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I have a plan to reach my goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. I have someone to look up to.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. I eat breakfast every day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. I avoid eating junk food.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. I like exercising.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. My family leads a healthy lifestyle.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. I am aware of the consequences of an unhealthy lifestyle.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. I am a leader.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. I have a lot of energy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. My friends make healthy choices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. I have good eating habits.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. I am interested in making some healthy changes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. I care about my community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. I know what is in the food I eat.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. I think the way I eat now matters to my future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. I care about what I put in my body.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. I care that others live a healthy life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



# REFLECTIONS

DIRECTIONS:

Answer the following questions based on your experiences with the Fit Plan.

1. What did you like most about the Fit Plan? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. What is one topic you would like to learn more about? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. What is one activity/experience that was really meaningful to you? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. What have you learned about yourself? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Now that you have gone through the Fit Plan, what do you think about your future health habits? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## ACTIVITY 6.2 30 minutes in length

# DEAR FAMILY

### PURPOSE:

Share information about a healthy lifestyle with family and friends


### MATERIALS:

Copies of Student Sheet 6.2

### WHOLE GROUP:

1. Discuss the impact of the program with the students. Ask students to share how the Fit Plan – Living Healthy program has had a personal impact on them. Discuss the role families have in leading a healthy lifestyle. Are they supportive? Do they know what healthy eating looks like? Are they physically active? Who does most of the cooking? The grocery shopping? What do our family meals look like?
2. Talk about the importance of sharing the information you have learned with others. Why is it important to share valuable information?

### INDIVIDUALS/WHOLE GROUP:

3.  Ask students to write a letter to their family members explaining the importance of leading a healthy lifestyle. Students should include ways to live healthy and the consequences of leading an unhealthy life. Use Student Sheet 6.2 as a guide. Encourage students to end the letter with a question asking their families if they are willing to make the commitment to lead a healthy lifestyle.
4. Encourage the students to give the letter to their families.



### FAST FACTS:

Although it is a personal commitment to lead a healthy lifestyle, it is difficult to change our ways if the people who surround us are not on board. Many of us do not choose to eat unhealthy food on purpose. We eat certain ways because we do not know the difference. Leading a healthy lifestyle works best when it is a collective effort among those around us. Once we have the knowledge of how to live a healthy lifestyle, it is our responsibility to share it with others.



### NOTE TO TEACHER:

The students may address their letter to whomever they see fit. It is a good idea to address it to the people they live with. After the students have presented their letters to their families, ask for volunteers to share how it went.

### FOLLOW-UP QUESTIONS:

1. What are some other ways to use the information you have learned throughout the program to help others?
2. Are there organizations you could visit to share information about a healthy lifestyle?

## **EXTENSION ACTIVITIES:**

1. Have students write a letter to their school teacher or principal encouraging a school wide effort to lead a healthy lifestyle. In the letter, students should detail their ideas for healthy changes.
2. Have students role play using their families as characters. Ask the students to predict the different reactions their parents may have in response to the letter. Create role play scenarios based on those reactions. The goal of the role play activity is to help students practice interacting with their parents.



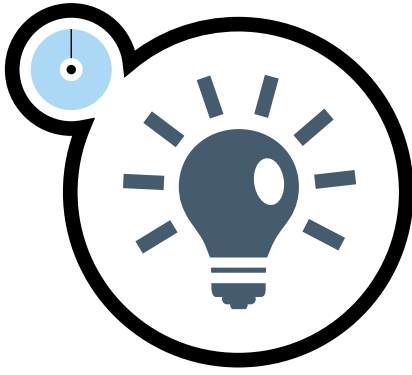
## STUDENT SHEET 6.2

# LETTER TO MY FAMILY

**DIRECTIONS:**

Fill in the blanks and use the information to help you write the letter to your family.

1. It is necessary for us to lead a healthy lifestyle because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. This is important to me because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Some eating habits we need to change are \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Our meals should include \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. We need to be physically active for (specify length of time) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. Some exercises we can do are \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. If we work together to build a healthy lifestyle, my future will look \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. If we have questions about how to lead a healthy lifestyle, we can go to \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## ACTIVITY 6.3 60 to 90 minutes in length

# WHAT WE LEARNED

### PURPOSE:

Create final presentations that demonstrate what students have learned through the program


### MATERIALS:

Copies of Student Sheet 6.3a, 6.3b  
Copies of the Certificate of Achievement

### INDIVIDUALS:

1. Students should go back through the contents of their portfolios and complete Student Sheet 6.3a to help prepare for their final presentation.

### WHOLE GROUP:

2.  Students are now ready to conduct a final presentation that demonstrates their learning. Discuss possible project ideas with the group.  
Example project ideas:
  - PowerPoint
  - Movie Presentation
  - Diet or Fitness Plan for ill/unhealthy individuals
  - Healthy Menu for a restaurant
  - Snack Challenge (students engage in a healthy snack competition)
3. Ask students to decide on a presentation format. Have them communicate their ideas with you and complete Student Sheet 6.3b.
4. Allow the students time to work on their final project.
5. Have the students present their projects to the class, parents, teachers and community leaders.
6. Present a Certificate of Achievement to every student.



### NOTE TO TEACHER:

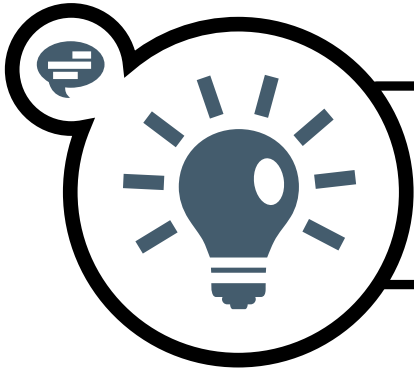
The project ideas provided are simply examples. Allow students to come up with other final project ideas. When it comes time for the students to present their projects, consider inviting parents, teachers and/or community leaders.

### FOLLOW-UP QUESTIONS:

1. How has this final project helped?
2. What was one of your favorite memories of the program?

### EXTENSION ACTIVITIES:

1. Have the students present their final projects beyond the classroom. Students can use their presentations to educate others on specific health topics.



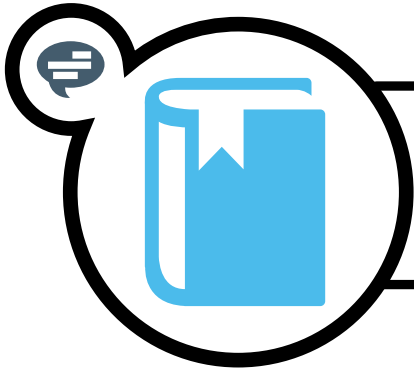
# WHAT I LEARNED!

**DIRECTIONS:**

*Congratulations on completing the Fit Plan! You have worked hard and are on your way to a healthy future. Use the questions below to highlight what you learned through the Fit Plan. Look through your portfolio, notes and Student Sheets to help you.*

**LOOKING BACK, THESE ARE SOME OF THE MOST IMPORTANT THINGS I LEARNED ABOUT:**

1. Healthy Eating: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Myself: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Being Active: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. How Food Affects the Body: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Careers: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# MY FINAL PROJECT

1. For my final project, I am going to:

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2. The topic I am going to focus on is:

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3. The presentation format will be:

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4. What I want the audience to learn is:

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5. Materials I need for my project are:

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# CONGRATULATIONS!

THIS AWARD CERTIFIES THAT

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*HAS SUCCESSFULLY COMPLETED  
THE FIT PLAN: LIVING HEALTHY!*

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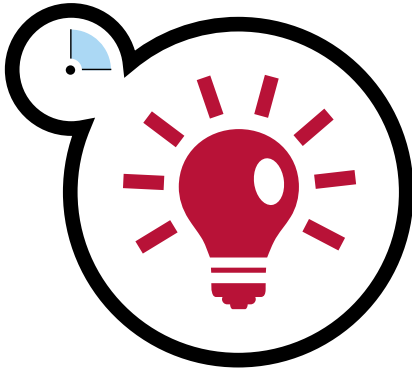
**TIGER WOODS**

FOUNDATION



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INSTRUCTOR SIGNATURE



## ACTIVITY 6.4 15 minutes in length

# COMMITMENT

### PURPOSE:

Discuss ways to stay committed to a healthy lifestyle

### MATERIALS:


Index cards

### WHOLE GROUP:

1. Discuss the importance of continuing a healthy lifestyle beyond this class.
2. Ask the students to create a list of three to five affirmations that will remind them about their commitment to lead a healthy lifestyle. Affirmations should begin with “I am” or “I will.”

#### EXAMPLES:

- I will take the time to plan my meals and snacks.
- I will include at least three food groups in every meal.
- I will exercise for at least 60 minutes every day.
- I am going to have a healthy future because of what I am doing for my health today.

3.  Pass out an index card to each student and ask them to write their affirmations on it. They may also decorate it. Encourage students to put their affirmation card in a place where they will see it every day.



### NOTE TO TEACHER:

Talk to students about establishing a routine. Reciting the affirmations should become part of their daily routine like brushing their teeth or making their bed. Reciting the affirmations will help remind them of their commitment to a healthy lifestyle.



### ONLINE OPPORTUNITY:

Do healthy choices go out the window in social settings? Visit the Additional Activities section of [www.tigerwoodsfoundation.org](http://www.tigerwoodsfoundation.org) for the activity Healthy 24/7.

### FOLLOW-UP QUESTIONS:

1. Why are affirmations important?
2. Why is establishing a routine important?