MyPyramid – Milk, Yogurt, and Cheese Group - Get Your Calcium-Rich Foods
This month we will focus on the blue stripe in MyPyramid or the milk, yogurt, and cheese group. This group is important because it helps provide calcium-rich foods. We need to choose low-fat or fat-free foods from this group. Foods made from milk that retain their calcium content are a part of this group, while foods made from milk that have little or no calcium, such as cream cheese, cream, and butter are not. Boys and girls, ages 9 – 18 need 3 cups of food from the Milk Group daily. Some common foods in the milk group that count as a one cup serving include 8 ounces of yogurt, 1 cup of pudding made with milk, 2 ounces of processed cheese, 1/3 cup of shredded cheese, and 1 ½ cups of ice cream.

Calcium is used for building bones and teeth and in maintaining bone mass. Milk products are the primary source of calcium in American diets. Diets rich in potassium may help to maintain healthy blood pressure. Milk products, especially yogurt and milk provide potassium. Vitamin D functions in the body to maintain proper levels of calcium and phosphorus, thereby helping to build and maintain bones. Milk that is fortified with vitamin D is a good choice.

Some wise choices for including milk group products in your daily diet include using:
- low-fat or fat-free milk as a beverage at meals.
- fat-free or low-fat yogurt as a snack.
- a dip for fruits or vegetables made from yogurt.
- fruit-yogurt smoothies in the blender.
- pudding made with fat-free or low-fat milk for dessert.

Club Roll Call
Ask members to share their favorite game/sport of the Winter Olympics.

Physical Activity Calendars
Collect the January Physical Activity Calendars from each participant. Record each individual’s total number of activity minutes on the Get Up and Move! Club Chart.

Have a short discussion to review the Physical Activity Pyramid and reflect on their activity for the past month. Have each individual look closely at his or her calendar to see how his/her activity matches the advice from the Physical Activity Pyramid.

Reflection Questions:
Did you get 60 minutes of moderate activity at least 3 days each week?
Did you get at least 30 minutes of moderate activity each day?
Did you get at least 15 minutes of more intense activity, 3 times a week?
How can you fit more regular physical activity into your life during the cold weather? What types of physical activities might you do with your friends?

February Physical Activity Calendars are on the web site at www.4-h.uiuc.edu/opps/move. Please download these and make copies for your members (and leaders). Please be sure to use the Get Up and Move! Club Chart each month to record the individual tallies.

Educational Activity
4-H Winter Olympics is the theme for the Physical Activity this month. The guide sheet offers background about the Olympic Games and two activities that might be done at your club meeting – “Olympic Torch Relay” and “Popcorn Figure Skating.” These games help to teach coordination, cooperation, communication, and competition.

Recipes/Snacks
S’more Pie is the recipe for the month. It is made with low fat milk in keeping with our calcium-rich foods.

Ties to 4-H Projects
For members enrolled in the 4-H Dairy Foods project, they may want to lead the Activities “What’s on the Label?” and “Taste Test” found in the Lesson – Get Your Calcium Rich Foods from MyPyramid For Kids Lessons for Grades 5 and 6. This can be found on the web at http://teamnutrition.usda.gov/resources/mpk3_lesson3.pdf.

Since every four years the Winter Olympics are held, it might be fun to learn more about some of the other countries competing against the United States in the winter games. Your club might use the Passport to the World project manual to develop a club program. You might also borrow the Culture Kits from your local Extension office to have at your monthly meetings. Or you might invite an exchange student or a family who has hosted an exchange student to come to your meeting.

Get Up and Move!
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<th>Name</th>
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<td>February</td>
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Each day fill in what physical activity you did and how many minutes you did it.

<table>
<thead>
<tr>
<th>Sports</th>
<th>Olympic Winter</th>
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<tr>
<td>Ice Skating</td>
<td>Curling</td>
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<tr>
<td>Snowboarding</td>
<td>Hockey</td>
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<tr>
<td>Bob sledding</td>
<td>Move</td>
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For more resources visit: www.4h.uillinois.edu/4hmove

For more information:
- University of Illinois Extension
- Local Extension Contacts
- Extension of Illinois
- Department of Interior
- U.S. Government

<table>
<thead>
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<th>Weekly Total</th>
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S’more Pie

1 9-inch graham cracker pie crust
1 package instant chocolate pudding mix
1 3/4 cups low fat or skim milk
2 cups miniature marshmallows

Prepare pudding mix according to package directions for a pie. Pour pudding in graham cracker crust. Allow to set at least 15 minutes to thicken in refrigerator.

Just before serving, heat the oven to broil. Cover the pie with the mini marshmallows and broil on the uppermost rack for about 30 seconds or until the marshmallows are lightly browned. Watch carefully, or the marshmallows will burn. Serve warm or chilled.

Serves 8.
Get Up & Move!

Physical Activity Series 2: February

4-H Winter Olympics (25 minutes)

Items needed for this activity:
- Olympic Torch Relay Activity
  - 1 paper towel tube - 1 each team
  - Tissue paper (red, yellow, orange) - 1 each team
  - Signs to identify the 6 stations
- Popcorn Figure Skating
  - 2 plastic or paper cups for each participant
  - 2 thick rubber bands for each participant (must go around the person’s shoe)
  - 2 paper clips for each participant
  - 1 large bag of popcorn for each “team”
  - 1 box or large bowl for each “team”

Background information for presenter:

The Olympic Creed states, “The most important thing in the Olympic Games is not to win but to take part, just as the most important thing in life is not the triumph, but the struggle. The essential thing is not to have conquered, but to have fought well.”

The first Olympic Games were held in the year 776 BC, or over 2700 years ago. During that first Olympic competition, there was only one event – a sprint allowing only male competitors. The Olympic Games, held every four years, were eventually modified to involve both male and female competitors. They were also expanded to include both summer and winter events.

Step 1: Information to share with club members (5 minutes)

Who can tell me how often the Winter Olympic Games are held? (Every four years.) When the Olympic Games were first started, they were only a summer event. Who can tell me which year the first “Winter” Olympic Games were held? (The 1924 Olympics were held in the French Alps, 60 miles northeast of Grenoble.)

There are many exciting things about the Olympic Games, one of them being the lighting of the Olympic flame to officially open the games. The tradition started when a flame was lit for the first Olympic Games.

During the Olympics, the flame burns throughout the games, then is extinguished during the closing ceremony. For each new Olympics, a new flame is started in the ancient Olympic stadium in Greece. This flame begins its Olympic Torch Relay by touring Greece. The flame is then taken to the country where the games will be held. The flame is typically carried around the country where the games are to be held, using a series of torches carried by people running, walking, etc. The last runner uses a torch to light the large Olympic torch, which burns throughout the games. During the Get Up & Move activities this month, there are several options to do things in some way related to the Olympic Games. So...let the games begin!

Step 2: Group Activity (10 minutes)

Olympic Torch Relay Activity – The Olympic motto is, “Citius, Altius, Fortius,” which means “Swifter, Higher, Stronger.” These fit with our goals for Get Up & Move to promote better physical fitness. In an effort to help all of you be swifter, go higher, and be stronger, we are holding our first Olympic Torch Relay. (Olympic Torches can either be made by the teams, or can be made prior to the activity. Each team needs one Torch. Attach the tissue paper to the top of the paper towel tube to look like flames.)
In this relay, we will be incorporating many of the moves that our Olympians use as they compete in their events.

There are six different stations. Each member of your Olympic team will take a turn running the torch. As they run the Olympic Course, they will stop at each station and perform the Olympic movement associated with one of the Winter Olympic Events. After they have completed the movement at that station, they pick up their torch and run on to the next station. NOTE – all participants must be careful not to get in the way of other teams as they complete station movements.

Once they have completed all of the stations, participants return to their Olympic team and pass the torch to the next team member, who then repeats the course. The first team to finish the Olympic course wins the gold!

The Olympic Stations and the required movements are:

- Speed Skating – 10 repetitions of speed skating arm swinging.
- Figure Skating – 5 figure skating spins
- Curling – 10 repetitions of ice sweeping.
- Freestyle Skiing – 10 repetitions of hopping side to side as if jumping moguls.
- Ski Jumping – 2 ski jump push offs that incorporate bending your knees and jumping forward with long sweeping arm swings.
- Cross Country – moving in a circle, take 8 long cross country gliding steps.

**Step 3: Group Activity (10 minutes)**

*Popcorn “Figure Skating”* – Fancy footwork is required in Olympic figure skating. Today you are going to have to use some fancy footwork as you work with your team to move your team’s popcorn from Box 1 to Box 2.

**Directions** – divide the participants into equal teams. Teams can consist of anywhere from 6-10 members. Each team member will need a pair or “Fancy Footwork Shoes.” These are made using plastic or paper cups (1 pair for each participant), a thick rubber band, and a paper clip. The “shoes” can be made ahead of time by using a push pin or small nail to poke a hole in the center of each cup bottom. Push one end of a thick rubber band through the hole and into the cup. Then, slip a paper clip on the end of the rubber band, inside the cup, and gently pull the other end until the clip rests on the bottom of the cup. The rubber band, worn around the ball of the foot, holds the cup in place on top of the team member’s shoe.

Once you have the participants divided into teams, distribute their “Fancy Footwork Shoes.” Team members should slip their shoes on. Place a large box (or bowl) approximately five yards beyond the starting point for each team. Just before the Popcorn Figure Skating starts, give each team a large bag of popcorn - it should be enough popcorn to fill all of the “shoes” at least once. Instruct the participants that this is a Figure Skating relay. Each team member will be required to “skate” from the start line to their box, empty the popcorn from their cups into the box, then skate back to their line, touch the hand of the next “skater,” and then go to the end of their line. If there is still popcorn left in their team bag, refill the skaters’ cups until all of the popcorn is gone. NOTE – there are several required elements that must be included in each skater’s performance. While moving toward the box to empty their popcorn, each skater must do one basic spin (being careful not to dump their popcorn as they turn) and one basic jump (or in this case hop, again being careful not to dump their popcorn).

When everyone is ready, BEGIN! The Figure Skating Relay continues until all popcorn has been transferred to the box. Then, the popcorn in each box is measured with a ruler, or by cupfuls and the team with the most is declared the winner.

**Get Up & Move!**
Station #1

Speed Skating

(10 arm swings)
Station #2

Figure Skating

(5 figure skating spins)
Station #3

(10 ice sweeping repetitions)
Station #4

Freestyle Skiing

(10 mogul jumping repetitions or hopping side to side)
Station #5

Ski Jumping

(2 repetitions of bending knees and jumping forward with sweeping arm swings)
Station #6

Cross Country

(8 long cross country gliding steps moving in a circle)
Delicious Dairy
It is important to eat dairy foods such as milk, yogurt and cheese. These foods are part of the Milk Group in MyPyramid. All fluid milk products and many foods made from milk are considered part of this food group. Foods made from milk that retain their calcium content are part of the group, while foods made from milk that have little or no calcium, such as cream cheese, cream, and butter, are not. These foods are essential because they provide most of the calcium in your and your children’s diets. Your family should eat foods from the milk group that are either low-fat or fat-free to get the health benefits without the added fat.

How Much Dairy is Enough
Boys and girls, ages 9-18, need 3 servings of food from the Milk Group daily. In general, 1 cup of milk or yogurt, 1 ½ ounces of natural cheese, or 2 ounces of processed cheese can be considered as 1 serving from the milk group.

Health Benefits and Nutrients
- Diets rich in milk and milk products help build and maintain bone mass throughout the lifecycle. This may reduce the risk of osteoporosis. The intake of milk and milk products during childhood and adolescence is important because that is when bone mass is being built in the body.
- Diets that include milk products tend to have higher nutritional quality.
- The calcium in milk products is used for building bones and teeth and in maintaining bone mass. Milk products are the primary source of calcium in American diets. Diets that include 3 servings of milk products per day can improve bone mass.
- Milk products, especially yogurt and fluid milk, provide potassium. Diets rich in potassium may help to maintain healthy blood pressure.
- Vitamin D functions in the body to maintain proper levels of calcium and phosphorus, thereby helping to build and maintain bones. Milk that is fortified with vitamin D is a good source of this nutrient. Other sources of vitamin D are fortified yogurt and ready-to-eat breakfast cereals.
- Milk products that are consumed in their low-fat or fat-free forms provide little or no solid fat.

Making Wise Choices
- Include milk as a beverage at meals. Choose fat-free or low-fat milk.
• If you usually drink whole milk, switch gradually to fat-free milk to lower saturated fat and calories.
• If you drink cappuccinos or lattes – ask for them with fat-free (skim) milk.
• Add fat-free or low-fat milk instead of water to oatmeal and hot cereals.
• Eat fat-free or low-fat yogurt as a snack.
• Make a dip for fruits or vegetables from yogurt.
• Make fruit-yogurt smoothies in a blender.
• For dessert, make chocolate or butterscotch pudding with fat-free or low-fat milk.
• Top cut-up fruit with flavored yogurt for a quick dessert.
• Top casseroles, soups, stews, or vegetables with shredded low-fat cheese.
• Top a baked potato with fat-free or low-fat yogurt.

Keep it Safe
• Avoid raw (unpasteurized) milk or any products made from unpasteurized milk.
• Refrigerate perishable food promptly and defrost foods properly. Refrigerate or freeze perishables, prepared foods, and leftovers as soon as possible.
• Separate raw, cooked and read-to-eat foods.

Alternatives to Milk Products
• If you avoid milk because of lactose intolerance, the most reliable way to get the health benefits of milk is to choose lactose-free alternatives within the milk group, such as cheese, yogurt, or lactose-free milk, or to consume the enzyme lactase before consuming milk products.
• Calcium choices for those who do not consume milk products include:
  ▪ Calcium fortified juices, cereals, breads, soy beverages, or rice beverages
  ▪ Canned fish (sardines, salmon with bones), soybeans and other soy products, some dried beans, and some leafy greens (collard and turnip greens, kale, bok choy). The amount of calcium that can be absorbed from these foods varies.

Source: [www.mypyramid.gov](http://www.mypyramid.gov)
Intercultural Games

Playing games are a great way for children to get more physical activity into their daily routines. Most children in America play games that have originated in the United States, but don’t know much about games that other children around the world play. This month, you and your family and friends can try playing games that children around the world enjoy. Below are a few suggestions of games from around the world.

Africa (Zambia): Banyoka

Banyoka means “the snakes” and was probably created from observing these creatures roaming the region.

How to Play:
1. Choose an area to play that is a bit of an obstacle course, with bushes and large rocks. Be sure to check the area for sharp objects before you play. If you cannot play outside, you can create an obstacle course using toys, pillows, and boxes.
2. The players should divide into two groups, each group having equal numbers.
3. Each group becomes a “snake” by the players sitting one behind the other on the ground, legs spread and hands placed on the shoulders or arms wrapped around the waist of the player in front. This makes sure the players stay connected to create the “snake.”
4. Each snake moves forward by the players swaying their bodies back and fourth. The snake can sing a song as it moves.
5. The object of each snake is to reach a designated finish line first. The real fun of the game is to maneuver around bushes, rocks, and other objects, to “slither” around and over them while remaining connected to each other.
6. The game can also be played with one snake. The competitive aspect of the game would be replaced by a follow-the-leader quality. The “head” of the snake decides the direction, turning one way then another and choosing which obstacles to go across or around. If the line is long enough, its fun for players to deal with a new obstacle or change of direction while players farther behind are still coping with the previous one.

Asia (Malaysia): Wan, Tu, Zum

Number of Players: 2 or more players

How to Play:
1. This game is similar to the game Rock, Paper, Scissors.
2. The signs are:
   - Bird – all five fingers bunched together at the fingertips
• **Rock** – clenched fist  
• **Pistol** – outstretched thumb and index finger  
• **Plank** – palm facing down with fingers together  
• **Water** – palm facing up with fingers together

3. As with Rock, Paper, Scissors, the players say ‘Bird, Rock, Pistol, Plank, Water’ and then make one of the five signs. The following shows what beats what.
   - Bird beats plank and water
   - Rock beats bird, plank, and water
   - Pistol beats everything except water
   - Plank beats bird and water
   - Water beats everything except Bird and plank

**Australia: What’s the time Mr. Wolf?**

**Number of Players:** 3 or more players

**How to Play:**
1. Choose someone to be a “wolf.”
2. The “wolf” turns its back to the other players who should stand about 16 feet away.
3. The other players say: “what’s the time Mr. Wolf?”
4. The wolf makes up a time and says it. If the wolf says for example, 5:00, the other players take 5 steps toward the wolf.
5. When the other players are close enough to catch, the wolf says ‘dinnertime’ and chases the other players.
6. The player who is the “wolf” catches another player who will be the next “wolf.”

**Europe (France): Escargot**

**Number of Players:** 2 or more

**Equipment:** Chalk – to make the hopscotch ( shaped like a snail - shown below). (No puck is used for this version of the hopscotch game.)
How to Play:
1. Decide which your hopping foot is and who goes first. Whichever foot you choose is the foot you will hop on to go to the center of the snail and back out.
2. Hop through the snail to the center. Start with square 1.
3. Hop only once in each square. Do not hop on any lines or you will lose your turn. You may rest when you reach the center.
4. Turn and hop back to the beginning. Take turns repeating steps 2 and 3.
5. If you have hopped in and out successfully you may choose a square as your “house.” Put your initials in the square. You can use this space to rest and other players must skip over the square.
6. The game is over when it becomes impossible for anyone to hop to the center. The player with the most squares at the end is the winner.

North America (Alaska): Alaskan Hopscotch

Number of Players: 2-10 players

Equipment: hopscotch mat, puck or pebble

How to Play:
1. Decide if you want to use a side pocket (see picture below). The side pocket is used to jump from when you start. The squares are NOT named or numbered. The puck or pebble is called the “man.”
2. Decide which foot you will use to hop on. You cannot hop on a line or a box with a puck (man) in it. The first player puts the puck into the first box, NOT the side pocket. That player will have to jump from inside the side pocket diagonally to box 2. Then, that person goes to the rest of the boxes and comes back to box 2. Then the player gets to box 2, they pick up the puck, hop out of the pattern, and give it to the next player.
3. Then the next player tosses the puck into box 2 and repeats the pattern. If you toss the puck and it does not land into a box, or line, you lose. You keep repeating that until one person wins.
South America (Bolivia): La Thunkuna
This version of hopscotch in Bolivia is the “Old World” version. Today children play the game the same way; only they number the squares instead of naming them.

**Number of Players:** 2 or more players

**Equipment:** a puck (can be a stone), chalk (to draw the hopscotch mat)

**How to Play:**

1. Throw a puck into the first box (*Lunes* – Monday) and hop over this box into the second box (*Martes* – Tuesday).
2. Kick the puck out the first box (*Lunes*) and back behind the starting point. After you kick the puck out you hop back out of the pattern. Players may decide whether or not to use their hopping foot to kick out the puck and use their other foot to kick the puck out of the box.
3. Throw the puck into the box *Martes*. Jump in box *Lunes*, then in box (*Miercoles* - Wednesday). Kick the puck out of the pattern, and then hop out of the entire pattern.
4. Repeat the same pattern for *Miercoles*, and then for (*Jueves* - Thursday). When you throw the puck into *Jueves*, hop in the box *Miercoles*, and then jump into box (*Viernes* -Friday), and (*Sabado*- Saturday), with one foot in each box. Then jump on one foot into the box (*Domingo* - Sunday), and kick the puck back behind the main baseline.
5. Don’t throw the puck in boxes *Viernes* or *Sabado*. Continue throwing the puck into box *Domingo*.
6. Always hop over the space where the puck lands. If the puck lands into the wrong space on any toss or kick, you lose your turn.

Source: [www.library.thinkquest.org](http://www.library.thinkquest.org)
Nutrition around the World

This month you have learned about different games that children around the world play. In the spirit of learning about different cultures, this month your club can research a country and prepare a presentation for an international celebration at your school or community center. Your club can research activities that are popular in the country, as well as healthy snacks or recipes that come from that country. Below is some information about food choices in countries around the world.

**Latin America:** Foods from plant sources are abundant in Latin American diets, including corn and potatoes (both white and sweet). Rice was introduced in later years. Locally grown fruits, vegetables, beans, nuts and seeds are also included. Fish, chicken and turkey are used when they are available. Red meats are used less often in most Latin American diets, except in Argentina.

**Africa:** Foods from Africa are a combination of traditional native foods and the influences of many other cultures. One of the main characteristics of many native African meals is the use of starchy food as the main part of the meal. Yams, corn, millet, sorghum and porridges made from those foods are common. Stews made with some meat and many locally grown vegetables are often served with the starchy food. In coastal areas, seasoned fish is available. European and Indian flavoring and cooking techniques are strong in some African areas.

**Mediterranean areas:** The traditional diet of this area includes a great variety of fruits, vegetables, breads and other grains, beans, nuts and seeds. Foods from animal sources are found less often. Mediterranean diets use olive oil as a major source of fat. A variety of cheeses and yogurt are used in low to moderate amounts. The fruits and vegetables are usually locally grown and eaten raw. Garlic and a variety of other herbs are used for seasoning foods. Fish is eaten in areas where it is available and red meat is used in small amounts.

**Western Europe:** Meat and potatoes are very popular, but in coastal countries fish is popular. Most of the countries feature different types of bread. In the southern regions where the weather is milder, locally grown vegetables and fruits are used often. In the colder areas, the diet contains more meats, cheeses, sausages and breads. Going to the market daily to get food for meals is a common practice.

**Asia:** Eating in Asian areas of the world is tied to rich traditions and religious practices. Traditional healthy diets are built around rice dishes. Rice can provide from ¼ to ¾ of the energy in Asian diets. Most foods are plant-based, mixed with low to moderate amounts of animal foods. The richness of Asian diets comes through the many different seasonings and flavorings used to prepare the food.

Source: [www.citnews.unl.edu/NFY/myfood/aroundworld.html](http://www.citnews.unl.edu/NFY/myfood/aroundworld.html)