Feedback on Get Up and Move! Initiative
Every club that has taught one or more of the activities from the Get Up and Move! Initiative is encouraged/welcomed to return the Get Up and Move! Survey is posted on the Illinois 4-H web site at www.4-h.uiuc.edu/opps/move. The results will be used to improve and expand this initiative for the next 4-H year. If you have trouble downloading the survey, ask your local Extension office for a copy. Deadline for surveys to be returned to the State 4-H Office is August 31. Send to 1902 Fox Drive, SuiteA, Champaign, IL 61820.

Club Roll Call
Two ideas for roll call for June are included. One is to have members name their favorite dairy food in honor of June is Dairy Month. Remember that most youth need three cups of calcium-rich foods from the milk group each day. Try to choose low-fat or fat-free milk products.

The second roll call idea is to use the Bicycle Parts List and Bicycle Parts Poster on the web site at www.4-h.uiuc.edu/opps/move and have members make a circle by completing a bicycle. Each member should receive a slip of paper with a bicycle part listed on it. As they respond to roll call, they should come to the front of the room and stand next to the person that their “part” attaches to. When everyone has completed roll call, a complete bicycle should be formed.

Physical Activity Calendars
Collect the May 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?
Did you increase your average number of physical activity minutes over last month?
What types of physical activities might you do now that summer is here?
What precautions do you need to take in the hot weather?

June Physical Activity Calendars are now 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.
July Physical Activity Calendars will be provided in June. At the end of July, please tally all of your club members’ minutes on the Get Up and Move! Chart and send your completed chart to the State 4-H Office by August 31. Be sure to include the 4-H organizational leader name and address as well as club name on your chart.

We will not be providing Get Up and Move! materials for August. Instead, we encourage you and your members to join us at the Illinois State Fair and expend your physical activity minutes walking around the fairgrounds to all the exhibits and attractions. Walking routes with distance information will be marked on the fairgrounds. Your club may wish to consider having marked walking routes at your local fair to encourage others to Get Up and Move!

Educational Activity
The Physical Activity Guide for June focuses on Bicycle Adventures. Riding a bike is a great way to spend our physical activity minutes. Today, members will have the opportunity to observe a bicycle helmet safety demonstration, try on bicycle helmets, and participate in two reaction tests.

Recipes/Snacks
June is Dairy Month! In honor of this food group, the recipe for the month is Create-a-Smoothie. The recipe can be found at www.4-h.uiuc.edu/opps/move. Be sure to observe good food safety techniques as well by keeping cold food cold and hot foods hot during these warm summer months.

Ties to 4-H Projects
The Get Up and Move! activities this month fit nicely with the 4-H Bicycle project. Members who are interested in this project may be able lead the activities in the Physical Activity Guide or help plan a community service project such as a bicycle rodeo or a bicycle safety clinic in your community. A Bicycle Skills Course Description is included at www.4-h.uiuc.edu/move to help you set up a course and evaluate the skills of participants. You might also consider planning a club bicycle ride either around your community, on a local bicycle trail, or on a rural road with low traffic usage. Be safe!

Additional resources that may be used with a bicycle clinic or rodeo are on the web site www.cyberdriveillinois.com/publications/kidspub.html. These include the Illinois Bicycle Rules of the Road, Bicycle Safety Tips, and Bicycle Skills Course Instruction Manual. At www.bikelib.org resources on Illinois Bicycle Maps, Bicycle Trails in Illinois, and Safety Education are available under the Safety Education and Trails sections.

Members might also raise funds to provide bicycle helmets for children with limited financial resources. Helmets might be distributed through the local police department, health department, or hospital.

Get Up and Move!
<table>
<thead>
<tr>
<th>Bicycle Parts</th>
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<tbody>
<tr>
<td>Saddle</td>
<td>Saddle</td>
<td>Saddle</td>
</tr>
<tr>
<td>Handlebar</td>
<td>Handlebar</td>
<td>Handlebar</td>
</tr>
<tr>
<td>Light</td>
<td>Light</td>
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</tr>
<tr>
<td>Fork</td>
<td>Fork</td>
<td>Fork</td>
</tr>
<tr>
<td>Rim</td>
<td>Rim</td>
<td>Rim</td>
</tr>
<tr>
<td>Hub</td>
<td>Hub</td>
<td>Hub</td>
</tr>
<tr>
<td>Tire Valve</td>
<td>Tire Valve</td>
<td>Tire Valve</td>
</tr>
<tr>
<td>Chain Guard</td>
<td>Chain Guard</td>
<td>Chain Guard</td>
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<tr>
<td>Pedal</td>
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<tr>
<td>Chain</td>
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<td>Chain Wheel</td>
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<td>Spoke</td>
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<tr>
<td>Tire</td>
<td>Tire</td>
<td>Tire</td>
</tr>
<tr>
<td>Brake</td>
<td>Brake</td>
<td>Brake</td>
</tr>
<tr>
<td>Rear Reflector</td>
<td>Rear Reflector</td>
<td>Rear Reflector</td>
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</tbody>
</table>
Bicycles and Equipment

When people practice responsible bicycling, the activity becomes safer and more fun. By being safe and having your bicycle fitted with the proper equipment, you reduce the chances of an accident. Your state laws indicate the minimum requirements for safety equipment, but to ensure your own protection the best practice is to have more than the minimum safety items on your bike.

Parts of a Single Speed Middleweight Bicycle

- Saddle
- Handlebar
- Rear reflector
- Brake
- Fender
- Chain wheel
- Light
- Fork
- Tire
- Spoke
- Chain
- Pedal
- Chain guard
- Rim
- Hub
- Tire valve

Parts of a Lightweight Multi-speed Bicycle

- Saddle
- Top tube
- Drop bars
- Seat tube
- Hand brake lever
- Rear brake
- Gear shift lever
- Toe clip
- Fork
- Spokes
- Rim
- Down tube
- Pedal
- Hub
- Tire valve

Parts of a BMX, Motocross Bicycle

- Saddle
- Brake levers
- Pads
- Handlebars
- Grips
- Brake cable
- Top tube
- Seat post
- Seat post clamp
- Stem
- Fork
- Pedal
- Down tube
- Spoke disc

Camp Clover 2005
<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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<th>Saturday</th>
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<td>Name</td>
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</table>

Each day fill in what physical activity you did and how many minutes you did it.

For more resources visit: www.4-h.uiuc.edu/dgpsi/move

University of Illinois

Dairy Foods

June Dairy Month. List the dairy foods you eat each day.

June 4-H National Dairy Month
Get Up & Move!

Create-a-Smoothie

Select ingredients – place in a blender – mix – pour – enjoy!! Refrigerate any leftovers.

<table>
<thead>
<tr>
<th>Fruit</th>
<th>Milk &amp; Yogurt</th>
<th>Extras</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fresh, frozen or canned juice (Pick 1 to 3 fruits to equal about 1/3 cup)</td>
<td>Select nonfat or low fat (About 1/3 cup)</td>
<td>Add to flavor or thicken (Small amounts)</td>
</tr>
<tr>
<td>Bananas</td>
<td>Milk</td>
<td>Ice cubes</td>
</tr>
<tr>
<td>Peaches</td>
<td>Chocolate milk</td>
<td>Honey</td>
</tr>
<tr>
<td>Pineapples</td>
<td>Yogurt (plain or flavored)</td>
<td>Crushed ice</td>
</tr>
<tr>
<td>Cherries</td>
<td>Buttermilk</td>
<td>Nuts</td>
</tr>
<tr>
<td>Strawberries</td>
<td>Evaporated milk</td>
<td>Fruit juice</td>
</tr>
<tr>
<td>Kiwi</td>
<td>Powdered milk</td>
<td>Nutmeg</td>
</tr>
<tr>
<td>Cantaloupe</td>
<td>Soy milk (non-dairy option)</td>
<td>Maple syrup</td>
</tr>
<tr>
<td>Apples</td>
<td></td>
<td>Cinnamon</td>
</tr>
<tr>
<td>Blueberries</td>
<td></td>
<td>Peanut butter</td>
</tr>
<tr>
<td>Oranges</td>
<td></td>
<td>Vanilla flavoring</td>
</tr>
<tr>
<td>Applesauce</td>
<td></td>
<td>Instant pudding</td>
</tr>
<tr>
<td>Raspberries</td>
<td></td>
<td>Frozen yogurt (low fat or nonfat)</td>
</tr>
<tr>
<td>Honeydew melon</td>
<td></td>
<td></td>
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</tbody>
</table>

My Favorite Smoothie

4 frozen strawberries
2 2-inch pieces frozen banana
3 ounces low fat vanilla yogurt
2 small ice cubes
3 Tablespoons orange juice
Dash of cinnamon
Serves one.

Nutrition information: 200 calories, 1.5 g fat, 10 mg cholesterol, 60 mg sodium, 3 g fiber, 15% calcium and 90% vitamin C daily recommendation
Bicycle Adventures (37 minutes)

Items needed for this activity:

- 12" Rulers – 1 for every 2 participants
- Reaction Time Cards & pencils
- Road Signs
- Bicycle Hand Signal Handout
- Bicycle Helmets – 1 for every 4-5 participants
- 2 containers of Jell-o® & plastic wrap
- Bicycle Skills Course Description Handout

Background information for presenter:
Bicycle riding is a great way to get exercise and have fun. Included in this Physical Activity Guide are activities designed to reinforce bicycle safety.

Step 1: Information to share with club members (1 minute)
Riding a bicycle is something that most people learn to do at a young age. It is also a great way to get exercise. How many of you have ridden a bicycle at least once during the past week? How many of you have ridden your bicycles in a town or city setting? How many of you have ridden on country roads? How many of you have ridden on bicycle paths? No matter where you ride there is one important piece of information that you all need to remember – be a safe bicyclist. Today we are going to talk about several different elements of bicycle safety, we have a bicycle helmet demonstration to reinforce why it is important to wear your helmet EVERY time you ride, and we are going to see if you know your “bicycle rules of the road.”

Step 2: Helmet Safety Demonstration (4 minutes)
Before the meeting – Prepare two bowls of Jell-o® before the participants arrive – or use two of the prepared individual serving cups of Jell-o®. One serving of the Jell-o® must be placed in a bowl with a lid. The other serving does not need a lid.

We are going to see what happens when the “brain” has no protection – which is just what happens every time you ride your bicycle WITHOUT your helmet. The Jell-o® represents your brain. The bowl represents your skull. You might think that your brain is completely protected by the skull when it is shaken or jarred – however the skull does not really offer the type of protection that is needed.

The best way to see what can happen is by doing a demonstration. First we will check our “un-protected” brain, in other words, your brain with no helmet. I will need you count to 10 – approximately 10 seconds. We are going to see what could happen to our brain that could change our lives forever in just 10 short seconds. When I say go, start counting. Go!

Pick up the container of Jell-o® with the lid on. Shake the container rapidly while participants count to 10. Once you are finished, open the bowl so participants can see the condition of their “brain”. Allow them to offer comments.

So…what does the brain look like? This is why it is important to protect your brain. Now, let’s try this again, only this time I’ll use a new container of Jell-o®. This time we will add a protective layer – which represents a helmet. This piece of plastic and my hand represent the helmet. We’ll count to 10 again so that we are using the same guidelines. Ready, go.

Cover Jell-o® with plastic wrap. Place your hand on the plastic wrap and shake the Jell-o® while the participants count to 10.
Ok, let’s check our brain again. What does it look like this time? Does it look different than the first time? Yes, it does. During this second demonstration, our brain was better protected – just like it is when you wear your helmet.

Step 3: Group Activity or Demonstration (10 minutes)
If you ever wear a baseball cap backwards, you’ve probably noticed that it really doesn’t help keep the sun out of your eyes. In other words, it doesn’t really serve the purpose that it was intended for. Well, that’s also true when you wear a bicycle helmet. If you don’t wear your bicycle helmet the correct way, it can’t protect you the way it’s supposed to.

We are going to discuss how to check to see if your helmet fits. Check for fit by dividing the participants into small groups (4-5 per group) and have them work together to try on various helmets and check for “fit.” You’ll need to secure a variety of helmets for this activity.

Here are some helmet fitting tips:

- A helmet must stay on your head. Check to see if it moves the skin on your head when you push down on it. If it does not, then add thicker pads or try a different size helmet.
- Check to see how much of your forehead is showing. To protect your forehead, make sure the helmet is 1-2 fingers’ width above the eyebrows. Use your own fingers to measure.
- Back and front straps – also called ear straps – are held together under the ear with sliding buckles. Try to adjust them. Another test for size is to look down. If your helmet falls forward, then the front ear straps are too tight. If the helmet slips backward when you tilt your head back, then the straps may be too loose.
- Another place to check is the space between your chin and the chin-strap. You should tighten the chin-strap so that you can only fit 1-2 fingers there.
- Here are handouts (or a poster) that you can look at to see how a helmet should look on your head (download bicycle helmet fit information from the following website: www.cpsc.gov/kids/kidsafety/correct.html)

Step 4: Group Activity (12 minutes)
Now many of you might feel that you’ll never have a bad crash. You may think that you are always alert and know what is going on around you at all times. You also might think that you are quick to react to a dangerous situation. Today, we’re going to do a check your reaction time.

You will need to work with a partner for this Reaction Time Activity. Pair up with the person closest to you. One person should hold his/her hands out in front of them, palms up (Person A). The second person should place his/her hands about an inch above the first person’s, palms down (Person B). Do not look at the person eyes, only their hands.

Person B should now bring their hands up quickly and attempt to lightly slap the backs of the hands of Person A. As Person B tries to slap Person A’s hands, Person A will try to move their hands away as quickly as possible before getting slapped. Do these three times to see just how quick the reaction time is for Person A. After you have done this three times, switch roles and have Person B be the person with their hands on top; while Person A becomes the bottom person. Repeat these three times to check the reaction time of Person B.

Discussion:

- How was your reaction time? How many times were you able to react quick enough that you didn’t get your hands slapped?
- What are some things that could impact your reaction time?
- Could these same types of things affect your reaction time when you are driving a bicycle?

Let’s try another Reaction Time Activity. You will still be working with your partner; however, this time you’ll be measuring your “reaction” time. For this activity you’ll need a 12” ruler and a card & pencil to record your reaction time.
One person (Person A) should hold the ruler. The other person (Person B) needs to hold their thumb and index finger out – like you are going to pinch something. Person A should position the ruler vertically directly above Person B’s fingers. Person B should focus their eyes on the ruler. When Person A releases the ruler, Person B should try to grab it. Once you grab it, hold it tight. We will measure where your fingers are – that will tell us how many inches went by before you “reacted.”

Repeat this five times. Record your reaction time on the Reaction Card each time. Then, switch roles and repeat five more times. Again, record your reaction time on the card each time. Once you have both completed the activity, calculate your Average Reaction Time by adding all of your times together and dividing by 5.

Discussion:
- Who would like to share their reaction time?
- Why is reaction time important when you are driving a bicycle?
- Why do you need to be aware of the reaction time of other drivers – car and bicycle – when you are driving your bicycle?

Step 5: Group Activity (5 minutes)
The last thing that we want to do today is see just how well you know your “bicycle rules of the road.” First, if you think this is a TRUE statement, I want you to hop up and down. If you think this is a FALSE statement, I want you to turn in a circle. Bicyclists DO NOT have to follow the same rules as car drivers when riding bicycles on the road. Participants should either hop or turn. This is FALSE. If you ride your bicycle on a roadway, you DO need to follow the same rules as car drivers.

We are going to do a quick activity to see just how well you know some of the road signs that you need to obey if you are riding on the road. When I hold up a sign – if you know what the sign means, I want you to jump up. I'll try to see who is first to pop up and they can tell us the answer. Now – remember you have to REACT to the sign – don’t just shout out what the sign means.

Here we go… (Hold up signs and call on participants as they pop up). NOTE – a handout with the signs can be downloaded from the following website: www.cyberdriveillinois.com/publications/pdf_publications/dsd_a170.pdf

Good job! Now that we’ve talked about road signs – how many of you know the “signs” or signals that you need to make when you are preparing to turn or stop to alert other drivers around you. I want everyone to stand up and without looking at those around you make the following signals while riding your bicycle:
- You are making a left hand turn
- You are making a right hand turn
- You are stopping

If you need a reference for the hand signals, check this website: www.cyberdriveillinois.com/publications/pdf_publications/dsd_a1434.pdf

Good job!

OPTIONAL ACTIVITY OR GOAL:
One of the first modes of transportation that young people use is a bicycle. Learning to ride your first two-wheel bicycle in a street or on a bicycle path can be a real milestone. Because bicycles are light in weight and are not equipped with safety equipment, young bicyclists are extremely vulnerable in traffic.

As an optional activity for your club, consider setting up a bicycle skills course to help your members measure their actual riding ability. Skills such as balance and handling can be practiced in a safe, protected environment this way. Use the Bicycle Skills Course Description Handout to set up your course and evaluate skills. Additional information for setting up a Bicycle Skills Course Instruction Manual downloaded from the following website: www.cyberdriveillinois.com/publications/pdf_publications/dsd_a973.pdf

Get Up & Move!
Record your reaction time below:

1. ___________________
2. ___________________
3. ___________________
4. ___________________
5. ___________________

Average Reaction Time: ___________________
(add all five numbers then divide by 5)
Bicycle Skills Test

Practice these skill exercises on your bicycle. Start each exercise with a maximum score of 10 points. Each time a mistake occurs, subtract the number of points shown. Your score for an exercise is the number of points that remain.

<table>
<thead>
<tr>
<th>Directions</th>
<th>Diagram</th>
<th>Score (Maximum 14 Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exercise 1:</strong>&lt;br&gt;Signaling and Scanning&lt;br&gt;1. Ride once around course shown.&lt;br&gt;2. Use proper hand signals and scan to the rear before turning left.&lt;br&gt;3. Use proper hand signals to scan and to turn right.</td>
<td><img src="image" alt="Diagram" /></td>
<td>- 4 fails to scan&lt;br&gt; - 1 bicycle hits corner block&lt;br&gt; - 2 bicycle goes beyond corner&lt;br&gt; - 3 incorrect signaling&lt;br&gt; - Mistakes <strong>SCORE:</strong></td>
</tr>
<tr>
<td><strong>Exercise 2:</strong>&lt;br&gt;Steering&lt;br&gt;1. Ride between two lines shown.&lt;br&gt;2. Do not touch lines.&lt;br&gt;3. Do not touch wooden blocks.</td>
<td><img src="image" alt="Diagram" /></td>
<td>- 1 poor riding position&lt;br&gt; - 1 tire touches line&lt;br&gt; - 2 one tire goes over line&lt;br&gt; - 1 tire touches block&lt;br&gt; - 2 rider falls off&lt;br&gt; - Mistakes <strong>SCORE:</strong></td>
</tr>
<tr>
<td><strong>Exercise 3:</strong>&lt;br&gt;Evasive Maneuvers&lt;br&gt;1. Weave around blocks.&lt;br&gt;2. Do not touch blocks.</td>
<td><img src="image" alt="Diagram" /></td>
<td>- 1 poor riding position&lt;br&gt; - 2 foot touches ground&lt;br&gt; - 2 bicycle touches block&lt;br&gt; - 2 bicycle moves block&lt;br&gt; - 3 not riding between blocks&lt;br&gt; - Mistakes <strong>SCORE:</strong></td>
</tr>
<tr>
<td><strong>Exercise 4:</strong>&lt;br&gt;Emergency Turning&lt;br&gt;1. Ride around figure three times.&lt;br&gt;2. Do not touch sides of figure.</td>
<td><img src="image" alt="Diagram" /></td>
<td>- 1 poor riding position&lt;br&gt; - 1 tire touches line&lt;br&gt; - 3 foot touches ground&lt;br&gt; - 4 rider falls off&lt;br&gt; - Mistakes <strong>SCORE:</strong></td>
</tr>
<tr>
<td><strong>Exercise 5:</strong>&lt;br&gt;Balancing on A Curve&lt;br&gt;1. Ride into the circle shown.&lt;br&gt;2. Ride around the circle twice.&lt;br&gt;3. Ride out of the circle; stop.</td>
<td><img src="image" alt="Diagram" /></td>
<td>- 1 poor riding position&lt;br&gt; - 1 tire touches line&lt;br&gt; - 3 foot touches ground&lt;br&gt; - 4 bicycle stops&lt;br&gt; - 4 rider falls off&lt;br&gt; - Mistakes <strong>SCORE:</strong></td>
</tr>
<tr>
<td><strong>Exercise 6:</strong>&lt;br&gt;Pedaling and Braking&lt;br&gt;1. Mount bicycle.&lt;br&gt;2. Ride toward board.&lt;br&gt;3. Brake to a smooth stop.&lt;br&gt;4. Stop one foot away from board.&lt;br&gt;5. Do not touch board.</td>
<td><img src="image" alt="Diagram" /></td>
<td>- 1 difficulty mounting bicycle&lt;br&gt; - 1 poor riding position&lt;br&gt; - 1 loss of control of pedaling&lt;br&gt; - 2 bicycle skids while stopping&lt;br&gt; - 3 tire touches board&lt;br&gt; - 3 bike over one foot from board&lt;br&gt; - Mistakes <strong>SCORE:</strong></td>
</tr>
<tr>
<td><strong>Exercise 7:</strong>&lt;br&gt;Mount and Dismount&lt;br&gt;1. Straddle your bicycle, front tire touching starting line.&lt;br&gt;2. One foot on ground, other on pedal, three-quarters way up, hands on grips.&lt;br&gt;3. Bicycle down lane in correct position.&lt;br&gt;4. Brake at end and dismount correctly.</td>
<td><img src="image" alt="Diagram" /></td>
<td>- 1 poor pedal position before starting&lt;br&gt; - 1 not raising body back in saddle after pushing off&lt;br&gt; - 2 not putting body weight on down pedal, extending other foot forward&lt;br&gt; - 3 going outside lanes&lt;br&gt; - 4 rider falls off&lt;br&gt; - Mistakes <strong>SCORE:</strong></td>
</tr>
</tbody>
</table>

Bike Riding

The month of June begins summer, and it is also a wonderful time for you and your children to ride bikes! Bike riding is a fun way for a family to spend time together being physically active. Although riding bikes is a fun activity, it also requires the knowledge of bike safety. You and your children should be aware of the traffic rules and precautions that must be taken before bike riding. It is a good idea to review bike riding rules and precautions with your children.

Always Wear a Helmet

Both you and your children should ALWAYS wear helmets whenever you are riding a bike. Falling off of a bike and hitting your head can result in head injuries that could affect your ability to walk, talk and think. Wearing a helmet can reduce head injuries by 85%. Check inside the helmet for a U.S. Consumer Products Safety Commission (CPSC) sticker.

A helmet has certain requirements in order for it to be considered “well fitting.” A helmet should fit so that when it is on your head, you should be able to see the top edge of the helmet. The helmet’s straps should form a “Y” under the ears and should be tight enough so that two fingers can fit under the chin strap. The helmet strap should fit tight enough so that when you open your mouth, the helmet should feel snug.

Where to Ride

Younger children should only ride on sidewalks. When on sidewalks, you should be aware of intersections and visibility problems. Riding bikes on sidewalks can be less safe than road cycling if the proper precautions are not taken. When riding on a sidewalk, cyclists must yield the right-of-way to pedestrians, verbally signal the intent to pass, and should watch for signs that prohibit riding bicycles on certain sidewalks and crosswalks. Older children can ride on streets, as long as they are not too busy. When riding on the street, riders should always be on the right side of the road, but not too close to the curb. Riding too close to the curb might prevent motorists from seeing cyclists. When turning or crossing intersections, look left, then right, and left again to make sure it is safe. Riders should NEVER weave between cars. When riding on
trails, always keep to the right, pass on the left, and announce the intention to pass. If you wish to stop, you should move off the trail.

**Be Seen**
If you and your children are riding bikes at night, make sure the bikes have lights on them. There should be a white headlight on the front of the bike and a red reflector on the back. These are required by law! You should also use bike reflectors, reflective clothing and a bell to alert people. Being visible while riding a bike is one of the top safety precautions!

**Rules of the Road, or Path**
According to the law, cyclists get the same rights as drivers, but also must follow the same rules of the road. Cyclists must follow traffic laws and must obey street signs, lights, and signals. When riding a bike, you should use hand signals to show left and right turns and stops. The signs and other riding instructions can be viewed at www.bikelib.org.

Remember that it is important for you to make sure that your children are aware of bike safety and that they are always riding a “safe bike.” “Safe bikes” are those that have proper handle bars, seats, hand breaks, tires, chains, and petals.

Remember that it can get warm in June, so when you are outside doing physical activity, make sure to stay hydrated and drink plenty of water! Having a water bottle holder on your bike would be a good idea. You should always apply sunscreen before going on a bike ride. If both you and your children take the proper safety precautions, you are going to have a wonderful and physically active summer! Also, don’t forget to have your children to record time spent riding bikes in their physical activity logs for the month!

(Source: www.bikelib.org; www.cyberdriveillinois.com)
Get Up & Move!

Fruit Smoothies
This month we have talked about being physically active by riding bikes, and we also learned that June is Dairy Month! Eating dairy products is a very important part of building strong muscles and a healthy body. Dairy foods provide the body with calcium, potassium, vitamins and minerals, and protein. You should aim to consume three servings of low-fat and fat-free milk and milk products per day to get all of dairy’s great health benefits! Dietary guidelines show that people who eat more dairy products have overall better diets and healthier bones.

This month’s activity allows you and your family to make smoothies together in order to fulfill your daily dairy requirements. Smoothies are both nutritious and tasty and include more than one food group, such as dairy and fruit, into one meal or snack. You and your family members may all have the chance to create their own smoothies, including the fruit, milk or yogurt, and extras choices that are listed in the “Create-a-Smoothie” recipe provided below. Always be careful when using a blender and if needed, ask and parent or older sibling for help. When you are done making your smoothies, you can complete the questions on the following page. Feel free to share your smoothies with each other to see how different combinations taste!

Create-a-Smoothie
Select ingredients – place in a blender – mix – pour – enjoy!! Refrigerate any leftovers.

Fruit - Fresh, frozen or canned juice (Pick 1 to 3 fruits from the options below to equal about 1/3 cup)
Bananas, Peaches, Pineapples, Cherries, Strawberries, Kiwi, Cantaloupe, Apples, Blueberries, Oranges Applesauce, Raspberries, Honeydew melon

Milk & Yogurt - Select nonfat or low fat (Use about 1/3 cup from one of the choices given below)
Milk, Chocolate milk, Yogurt, (plain or flavored), Buttermilk, Evaporated milk, Powdered milk, Soy milk (non-dairy option)

Extras – Add these to flavor or thicken (Use a small amount of one or two of the options from the list below)
Ice cubes, Honey, Crushed ice, Nuts, Fruit juice, Nutmeg, Maple syrup, Cinnamon, Peanut butter, Vanilla flavoring, Instant pudding, Frozen yogurt (low fat or nonfat)
If you still need some ideas about how to make a great smoothie, below are a few recipes that you might want to try! For all recipes below, combine the listed ingredients into a blender and blend until the consistency is smooth.

**Apple Banana Smoothie: (serves 1)**
- ¹/₂ frozen banana, peeled and chopped
- ¹/₄ cup orange juice
- ¹/₂ Gala apple, peeled, cored and chopped
- 2 tablespoons milk

**Groovie Smoothie: (serves 1)**
- 1 small banana, broken into chunks
- ½ cup frozen, unsweetened strawberries
- 4 ounces of low-fat/fat-free vanilla yogurt
- 2 and ¼ tablespoons milk

**Berry Delicious Smoothie: (serves 1)**
- ½ cup frozen mixed berries
- ¼ cup strawberry flavored yogurt
- ¼ banana, sliced
- ¼ cup milk

What was the best tasting smoothie combination?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

What times of the day would be most convenient to make a smoothie?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Did you like eating a smoothie in order to eat more fruit and dairy products?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

(Source: www.eatright.org; www.allrecipes.com)
Bike Rodeo

This month’s community activity suggests that your club to host a bike rodeo! A bike rodeo is a bike skills event that will allow members of your club and other children in the community to practice their bicycle skills and safety in a fun and enjoyable environment. The purpose of having a rodeo is to teach children to become better bicyclists and to avoid bike-related crashes and injuries. The rodeo may include a variety of bicycle activity stations, where adults and qualified volunteers will evaluate each person’s bike skills and provide suggestions. The rodeo is a fun, non-competitive activity that is all about learning and getting in more physical activity! By involving a school or community organization in your rodeo, this activity is also a way to recruit new members into your 4-H club.

Planning is an essential part of creating a successful rodeo. You might want to go to http://www.4-h. uiuc.edu and search for activities/event planning to view a checklist that might help you to organize your rodeo. When you choose a date and location for the rodeo, make sure the location is in a safe area, such as a playground, gymnasium, or parking lot. Any area where there is a hard surface and no traffic will be best. Always make sure that you have permission to use the location that your club had chosen! Also, make sure that your club advertises the event in order to get your community involved. Consider holding the rodeo with a school or community event, and promote the rodeo in community newspapers, and even on local TV or radio.

Everyone who participates in the rodeo must wear a helmet. Wearing a helmet should be mandatory and the safety benefits of wearing a helmet should be stressed. Consider asking law enforcement, members of a local cycling club, or bike mechanics to attend your rodeo to help with the stations. These people, along with parent volunteers, can bring great expertise and can help to make sure your rodeo runs smoothly. Depending on
the skill levels of your riders, your rodeo should have between four and seven stations. The chart on the next page has some good station ideas for your rodeo.

<table>
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<tr>
<th>Station</th>
<th>Objective</th>
<th>Materials</th>
<th>Questions (to ask participants)</th>
<th>Procedures</th>
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</thead>
</table>
| Registration and Inspection   | Check safety and fit of bike before riding     | Station sign, bike inspection forms, tire pump, rags, wrenches, pliers, screwdrivers | - What happens if screws and bolts are loose?  
- Why do your handlebars need to be tight?  
- Why do you adjust your seat? | - Look over bike to check for safe handlebars, brakes, seat, chains, and tires. |
| Bike and Helmet Fit           | Ensure that both helmet and bike fit the rider | Station sign, tools for seat adjustment                                   | - Why is seat height important?  
- Which is the front break?  
- Which is the rear break?  
- Why is it important to have a snug helmet? | - Rider gets on bike and seat is adjusted to the proper height  
- Rider identifies the hand breaks and tests them  
- Helmet straps are adjusted for proper fit on the rider |
| Starts and Stops              | Teach riders how to start and stop their bike safely | Station sign, cone to be used as a marker for starting/stopping          | - How do you begin peddling?  
- How should you stop on a bike?  
- How do you dismount a bike? | - Rider practices mounting and starting bike  
- Rider practices stopping bike  
- Rider properly dismounts bike |
| Scanning                      | Teach rider to look behind traffic without swerving or falling | Station sign, cardboard “car”                                           | - Why do you look behind you when riding a bike? | - Have riders go through the course at the station and ride in a straight line  
- Have riders go through the course, this time checking behind them for cars |

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<th><strong>Rock Dodge</strong></th>
<th><strong>Teach riders control and balance and how to avoid road hazards</strong></th>
<th><strong>Station sign, tennis balls, bean bags (any type of small obstacle), drain grate (optional)</strong></th>
<th><strong>- What kind of hazards do you find when riding your bike?</strong>&lt;br&gt;<strong>- Why do you need to be careful?</strong></th>
<th><strong>- Riders should pedal quickly and practice properly avoiding the obstacles on the course</strong>&lt;br&gt;<strong>- Set up two courses with obstacles in different positions</strong></th>
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<td><strong>Crazy Crossroads</strong></td>
<td><strong>Teach riders to stop at stop signs; wait for traffic; look both directions; position pedal for take off; go when there’s no traffic</strong></td>
<td><strong>Station sign, cardboard “car”, stop sign, something to hold up stop sign, two real cars for sight obstruction (optional), person crossing the street (optional)</strong></td>
<td><strong>- What is an intersection?</strong>&lt;br&gt;<strong>- What things might block your view?</strong>&lt;br&gt;<strong>- What might make you less visible to people?</strong>&lt;br&gt;<strong>- Why should you stop at all stop signs and red lights?</strong></td>
<td><strong>- Riders will practice approaching the intersections and obeying the signs</strong>&lt;br&gt;<strong>- Riders should be instructed to go through the intersection or to turn through the intersection</strong></td>
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Diagrams, background information, procedure details, and tips for each station can be viewed at [http://www.bike.cornell.edu/pdfs/Bike_Rodeo_404.2.pdf](http://www.bike.cornell.edu/pdfs/Bike_Rodeo_404.2.pdf). Make sure that each station has an orientation so that participants know how each one should be done. Each station should also have a wrap-up to review important skills that were learned.

At the end of the rodeo, prizes or certificates of completion could be given to every participant. Make sure that gifts are provided to the parents and volunteers that helped to make the rodeo possible. Also, don’t forget to log the time spent at the rodeo as activity minutes! Finally, have fun with this event and be creative!

(Source: [http://www.bike.cornell.edu](http://www.bike.cornell.edu); [http://www.4-h.uiuc.edu/staff/4h-aepcheck.doc](http://www.4-h.uiuc.edu/staff/4h-aepcheck.doc))