

## REVIEW

# Heading For the Future — Setting JIFF Goals

### Objective:

The children will understand how to apply the JIFF lessons to their everyday lives.

### Learning and Life Skills:

- Making decisions
- Setting goals

### Materials:

- JIFF Eating and Physical Activity Goal sheet (one per person)
- Pencils or pens
- MyPlate poster (N921) or MyPlate food poster (N923)
- The following three items are needed if a chalkboard is not available: newsprint paper, markers and masking tape.

### Time:

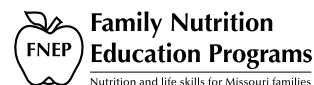
20 minutes

### Before the meeting:

1. Display the MyPlate poster in your meeting space.
2. Hang the newsprint paper if a chalkboard is not available.
3. Make a copy of the JIFF Eating and Physical Activity Goal sheet for each participant.

### During the meeting:

1. Tell the children that they have finished the JIFF lessons so it's time to set some eating and fitness goals. To do that, we will start by looking at our current eating and physical activity habits. If you taught lesson 7 the previous day, ask the children to get out their completed My Physical Activity Log (p. 127a). If it has been more than one day since you taught lesson 7, obtain the completed My Physical Activity Logs from the teacher and distribute them to the children. Give each child a pen or pencil.
2. Ask for volunteers to share the activities they recorded on their My Physical Activity Log and how many minutes they did each activity. Record the activities and minutes on the board. Ask the children to identify where each activity fits on the MyActivity Pyramid. Circle all of the everyday, aerobic, lifestyle, and muscle strengthening activities and their corresponding number minutes. Have the children add up the total number of minutes circled. Ask the children if the total number of physical activity minutes meets the recommended 60 minutes or more per day. If not, ask for suggestions to add more physical activity.
3. Give the children about five minutes to complete their own physical activity logs. Tell them to check the appropriate box indicating where each activity fits on the MyActivity Pyramid. Have them circle the number of minutes they did everyday, aerobic, lifestyle, and muscle strengthening activities. Tell them to add the number of activity minutes and record it on the log. Ask them if they met the recommended 60 minutes or more of physical activity.



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### Procedure:

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4. Give each child a JIFF Eating and Physical Activity Goals sheet (p. 135). Read each “eating habits” question aloud and ask the children to mark yes or no on their goal sheets. Tell the children this is not a test — just a way to see if they can improve their eating habits.
5. Tell the children to use their answers on their My Physical Activity Log and the “eating habits” to help create goals for improving their physical activity and eating habits. Give the children five minutes to work on their goals.
6. Ask for volunteers to share their goals.

### **Talking it over:**

#### **Share It:**

- Are there times when it’s hard for you to be physically active? Why or why not?
- Are there times when it’s hard for you to eat foods from the vegetable and fruit groups? Why or why not?
- What grab-n-go foods (especially from the fruit, vegetable and milk groups) can you keep in your house for easy snacking?
- What types of exercise snacks can you make a part of your everyday life?
- What or who influences the foods you eat? How does watching television influence what you eat?
- What or who influences how physically active you are?
- Does watching television influence how physically active you are?

#### **Process It**

- What will you remember most about what you learned from JIFF?



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