MyPryamid – Fruit Group
This month we will focus on the red stripe in MyPryamid or the fruit group. The recommendations are that we consume a variety of fruit; choose fresh, frozen, canned, or dried fruits when possible; and to go easy on fruit juices. Boys and girls, ages 9 – 13 who get less than 30 minutes per day of moderate physical activity generally need 1 ½ cups of fruit daily. Those who are more physically active may be able to consume more while staying within the calorie needs. In general, one cup of fruit or 100% fruit juice, or one-half cup of dried fruit can be considered as one serving from the fruit group. Most fruits are naturally low in fat, sodium, and calories and have no cholesterol. Fruits are important sources of many nutrients including potassium, dietary fiber, vitamin C, and folate acid.

Make most of your fruit choices whole or cut-up fruit rather than juice for the benefits that dietary fiber provides. Select fruits high in potassium such as bananas, dried peaches and apricots, cantaloupe, and orange juice. When choosing canned fruits, select fruit canned in 100% fruit juice or water rather than syrup.

Wash fruits before preparing or eating them. Under clean running water, rub fruits briskly with your hands to remove dirt and surface microorganisms. Dry fruit after washing. Keep fruits separate from raw meat, poultry, and seafood while preparing and storing.

Citrus fruits are often found in our stores during the winter months. Most of us are familiar with oranges, lemons, limes, and grapefruits. However, some other citrus fruits you may want to try include: clementines, kumquats, mandarin, minneola, pummelo, tangerines, tangelos, and ugli fruit. For more information on these citrus fruits, check out http://www.thefruitpages.com/citrus.shtml.

Club Roll Call
Have members share their favorite citrus fruit or ask them to share their “healthy lifestyle” New Year’s resolution or goal.

Physical Activity Calendars
Collect the December 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 at least 30 minutes of moderate activity each day?
Did you get at least 15 minutes of more intense activity, 3 times a week?
Have you increased your daily minutes of activity since September?
Do you think you’re getting enough physical activity? Why?
How can you fit in more regular physical activity during the winter months?
What types of physical activities might you do with your siblings? Parents?
January 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.

Family Activity
We are introducing the Winter Family Activity Page. We encourage you to duplicate this page and distribute it to your 4-H families. Research shows that for youth to adopt healthy nutrition and lifestyle choices, the whole family needs to be involved. The Family Activity Page includes a Family Activity Challenge. Encourage families to participate in the challenge activity, record what they did for the month on the tear off section, and return the slip at the next club meeting. Save the slips.

Educational Activity
Jump into January! is the theme for the Physical Activity for the month. The guide sheet offers three different activities that might be done at your club meeting – “Streets and Alleys” ties to the Citizenship project, “Oranges/Colds/Energy” and “The Top Banana” are related to the Fruit group in MyPyramid. These games help to teach cooperation, communication, and competition.

Recipes/Snacks
The January recipe is Magical Fruit Salad. It can be found at www.4-h.uiuc.edu/opps/move. This is an easy, healthy fruit snack that could be prepared at the meeting or be done as a demonstration and served as refreshments. Some 4-H members may remember this recipe from Camp Clover in the MyPryamid lessons.

Ties to 4-H Projects
Citizenship is a popular individual and group project in 4-H. Clubs might arrange to visit their county board, city council, or village board meeting in January or February to observe the work of local government officials and see parliamentary procedure in action. Members might ask to be on the agenda to talk about their Get Up and Move! activities. They might discuss Get Up and Move! and the importance of healthy lifestyles including good nutrition and increased physical activity. The club might share the healthy snack – Magical Fruit Salad from this month’s recipe with the elected body or might consider serving Clementines. Clementines are a member of the orange family and are a seedless mandarin (a small orange with loose skin that is a cross between a mandarin and an orange).

Get Up and Move!
### Physical Activity

#### Total Minutes of Activity

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
</table>

**January**

Each day fill in the number of minutes you did for physical activity and how many.

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### Citrus Fun Facts

- **Citrus** fruits are rich in fiber and provide essential nutrients.
- **Oranges**, **grapefruits**, **lemons**, **limes**, and **tangerines** are citrus fruits.
- **Citrus** fruits are grown worldwide, with the largest producer being **Brazil**.
- **Oranges** are grown primarily in **Florida**.
- Citrus fruits contain high amounts of **vitamin C**, which is essential for the body.
- An **orange** contains about 50 mg of **vitamin C**, which is equal to 75% of the recommended daily requirement.

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For more resources visit [www.4-h.unl.edu/logos/smiley](http://www.4-h.unl.edu/logos/smiley)
Magical Fruit Salad

1 20-ounce can pineapple chunks in juice
½ pound seedless grapes
2 bananas
1-3/4 cup low fat milk
1 small package (3-1/2 ounces) instant lemon or vanilla pudding mix

Open the can of pineapple chunks.
Drain chunks and place in a bowl.
Save pineapple juice to drink later.
Rinse the grapes and pat dry.
Add to the bowl.
Peel bananas and cut into bite-size pieces.
Add bananas to the bowl.
Pour the milk over the fruit.
While slowly stirring the fruit mixture, sprinkle in the pudding mix.
Let stand for 5 minutes.

Best eaten as soon as it is ready.
Refrigerate leftovers.

Makes 8 servings.

Nutrition information per serving: 160 calories, 1 g fat, 110 mg calcium, 36 g carbohydrate, 2 g fiber, 180 mg sodium.

Nutrition Facts

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>Calories 160</th>
<th>Calories from Fat 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Fat 1g</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Saturated Fat 0.5g</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>Trans Fat 0g</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cholesterol 5mg</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Sodium 180mg</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td>Total Carbohydrate</td>
<td>36g</td>
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<tr>
<td>Dietary Fiber 2g</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td>Sugars 29g</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Protein 2g</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Vitamin A 2% • Vitamin C 20% • Calcium 6% • Iron 2%

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

Total Fat Less Than 65g 80g
Saturated Fat Less Than 20g 25g
Cholesterol Less Than 300mg 300 mg
Sodium Less Than 2,400mg 2,400mg
Total Carbohydrate 375g 375g
Dietary Fiber 25g 30g

Calories per gram:
Fat 9 • Carbohydrate 4 • Protein 4
Get Up & Move!

Physical Activity  Series 2:  January

Jump into January! (26 minutes)

Items needed for this activity:
  • Masking Tape  • Top Banana List

Background information for presenter:
Games that can be played with a group are a very important part of youth development. Youth learn both cooperation and competition through a variety of games in which they participate. Games are best taught when they are introduced as an opportunity to have fun and to share.

This activity guide outlines games that can be adult and/or youth initiated. Many of these are best suited for indoors, and can be a great way for youth to be physically active in a group setting when the weather is not conducive to outdoor play.

Step 1: Information to share with club members (1 minute)
Today we are going to play some group games that will help us increase our level of physical activity. These will be fairly “active” games, so it is important that everyone listen to the directions and then follow the rules for the games. We also want everyone to be respectful of each other. We will have an area that we are playing in, please stay in the designated area. We are playing this for fun and to be active!

Step 2: Group Activity (15 minutes)
Streets and Alleys: Prior to the activity, identify a large area to play the game. This will need to be an open area that has enough space that youth can form a grid with an arms length of spacing between each participant.

  ▪ Choose one participant to be the “cat” and another to be the “mouse.”
  ▪ Have the remaining participants stand in even rows of four youth or more. They should stand so that they can touch hands when they hold their arms up, extending them toward the participants to their left and right.
  ▪ Explain that when their arms are held up, touching palms with the person on the left and right of them, they are in STREET formation. This means the participants are looking forward, making horizontal rows.
  ▪ To make the ALLEYS, they must turn sideways and hold up their arms, touching palms with the person in front of or behind them. This means the participants are now facing sideways, making vertical rows.
  ▪ The game leaders (which can be an adult or a designated youth) will call out “Streets” or “Alleys”. When they do this, the participants must form that configuration. For example, if they are facing forward, in a STREET configuration, the leader will call ALLEY. This is the signal that the participants should quickly turn to face sideways, making vertical rows, or be in an ALLEY configuration. It doesn’t matter which way they turn to form the Alleys. The leader should call “Streets” and “ Alleys” several times as a practice until the youth understand what to do and can change quickly.
To begin the game, the CAT starts inside the first street and the MOUSE stands inside the back street.

The leader calls “begin” and the cat chases the mouse. Both the cat and the mouse must stay inside the streets.

After a minute or so, the leader calls “ALLEYS,” and the youth quickly switch to form alleyways. Again the cat and mouse must stay within the alleys.

This continues until the cat tags the mouse. Once the mouse has been tagged, two new players should be selected to be cat and mouse.

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

**Oranges/Colds/Energy:** This game is based on the “Rock/Scissors/Paper” game.

Prior to the activity, identify a large area to play the game. Create a “center line” with masking tape on the floor in the middle of the playing area. Use more masking tape to identify two “free zones” at opposite ends of the playing area. While in that area, team members cannot be tagged.

Divide the participants into two teams. Send each team to their “free zone,” explaining that while in this area, a team member is safe and cannot be tagged.

Explain that they will be playing a game similar to Rock/Paper/Scissors – however since we are focusing on the Fruit Group of MyPyramid this month, we are adapting the game. In this game, ORANGES crush COLDS; COLDS cut into our ENERGY; and ENERGY requires more ORANGES.

The signs for each are as follows:

- Oranges = closed fist; Colds = fingers spread out; Energy = flat hand, fingers together.
- Each team should huddle in their free zone and decide as a group which sign they are going to show (ORANGES, COLDS, ENERGY).
- Remind them, oranges crush colds, colds cut into our energy, and energy requires more oranges.

Once the teams have decided on a sign, all of the members of each team meet at the center line and face each other.

The leader counts 1-2-3, then each team shows their sign.

The team that shows the winning sign chases the other team, trying to tag as many players as possible. The team with the weaker sign must run back to their free zone, trying not to be tagged.

In case of a tie (both teams showing the same sign), the teams must go back into a huddle and choose a new symbol.

Anyone who is tagged joins the other team.

The game continues until one of the teams is out of players.

**Step 4: Group Activity (5 minutes)**

**The Top Banana Says...** This game is based on the “Simon Says” game.

For each of the statements that the “Top Banana” says, the other participants should do the exercise or movement. Remind participants they ONLY do the movement if the statement is started with “the Top Banana says.” If they do the movement or exercise when the statement WAS NOT started with “the Top Banana says,” they must sit down.

A list of statements is provided that can be used – or you can come up with your own statements.

Explain to the participants that in many cases they will be pretending to do the exercise. Encourage them to be active when doing the movements – for example run in place, skip, hop, etc.

NOTE – you may not trick all of the participants, which is great. That means they participated in all of the movements and exercises!

Get Up & Move!
The Top Banana Says…

Read the following statements. Participants who do an exercise or movement when you didn’t say, “the Top Banana says” is out and should sit down. You may not trick all of the participants into making a mistake, which is great because they will be more physically active!

Top Banana statements:

1. The Top Banana says walk.
2. The Top Banana says jumps up and down.
3. The Top Banana says play basketball (participants pretend).
4. Run in place.
5. The Top Banana says run in place.
6. The Top Banana says eat a banana for a snack (participants pretend to eat banana).
7. Skip in a circle.
8. Eat an orange.
9. The Top Banana says hop from one foot to the other.
10. The Top Banana says swim.
11. The Top Banana says play tennis.
12. Ride a bike.
13. The Top Banana says roller-skate.
14. The Top Banana says dance.
15. Do a jumping jack.
16. The Top Banana says skip in a circle.
17. Jog.
18. The Top Banana says have some grapes for a snack.
19. The Top Banana says turn around.
20. The Top Banana says jump rope.
21. Touch your knees.
22. Turn around.
23. The Top Banana says march.
24. The Top Banana says clap your hands behind your back.
25. Wiggle your fingers.
26. The Top Banana says tap your shoulders.
27. Hoe your garden.
28. The Top Banana says hop all around.
29. The Top Banana says do 10 jumping jacks.
30. The Top Banana says rest and relax.
Focus on Fruits
This month your children have learned about the importance of eating fruit. It is recommended that children consume a variety of fruits, focusing on fresh, frozen, canned, and dried fruits. You should make sure that your children are consuming fruit juices in moderation because juices have more natural sugar and less fiber than whole fruits. Most fruits are naturally low in fat, sodium and calories and have no cholesterol. Fruits are important sources of nutrients including potassium, dietary fiber, vitamin C, and folic acid.

Recommended Servings
Boys and girls, ages 9-13 who get less than 30 minutes per day of moderate physical activity generally need 1 ½ cups of fruit daily. Those who are more active may be able to consume more while staying within their calorie needs.

Health Benefits
Eating a diet rich in fruits and vegetables as part of an overall healthy diet may:
- Reduce the risk for stroke and other cardiovascular diseases.
- Reduce risk for type 2 diabetes.
- Protect against certain cancers.
- Decrease bone loss.
- Help with weight loss and maintenance.

Nutrients in Fruits
Fruits are important sources of many nutrients, including potassium, dietary fiber, vitamin C, and folic acid (folate).
- Potassium may help to maintain healthy blood pressure. Fruit sources of potassium include bananas, prunes and prune juice, honeydew melon, and orange juice.
- Fruits contain dietary fiber, which may help reduce blood cholesterol levels, constipation, and diverticulosis. Fiber also helps to provide a feeling of fullness with fewer calories.
- Fruit also contains vitamin C, which is important for growth and repair of all body tissues. Vitamin C also helps heal cuts and wounds and keeps teeth and gums healthy.
- Fruits have folic acid, which helps the body form red blood cells.

Tips for Eating More Fruit
- Keep a bowl of fruit on the table, counter, or in the refrigerator.
- Buy fresh fruits in season when they may be less expensive and at their peak flavor.
- Buy fruits that are dried, frozen or canned so that you always have a supply on hand.
- Consider buying pre-cut fruits to refrigerate if you are short on time.
At meals:

- At breakfast, top your cold or hot cereal with fruit or try mixing fruit with low-fat or fat-free yogurt.
- At lunch, pack fresh fruit or choose individual containers of fruits like peaches or applesauce.
- At dinner, try adding fresh fruit to tossed salads.
- Add fruit like pineapple or peaches, to kabobs as part of a barbeque meal.
- For dessert, have baked apples, pears, or a fruit salad.

As snacks:

- Try cut-up fruit or bite size fruits, such as berries or grapes.
- Dried fruits are good for snacks because that are easy to carry and store well. Remember, ¼ cup dried equals ½ cup of fresh fruit.
- Try spreading peanut butter on apple slices or top frozen yogurt with berries or slices of kiwi fruit.

Making fruits more appealing:

- Try low-fat yogurt or pudding as a dip for fruits like strawberries or melons.
- Make a fruit smoothie by blending fat-free or low-fat milk or yogurt with fresh or frozen fruit. Try bananas, peaches, strawberries, or other berries.
- For fresh fruit salads, mix apples, bananas, or pears with acidic fruits like oranges, pineapple, or lemon juice to keep them from turning brown.

Fruit tips for kids:

- Set a good example for children by eating fruit everyday with meals or as snacks.
- Offer children a choice of fruits for lunch.
- Depending on their age, children can help shop for, clean, peel, or cut up fruits.
- Decorate plates or serving dishes with fruit slices.
- Choose fruit options, such as sliced apples, mixed fruit cup, or 100% fruit juice instead of higher calorie options that are available in some fast food restaurants.

Fruit Safety

Make sure that you and your children wash fruits before preparing or eating them. Under clean, running water, rub fruits briskly with your hands to remove dirt and surface microorganisms. Make sure to dry fruits after you wash them. Keep fruits separate from raw meat, poultry, and seafood at all times.

Source: (www.mypyramid.gov)
January is a great month to enjoy winter activities. One of the most popular winter activities is ice-skating. Ice-skating is a very popular sport in the Winter Olympics, but it is also an activity that can be done for fun and not for competition. This month your family, and maybe some of your friends’ families, can go to a local indoor or outdoor ice-rink and practice or learn how to ice skate. Below are a few activities that you can try while on the ice.

Stride and Glide
Choose a starting line from which every person can skate three strides and then glide. Whoever can glide the farthest wins. For a greater challenge, try gliding on one skate.

1…2….3 Red Light
One skater should stand at the far end of the rink with his/her back turned. While that person counts out loud, everyone else should turn toward the person counting. The person counting should shout “red light” and turn around. Any skaters who are still moving when the counter turns around must return to the starting line. The game continues in this manner until one skater reaches and tags the counter.

Freeze Tag
In this team game, each team has a captain who tries to tag and “freeze” players from the other group. Once frozen, skaters cannot move unless they are tagged by their own team captain. When all the members of one team (except for the captain) are frozen in place, the other team is declared the winner. This game works best if you have a large family or multiple families participating.

Skate for a Spell
For a fun finish to your skating adventure, ask everyone to describe skating in one word. Then take turns trying to write each word on ice by skating in the shapes of the letters – the bigger the letters the better!

Source: (www.familyfun.go.com)
Community Activity

Series 2: January

Community Fitness

January is a good time of year to make new years resolutions about physical activity. In addition to making personal resolutions, you can also try to make your community more aware of the importance of being physically active.

This month you and your club can write letters to your local representatives about making your community safer for children to be active. Before you and your club write your letters, it is important that you know how to write a letter that will stand out. Concise, well thought out personal letters are one of the most effective ways that Americans can influence law-makers.

Think Locally
It’s usually best to send letters to the Representative from your local Congressional District or to your State Representatives or Senators. It also helps to personalize your letter because it separates your letter from other “cookie-cutter” messages that Legislators may receive.

Keep it Simple
Your letter should address a single topic or issue. Typed, one-page letters are best. It is recommended to use a three-paragraph letter structure like this:

1. Say who you are and what you’re writing about. If you want a response, you must include your name and address.
2. Provide enough detail. Be factual and not emotional. Provide specific rather than general information about how the safety of your community affects how active children can be.
3. Close by requesting the action you want taken: a vote for or against a bill, or change in general policy.

The best letters are courteous, to the point, and include specific supporting examples.

Addressing Members of Congress
The following formats show you how to appropriately address your letter:

To your Senator:

The Honorable (full name)
(Room #) (Name) Senate Office Building
United States Senate
Washington, DC 20515

Dear Senator:

To Your Representative:

The Honorable (full name)
(Room #) (Name) House Office Building
United States House of Representatives
Washington, DC 20515

Dear Representative:

When writing to the Chairperson of a Committee or the Speaker of the House, address them as:

Dear Mr. Chairman
Dear Madam Chairwoman

Dear Mr. Speaker
Dear Madam Speaker

The above addresses should be used in email messages and for those sent through the Postal Service.

Here are some do’s and don’ts when writing to your elected representatives:

Always
- Be courteous and respectful without “gushing.”
- Clearly and simply state the purpose of your letter.
- Say who you are. Anonymous letters go nowhere. If you do not include at least your name and address, you will not get a response.
- Keep your letter short, one page is best.
- Use specific examples or evidence to support your position.
- State what it is you want done or recommend a course of action.
- Thank the member for taking the time to read your letter.

Never
- Use profanity or threatening language. These are both inappropriate and rude.
- Let your passion for the subject get in the way of making your point.
- Demand a response.

Writing letters to local government is a great way to share your opinions and to express just how important it is for children to get active! You should support what you write in your letter by continuing to be active during the winter months.

Source: (www.usgovinfo.about.com)