A new initiative was launched through the Illinois 4-H program in 2004 as materials were created for 4-H clubs/groups to encourage youth, parents, and leaders to **Get Up and Move!** Each month on the Illinois 4-H web site at [www.4-h.uiuc.edu/opps/move](http://www.4-h.uiuc.edu/opps/move), there will be a leader activity guide, physical activity calendar, recipe or snack, educational activity, and related web links. The goal is to encourage physical activity to help create healthy individuals, families, and communities.

**Healthy Lifestyles Background Information**

“I pledge… my health to better living.” The fourth “H” of the 4-H pledge is Health. In recent months there has been much discussion about adult and youth obesity in America. A lack of physical activity has become a serious problem in the United States. Young people need regular physical activity to stay fit. Good exercise habits learned early can help young people become healthy, active adults.

The Dietary Guidelines for Americans recommend being physically active at least **60 minutes a day**, most days of the week. Starting with adolescence, activity levels often decrease. Childhood and adolescence are pivotal times for preventing sedentary behavior by maintaining the habit of physical activity during the school years.

**Physical Activity Pyramid**

Distribute the **Physical Activity Pyramid** ([Move It! Poster](http://www.fns.usda.gov/tn/Resources/feedmoveposters.html)) to each family. Discuss that the **Physical Activity Pyramid** is similar to MyPyramid. Less time should be spent on sedentary activities such as watching TV or playing games on the computer, which are found in the upper triangle of the pyramid. More time should be spent on activities ranging from stretching/strengthening activities in the second level to more vigorous activities in the third and fourth levels of the **Physical Activity Pyramid**.

**Physical Activity Calendars**

Distribute the **September Physical Activity Calendar** to each member (parent and leader). Have individuals record the types of physical activity he/she complete each day and the number of minutes spent on each activity. Individuals will tally his/her total minutes for each week and then the month. Individuals should bring the **September Physical Activity Calendar** to the October meeting. Leaders should record each person’s monthly total on the **Get Up and Move! Club Chart**. Leaders will receive this in a mailing from the State 4-H Office soon. The chart will be used for club challenges (see below) and impact evaluation later in the year. The **September Physical Activity Calendar** can be found on the Illinois 4-H web site at [www.4-h.uiuc.edu/opps/move](http://www.4-h.uiuc.edu/opps/move).
Educational Activity
The September educational activity (**Exercising Smarts**) relates to **Stretching**. Before starting any type of physical activity, it is important that you begin with 3-5 minutes of simple stretching activities. This helps “warm” up your muscles, making them more flexible and better able to stretch, while reducing the likelihood of muscle injury. Helping people of all ages incorporate physical activity into their daily schedule can enhance their overall quality of life. The activities in the “**Get Up and Move!**” materials are designed to motivate youth to move and be physically active. In addition to being fun, being physically active helps reduce obesity, creates strong bones, and contributes to enjoying better health and living longer. The **Exercising Smarts Activity** lesson plan and the **Get Up and Move! Stretching Chart** is found on the Illinois 4-H web site at: www.4-h.uiuc.edu/opps/move.

Recipes/Snacks
Each month a recipe or snack idea will be provided. This might be used for club refreshments. The recipes could be shared as a take home piece for families and will often relate to the monthly theme, activity, or season. The September snack is **Stuffed Apples**. The recipe can be found on the Illinois 4-H web site at: www.4-h.uiuc.edu/opps/move.

Additional Incentives
To add some fun and excitement to this initiative, clubs are encouraged to set **Get Up and Move! Challenges** within their club and possibly within the county. **Get Up and Move! Challenges** could be created between parent/leaders and members; males and females; and age groups such as 8-11, 12-14, and 15 and older. Clubs could challenge other clubs in their community or in the county.

Ties to 4-H Projects
For members/clubs interested in **natural resource** projects, take a **nature walk** to a nearby park or just around the block and try to see how many different types of trees and leaves you can identify. Use a tree identification book to see how many leaves you can correctly name. Or groups could go on a **nature scavenger hunt**. A list of items to find is available on the website at www.4-h.uiuc.edu/opps/move. The members are not to collect the items, but rather just check them off their list. Pair new members up with tenured members so that new members can meet and make new friends early in the 4-H year. After ten minutes, have the pairs report back to a central location and see how many items they were able to locate. Being active can be fun and educational too!

Get Up and Move!

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Get Up & Move!
Nature Scavenger Hunt

Find the following (Do not collect items, just list where you found them!):

- acorn
- bird feather
- maple leaf
- grass
- pine cone
- flying insect
- rock
- flower
- crawling insect
- squirrel

Name(s): _________________________

Get Up & Move!
Nature Scavenger Hunt

Find the following (Do not collect items, just list where you found them!):

- acorn
- bird feather
- maple leaf
- grass
- pine cone
- flying insect
- rock
- flower
- crawling insect
- squirrel

Name(s): _________________________
Each day fill in what physical activity you did and how many minutes you did it.

**Name** ____________________________________________

### Total minutes of physical activity

**September**

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What are your favorite physical activities?
- aerobics
- baseball
- basketball
- bicycling
- dodgeball
- football
- golf
- hiking
- kickball
- running
- skate boarding
- skating (ice, inline, or roller)
- soccer
- softball
- swimming
- track
- walking
- weight lifting
- volleyball
- ________________
- ________________
- ________________
Get Up & Move!

Stuffed Apples Recipe

½ cup peanut butter
½ cup nonfat dry milk
¼ cup crushed cereal
¼ cup corn syrup
Apples washed and cored

Instructions: In a large bowl, mix peanut butter, dry milk, crushed cereal and corn syrup. Stuff the filling into the center of the apple where the core was. Slice into circles.

Will stuff 4 – 6 medium apples.

For those with peanut allergies, substitute sliced apples or low fat cream cheese as the stuffing. Be sure you have a clean cutting surface, sharp knife, and have adult supervision as the apples are cored and sliced.

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Exercising Smarts! (15 minutes)

Items needed for this activity:
- 1 piece of “Laffy Taffy” for each member
- 1 copy of the *Get Up and Move!* Stretching Chart for each member

Step 1: Information to share with club members (3 minutes)
Before starting an exercise program, it is important that you have your body prepared. Who can tell us why it is important to be physically active? (Possible responses: reduce obesity, create strong bones, enjoy better health and live longer)

To be physically active you need to keep your body strong. How do you keep your body strong? (Possible responses: exercise, drink water and eat healthy food)

Today, we are going to start by learning the importance of stretching your muscles to keep your body flexible.

Step 2: Demonstration or Short Group Activity (2 minutes)
I’m giving each of you a cold piece of taffy. Now I want you to try to stretch it for 5 seconds. It is pretty hard isn’t it? Now I want you to hold the taffy in your hand for about 1 minute. I’ll tell you when to stop. Now try to stretch the taffy. It is much easier isn’t it! That is because the taffy has warmed up.

Your muscles work in much the same way. They stretch better when they are warm. Warming up your muscles makes them more flexible and better able to stretch when you do activities and this reduces injury. We want all of you to do a few stretching activities before you begin your “physical activities”. Stretching activities are part of the Move It! pyramid.

Step 3: Group Activity (10 minutes)
Here are some simple stretching techniques that you can try:

Each of these stretching activities will increase your flexibility. All of you should face me, leaving space between you and the next person. You should be at least an arms length apart. I’ll demonstrate how to stretch your muscles safely.

We are going to learn 12 different positions or stretches. Each movement is coordinated with your breathing. When you do these stretches go slowly and listen to your body. It knows what it can do. So…focus on yourself, not your neighbor. This is NOT a competitive activity. You are not racing anyone. You are preparing your muscles to “stretch” like warm taffy.

Follow along as I do each position and you can follow along at your own pace. Remember to breathe while you are doing each movement. You can also use the *Get Up and Move!* Stretching Chart as a guide to know when to move and when to breathe.

Now that you have tried each movement, we are going to do all 12 movements together and hold each position for 5 seconds.

Great job. When you go home tonight teach someone else one of the stretching movements you have learned and then “Get Up & Move!”
### Stretching Chart

<table>
<thead>
<tr>
<th>1. Mountain</th>
<th>2. Hands up</th>
<th>3. Head to knees</th>
<th>4. Lunge</th>
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<tbody>
<tr>
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<td>Begin by standing in Mountain pose, feet about hip width apart, hands either by your sides or in prayer position. Take several deep breaths.</td>
<td>On your next inhale, in one sweeping movement, raise your arms up overhead and gently arch back as far as feels comfortable and safe.</td>
<td>As you exhale, bend forward, bending the knees if necessary, and bring your hands to rest beside your feet.</td>
<td>Inhale and step the right leg back</td>
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<tr>
<td>Exhale and step the left leg back into plank position. Hold the position and inhale.</td>
<td>Exhale and lower yourself as if coming down from a push up. Only your hands and feet should touch the floor.</td>
<td>Inhale and stretch forward and up, bending at the waist. Use your arms to lift your torso, but only bend back as far as feels comfortable and safe. It's okay to keep your arms bent at the elbow.</td>
<td>Exhale, lift from the hips and push back and up.</td>
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<tr>
<td>Inhale and step the right foot forward.</td>
<td>Exhale, bring the left foot forward and step into head-to-knee position.</td>
<td>Inhale and rise slowly while keeping arms extended.</td>
<td>Exhale, and in a slow, sweeping motion, lower your arms to the sides. End by bringing your hands up into prayer position. Repeat the sequence, stepping with the left leg.</td>
</tr>
</tbody>
</table>
Healthy Lifestyles Background Information
Walking is a good, all-around workout for the human body, with a low occurrence of injuries. Walking is inexpensive, requires no special equipment, and can be done anytime, anywhere. If you are not physically active, begin by walking just a few minutes each time and gradually build up to 30 minutes of accumulated activity a day. Walk at a pace that allows you to carry on a conversation. If you become winded and cannot talk in conversational tones, slow down until you can. As you increase your pace and length of time walking, your heart and lungs will become more efficient. Depending on your condition, if you have been inactive, you will benefit from a slower pace. If you have been active and are in better shape, you will have to walk faster and/or farther to improve your current condition.

Physical Activity Calendars
Collect the September 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?
Do you think you’re getting enough physical activity? Why?
How can you fit more regular physical activity into your life?
What types of physical activities might you do with your siblings? Parents?

October 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). If you are just starting with this program in October, that’s fine. Please be sure to use the Get Up and Move! Club Chart each month to record the individual tallies. These charts were recently mailed to each club publication or organization leader enrolled in 4-H DMS last year. New club leaders may get charts from the local U of I Extension office.

Educational Activity
The October educational activity is Step It Up! This activity helps members measure the length of their steps and to measure how many steps they can walk in one minute. Individual members and the whole club can then set goals for the number of steps or minutes they plan to walk. This month there is the educational activity guide, a Step It Up! Worksheet, a Walking Log Sheet, and a family handout titled Step It Up – More Every Day! These sheets can be found at www.4-h.uiuc.edu/opps/move.
Walking Routine
If you and your members are going to start on a regular walking routine there are several fact sheets on the following “Walk Around Illinois” web site that might be helpful. The sheets are titled *Walk Your Way to Good Health: Tips to Making Walking Safe and Fun, Move More Everyday Guidelines, and Step It Up! Stride Calculator Guidelines*. These can be found at [http://web.aces.uiuc.edu/walkday](http://web.aces.uiuc.edu/walkday). If your members find that walking is a preferred method of getting more physical activity, we have also posted a Walking Log on the web site that can be used to track monthly just how much they “Step It Up!”

For those interested in starting a serious walking campaign, many county Extension Offices may offer pedometers for sale. Cost is approximately $15 each. Pedometers count the number of steps a person takes. It can be clipped on to a waistband and worn all day. For adults to remain healthy he or she should walk 10,000 steps a day.

Recipes/Snacks
The October snack is **Pumpkin Peanut Butter Dip**, which can be used with apples, celery, graham crackers or crackers. The recipe can be found on the Illinois 4-H web site at [www.4-h.uiuc.edu/opps/move](http://www.4-h.uiuc.edu/opps/move). The recipe can be used for club refreshments and can be shared as a take home piece for families.

Ties to 4-H Projects
Outings to corn mazes and trips to the local apple farms are fall traditions with many families and groups. Make the connection to fitness and plan a club outing to a local venue. Two web sites may help with plans for such an outing: [www.cornfieldmaze.com](http://www.cornfieldmaze.com) and [www.urbanext.uiuc.edu/fresh](http://www.urbanext.uiuc.edu/fresh). The maze web site lists four sites in Illinois with directions, prices, and other information. There are probably others in the state, so check your local papers or your Extension office. The Urban Extension web site lists farms, u-pick locations, farmer’s markets, etc. Further information is listed for each venue and the locations are divided geographically. For members interested in horticulture or crops projects, this might be a great “springboard” for talks or demonstrations or other project work.

For 4-H’ers enrolled in the dog project, members could make an effort to take their dogs on daily walks. Be sure to remind 4-H’ers to count those minutes in their physical activity. This can be an added benefit for humans as well as animals.

Get Up and Move!
Get Up & Move!
Step It Up – More Every Day!

Walking is a great way to increase your physical activity every day. Make sure you talk with an adult about where you are walking and the best routes to take.

You probably have many ideas about places you can walk, and ways you can increase the number of steps you take every day. Here are some ideas:

- Walk to school every day
- Walk your dog, or offer to walk a neighbor’s dog
- Practice walking backwards – just be careful you don’t trip
- Ask your parents to park farther from the building in parking lots
- Walk to a friend’s house instead of asking for a ride
- Walk up and down the stairs at home. Make it a game by going to the top and back down, then to the top minus one step and down, then to the top minus 2 steps and down, etc.
- Walk to an older neighbor’s house to say hello or to see if they need help with any projects or chores.
- Set a time when you are playing (or working) on the computer or video games so you can take a break and move every 15 minutes. Go for a quick jog or walk twice around the house of block.
- While watching television, use the commercial breaks to see how many steps you can get in before the show starts again.
- Help your parents when you go to the grocery store. Take part of the list, find the items and bring them back to the cart.
- Unload the groceries with fewer bags at a time for more trips.
- Limit the amount of time that you spend watching television or playing computer games to NO MORE than one hour per day.
- Take a walk and don’t stop until you find a penny.
- Go for a five-minute “family walk” after dinner.

What other ideas can you add?

________________________________________________________________
________________________________________________________________
________________________________________________________________

Adapted from WIN Kids Fun Days: It All Counts, WIN Steps, Wellness IN the Rockies, www.uwyo.edu/wintherockies
Walking ABCs
Walking is great exercise! Can you think of a fun place to walk for each letter of the alphabet?

| A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
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Each day fill in what physical activity you did and how many minutes you did it.

Name ____________________________

For more resources visit: www.4-h.uiuc.edu/opps/move
Pumpkin Peanut Butter Dip

\[
\frac{3}{4} \text{ cup canned pumpkin} \\
\frac{3}{4} \text{ cup peanut butter} \\
\frac{3}{4} \text{ cup brown sugar, packed} \\
1 \text{ teaspoon vanilla}
\]

Mix peanut butter, pumpkin and brown sugar until well blended. Add vanilla, mix well.

Serve with graham crackers, bread, apple slices, celery sticks, etc.

36 1-tablespoon servings

Nutrition facts per serving: 50 calories, 2.5 g fat, 40 mg sodium, 6 g carbohydrate, 25% daily value vitamin A

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Get Up & Move!

Physical Activity

October

Step It Up! (20 minutes)

Items needed for this activity:
- Water
- 2 Stop watches
- Tape measure
- Walk This Way Handouts

Background information for presenter:
Walking is the most basic of all types of exercise and we have been doing it for over 3 million years! There was a time when walking was the only way to get anywhere. Today we have machines or gadgets to do things for us. Many of us don’t have to walk to school, work or the store – or in some cases, even get up to change the television channel (remote control). Because of all of the “conveniences” that we have, many adults and kids are NOT getting enough physical exercise.

Walking is inexpensive, requires no special equipment, and can be done almost anytime and anywhere. The time it takes for a short walk is more than compensated by increased attentiveness and productivity for youth and adults. It is estimated that a child in the fifth grade should walk at least 2000 steps per day (average 22” step length). This adds up to .8 miles and takes about 15 minutes. For sixth graders, the minimum recommendation is 3000 steps per day. With a longer step length, this adds up to 1.4 miles and takes about 25 minutes.

Step 1: Information to share with club members (1 minute)
Can anyone guess what physical activity humans have been doing for OVER 3 million years – and are still doing today? (Answer – walking).

Walking is a great physical activity. It can be done nearly anywhere and nearly anytime. Who can tell me some of the benefits of walking? (Possible responses: burns calories, builds strong bones, develops a good wellness attitude, develops good posture, makes you more alert, increases or maintains muscle mass, helps control hyperactivity, helps maintain healthy weight, improves physical coordination, improves heart strength, encourages use of senses, sleep better).

Great job! Walking really is a great way to be physically active, but we also need to remember to be SAFE! If you are walking without an adult, talk to your parents about where you are walking and the best routes to take.

Step 2: Demonstration or Short Group Activity (4 minutes)
I know that all of you know how to walk, however today we are going to learn about different “types” of walking. There are three gears of walking. Let’s try each of these.

First, you need to spread out so you aren’t running into each other. Line up shoulder to shoulder, so you are all facing the same direction, with NO ONE in front of you. Now we can try each of these speeds.

First gear: this is a SLOW easy strolling speed, no sweating, and light exertion. This type of walking burns about 3 calories per minute. Calories are units of
energy we get from food and this energy fuels the body.

Second gear: this is NORMAL walking, comfortable breathing and talking, moderate exertion. This type of walking burns about 5 calories per minute and covers a mile in about 17 minutes. This is the pace we will use when we walk.

Third gear: this is FAST walking, heavy breathing, sweating, and muscles working intensely. This type of walking burns about 7-10 calories per minute.

Step 3: Group Activity (15 minutes)
Today we are going to see how many steps we take (on average) for each minute of walking. To do this you will need to work with a partner. Once you have your partner, here are your instructions:
1. Pour some water on the sidewalk, just enough to get it wet.
2. One partner should do a little “dance” in the puddle of water to get the bottoms of their shoes wet.
3. That person should walk away from the puddle being sure to roll their foot down from their HEEL to their TOE and with a NORMAL walk.
4. Before the steps dry and disappear, the second person needs to measure the length from the heel of the left foot to the heel of the right foot. Take two or three measurements and average the step length. Record this number on the “Step It Up” worksheet.
5. REPEAT steps 1-5 for the other person.

Once both members of the team have determined their “average steps length,” you are ready to calculate the number of steps you walk each minute. As a group, we will walk a set distance. (Select an area nearby, perhaps once around the building or walking down to the end of the block.)

As we are walking, count the number of steps you take on this walk. We will have two people use stop watches to record how long the walk takes. Everyone should start at the same time (walkers and timers).

Once complete, everyone should record the number of steps and record the information on the “Step It Up” worksheet. Then everyone should figure how many feet they can walk during a specific time period.

Now that you have all figured how far you can walk in a fifteen minute time period, you can see how close you are to the suggested daily minimum number of steps you should be taking.

Another option for calculating your steps would be for you to get a pedometer. A pedometer counts the number of steps a person takes. It can be clipped on to your waistband and worn all day. It automatically records the number of steps you take.

OPTIONAL ACTIVITY OR GOAL:
Remember, walking is a great physical activity. You’ve probably already noticed that on your “Step It Up” worksheet there is a section where you can set goals for the number of minutes or the number of steps you want to walk. Think about how many you took during our walk outside and come up with a goal for yourself. We can also come up with a club goal. (See bottom section of the worksheet).

Get Up & Move!

Adapted from WIN Kids Fun Days: It All Counts, WIN Steps, Wellness IN the Rockies, www.uwyo.edu/wintherockies
Get Up & Move!
Step It Up Worksheet

Name________________________________________________

1. Work in pairs. Pour some water on the sidewalk, just enough to get it wet.
2. Do a little “dance” in the water to wet the bottom of your shoes. Walk away from the puddle at a NORMAL pace leaving wet footprints. Be sure to roll your foot down from HEEL to TOE, leaving a complete footprint.
3. Have your partner measure your step length with a tape measure. Measure from where one HEEL touches the ground to where the other HEEL touches. Measure three different steps and record below.

Step one __________ inches   Average Step Length __________ inches
Step two __________ inches   (add three steps and divide by 3)
Step three _________ inches

Club Walk
Number of steps I took ________ x my Average Step Length (above) __________ = total Inches walked __________ ÷ 12 = number of feet walked ______________.
Number of minutes I walked ________________________.  
I can walk __________ feet in ______________ minutes.

Personal Goal
I will walk __________ minutes or __________ steps each day. I will turn the steps in at the next club meeting to help reach our club goal.

Club Goal
Number of members in club ________  Distance walked on our club walk __________
As a Club Goal, we will increase the number of steps we walk on an average day by __________ steps.

Adapted from WIN Kids Fun Days: It All Counts, WIN Steps, Wellness IN the Rockies, www.uwyo.edu/wintherockies University of Illinois  •  U.S. Department of Agriculture  •  Local Extension Councils Cooperating University of Illinois Extension provides equal opportunities in programs and employment. 10/04
## Get Up & Move!

### Walking Log Sheet

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</table>
Food Serving Sizes
MyPyramid.gov provides information about the amount of food youth and adults need from each of the food groups. With the holiday season soon upon us, the temptation to overeat becomes more of an issue. So, we not only need to consider the kinds of foods from the various food groups and amount of food that we eat, but also the sizes of servings. The optional activity in the Physical Activity Guide is a short serving size activity that you or an older member of your club/group might do with the entire membership.

My Pyramid Plan is based on information provided and the average needs for age, gender, and activity. (For example - Age: 10, Gender: Male or Female, Physical Activity: 30-60 minutes). The results indicate the amounts of food that should be eaten daily.

Serving Sizes
The optional educational activity this month relates to Serving Sizes. You may want to gather the following items and use these to help members identify and remember serving sizes: tennis ball, compact disc, bar of soap, cassette tape, small Styrofoam cup, light bulb, cotton balls, and plastic egg. Discuss that you have several common items that you are going to use to describe what a serving looks like. In the activity, the leader asks questions about serving sizes and participants select items that are the correct size.

You may want to download the handout “Making Sense of Serving Sizes” from the Illinois 4-H web site at www.4-h.uiuc.edu/opps/move for each family. Distribute this after the introduction session and the optional educational activity. An additional resource is “Where Do Your Favorite Foods Fit?” This Dietary Guidelines for Americans publication is available on the web at www.usda.gov/cnpp/Pubs/Brochures/index.html#content.

Physical Activity Calendars
Collect the October 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. Since the October activity focused on walking, many members may have recorded minutes and steps for walking.

Reflection Questions:
Did you see an increase of physical activity over days in September?
Did you increase the number of minutes that you walked daily?
How can you fit more regular physical activity into your life?
What types of physical activities might you do with your friends? By yourself?
November 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 tallies.

**Educational Activity**

The November educational activity is a MyPyramid Relay. As the weather turns cooler and people tend to spend more time indoors, it is still important to get 60 minutes of physical activity daily. Even if you get your physical activity in 10 minutes spurts rather than a concentrated period of time such as 30 minutes, it’s helpful to get up and move! This activity can be done indoors and ties physical activity and the foods we eat together.

**Recipes/Snacks**

The November snack is Turkey Trail Mix. We are suggesting that you use dried cranberries but raisins or some other dried fruit could be used. The recipe can be found on the Illinois 4-H web site at www.4-h.uiuc.edu/opps/move. The recipe can be made up ahead of time and distributed in individual packages to participants or the individual ingredients can be served in serving bowls and each member create their own snack bag. You also might serve cranberry/apple juice as the beverage.

**Ties to 4-H Projects: Food Drive - Community Service Project**

To introduce the topic of a food drive as a community service project, for roll call ask each member to identify a non-perishable food item that might be donated to a food pantry. For members enrolled in foods/nutrition projects as well as for members interested in community service, our suggestion for December is to incorporate a food drive into your holiday plans.

Have a committee make the plans. Contact the local food pantry to see what they need and what procedures they would like you to follow, set the date, get permission from community leaders, and promote the food drive through the media and flyers. Two weeks prior to the food drive, have members walk through their neighborhood to distribute flyers. Then on the day of the food drive, have members walk through their neighborhood and collect food donations. Once the donations have been collected, weigh the items to see how much has been collected. Take a photograph to use for publicity purposes.

An alternative might be to see if the food pantry needs help in sorting and stocking their shelves because many people tend to donate food at holiday time. You could conduct your food drive at another time when supplies are low. See how physical exercise and community service can tie together!
Each day fill in what physical activity you did and how many minutes you did it.

### November

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**November total minutes of physical activity**

Name ____________________________

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

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**Serving Sizes**

Knowing the serving sizes of food is an important part of using the MyPyramid to make healthy choices. Do you know the correct serving sizes? Fill in the blanks below.

<table>
<thead>
<tr>
<th><strong>Grain Group</strong></th>
<th>servings</th>
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<tbody>
<tr>
<td>3 pancakes=</td>
<td>___</td>
</tr>
<tr>
<td>2 slices of bread=</td>
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<tr>
<td>plate of spaghetti=</td>
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<table>
<thead>
<tr>
<th><strong>Vegetable Group</strong></th>
<th>servings</th>
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<tbody>
<tr>
<td>1 baked potato=</td>
<td>___</td>
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<tr>
<td>1 ear corn on the cob=</td>
<td>___</td>
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<tr>
<td>1/2 cup mashed potatoes=</td>
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<tr>
<td>1/2 cup broccoli=</td>
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<table>
<thead>
<tr>
<th><strong>Fruit Group</strong></th>
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<tbody>
<tr>
<td>1 apple=</td>
<td>___</td>
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<tr>
<td>15 grapes=</td>
<td>___</td>
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<tr>
<td>1/2 cup pineapple=</td>
<td>___</td>
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<tr>
<td>1/4 cup raisins=</td>
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<thead>
<tr>
<th><strong>Milk Group</strong></th>
<th>servings</th>
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<tbody>
<tr>
<td>1 glass of milk (8 oz.)=</td>
<td>___</td>
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<tr>
<td>1 slice of cheese=</td>
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<tr>
<td>1 container of yogurt=</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Meat &amp; Beans Group</strong></th>
<th>servings</th>
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<tbody>
<tr>
<td>1 hamburger patty=</td>
<td>___</td>
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<tr>
<td>2 tablespoons peanut butter=</td>
<td>___</td>
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<tr>
<td>1 pork chop=</td>
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<tr>
<td>1 egg=</td>
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<table>
<thead>
<tr>
<th><strong>Fats, Sugars &amp; Sodium</strong></th>
<th>servings</th>
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<tbody>
<tr>
<td>2 Tbs. salad dressing=</td>
<td>___</td>
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</table>
Turkey Trail Mix

¼ cup oat cereal
¼ cup corn cereal
1 Tablespoon sweetened dried cranberries
2 Tablespoons corn nuts
1 Tablespoon candy corn

Each person places the above ingredients in a re-closable sandwich bag. Close bag. Shake contents and enjoy.


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11/04
Get Up & Move!

MyPyramid Relay (15 minutes)

Items needed for this activity:
- MyPyramid poster
- Food pictures (available on website); plastic toy food, food models that may be available at the Extension Office; or empty food containers
- 6 brown paper grocery bags – labeled with the 6 food groups (available on web)
- Optional – Serving Size Handout, and an assortment of the food items identified on the Serving Size Handout (tennis ball, compact disk, audiocassette tape, baseball, plastic egg, several dominoes, ping pong ball, deck of cards, 3 sizes of paper cups (6 oz., 8 oz., 10 or 12 oz.)

Background information for presenter:
The MyPyramid is a good starting point for making food choices. Choosing foods according to the Pyramid can help youth and adults get all the nutrients and other things, such as fiber, that are needed for good health. No single food or food group supplies all the nutrients in the amounts needed – so it is important to know the recommended number of servings from each Pyramid food group. Knowing what counts as a Pyramid serving is also important. Review the information provided.

Step 1: Group Activity (15 minutes)
Today we are going to start by seeing what you know about the 2005 food guidance system. We are going to divide into two teams (or other appropriate number for your group) for a relay. Since we are talking about food we are going to count off by saying apple, orange, apple, orange, etc. (if using more than two groups add in additional fruit to equal number of teams).

OK, we now have our groups, apples and oranges. I am going to give each person a picture of a food item. When it is your turn you are going to run down to the other end of the room and place your picture in one of these five brown bags. You can see each bag has the name of a food group. Put your picture in the food group bag where you think it belongs, then run back to the line and tag the next person, who continues the relay.

Now, by teams form lines and the first person in the line should get ready to run when I say GO! Ready, GO!

(Once the relay is over, follow-up with the following discussion)
Everyone has put his or her picture in a bag. Let's see how you did. I'll need a volunteer to help me with the first bag.

OK, let's start with the first bag. Would the volunteer please read the name of the food group in this bag, then pull the pictures out. Do all of these foods belong in this food group? No, some do not. (If items some are in the wrong bag). Do you know which food group they belong in?

Now we will look in bag 2. (Continue until you have done all of the bags, recruiting a new volunteer each time)

Bag 3
Bag 4
Bag 5
Bag 6

We did pretty well, now we have our food in the correct food group.
Step 2: Information to share with club members (5 minutes)
Let's look at this MyPyramid poster. We are going to quickly review how many servings we need each day from each of the food groups. Let's start on the left side of the pyramid.

How many servings do we need each day from the grain group? (6 ounces)
How many servings from the vegetable group? (2 ½ cups)
How many servings from the fruit group? (1 ½ cups)
How many servings from the milk group? (3 cups)
How many servings from the meat & beans group? (5 ounces)
How many servings from fats, sugars, and sodium? (sparingly)

Great job. It is important that we remember this as we are making choices about the foods we eat each day. And remember, this includes not only the food that you eat during meals, but also all of the food you eat as snacks.

OPTIONAL ACTIVITY OR GOAL: (10 minutes)
We have spent some time talking about how much of each food group you should have, however we haven't really talked about what makes a “serving.” Serving sizes for different foods are not all the same. For example, a single serving of fruit juice is ¾ of a cup, while a single serving of milk is 1 cup.

To help you have a better understanding of serving sizes, we are going to do an activity to see what a serving of different food looks like. I have several common items here that we are going to use to describe what a serving looks like. (Show some of the different serving size items. Print out “Making Sense of Serving Sizes” handout to use as a guide and also to distribute as a take-home piece for the members).

I'll ask a question about serving sizes and then call on one person to come select the item that is the correct size.

A serving of cooked rice or macaroni is ½ cup. Which item is about that size? (tennis ball or ice cream scoop)

One pancake is a serving, but pancakes come in lots of sizes. Which item best shows how big a pancake should be for one serving? (compact disk)

Which cup would you use for a serving of fruit juice? Do you know how much juice is a serving? (6 ounces or ¾ cup). Did you pick the right size cup?

A medium sized fruit is a serving, which ball is closest to the size of a medium fruit? (tennis ball)

A cup of lettuce is a serving, which item is about the size of a cup of lettuce? (baseball or your fist)

A ¼ cup is the serving size for dried fruit, which item is about the size of a ¼ cup of raisins? (plastic egg)

Which cup would you use for a serving of milk? How many ounces is a serving of milk? (8 ounces or 1 cup)

1 1/2 ounces of cheese is a serving. How many dominoes would represent this amount of cheese? (3 dominoes, or a 9-volt battery)

Peanut butter is a part of the meat & beans group. What item would be about the size of 2 tablespoons of peanut butter? This would also be equal to about 1 ounce of meat. (ping pong ball)

As you can see we sometimes eat more than we realize. When you eat macaroni for lunch do you eat just a half-cup? You probably eat enough to equal a cup. Is this OK? Yes, it is OK, but we need to remember to count it as two servings when we are thinking about how many servings we ate today.

You did great and now have a little bit better idea of what a serving of different foods look like. (Distribute copies of the “Making Sense of Serving Sizes” handout.)
bread, cereal, rice and pasta group

vegetable group

fruit group

milk, yogurt, and cheese group

meat, poultry, fish, dried beans, eggs and nuts group

fats, oils and sweets
Making Sense of Portion Sizes

Below are some ways you can help others picture food portions using everyday objects. Using these everyday examples can help show others that they may actually be eating more food than recommended by the 2005 food guidance system.

The Grain Group
1/2 cooked cup rice (1 ounces) .................is a tennis ball, ice cream scoop
1 pancake (1 ounce) ..................................is a compact disc (CD)
1 piece of cornbread (2 ounces) ...............is a bar of soap
1 slice of bread (1 ounce) .......................is an audiocassette tape
1 cup of pasta/spaghetti (2 ounces) ..........is a fist*
1 cup of cereal flakes (1 ounce) ...............is a fist*

The Vegetable Group
1 cup green salad..................................is a baseball or a fist*
1 medium baked potato (1 cup) ................is a fist*
1/2 cup cooked broccoli..........................is a scoop of ice cream or a light bulb
1/2 cup serving......................................is 6 asparagus spears; 7 or 8 baby carrots or carrot sticks or 1 ear of corn on the cob

The Fruit Group
1/2 cup of grapes (15 grapes)...............is a light bulb
1/2 cup of fresh fruit............................is 7 cotton balls
1 medium size fruit.............................is a tennis ball or a fist*
1 cup of cut-up fruit.............................is a fist*
1/4 cup raisins.....................................large egg

The Milk Group
1 1/2 ounces hard cheese..................is a 9-volt battery, 3 dominoes (counts as 1 cup of milk) or your index and middle fingers*
1 ounce of processed cheese............is your thumb* (counts as 1/2 cup milk)
1 cup of ice cream.............................is a large scoop the size of a baseball (counts as 3/4 cup milk)

*(Note: hands and finger sizes vary from person to person! These are GUIDES only).
The Meat & Beans Group
2 tablespoons peanut butter (counts as 2 oz. meat)................is a ping-pong ball
1 teaspoon peanut butter (counts as 1/3 oz. meat)................is a fingertip*
1 tablespoon peanut butter (counts as 1 oz. meat)..............is a thumb tip*
3 ounces cooked meat, fish, poultry..................is a palm, a deck or cards
..........or a cassette tape
3 ounces grilled/baked fish.............................is a checkbook
3 ounces cooked chicken..............................is a chicken leg and thigh or breast

Fats, Sugars and Sodium (discretionary calories)
1 teaspoon butter, margarine..............................is the size of a stamp the thickness
(counts as 38 discretionary calories)........of your finger or a thumb tip*
2 tablespoons regular salad dressing...........is a ping-pong ball
(counts as approximately 150 discretionary calories)

Snack Foods
1 ounce of nuts or small candies.......................is one handful*
1 ounce of pretzels........................................is two handfuls*
1/2 cup of popcorn........................................is one man's handful*
1/3 cup of popcorn........................................is one woman's handful*

Serving Dishes/Utensils
1/2 cup........................................is a small fruit bowl, a custard cup or
mashed potato scoop
1 1/2 cups......................................is a large cereal/soup bowl
1 1/2 cups of pasta, noodles...............is a dinner plate, not heaped
1/2 cup of pasta, noodles.....................is a cafeteria vegetable dish

You might want to know that...
1 cupped hand holds 2 tablespoons of liquid if you don't have measuring spoons
1 slice of bread is one ounce or 1 serving; some rolls or bagels weigh 3 to 5 ounces or
more making them equal to 3 to 5 servings of bread

*(Note: hands and finger sizes vary from person to person! These are GUIDES only).

Adapted from Ellen Schuster, Oregon State University
Keeping Fit during Busy Times
Many families and individuals get busy with lots of extra activities, events, and chores during the holiday season and forget to continue to participate in physical activity. It’s important to keep exercising, even if it is only ten minutes at a time, two or three times a day. A quick walk around the block at home, parking at the far end of the parking lot and walking to the store entrance, shoveling snow from your sidewalk, or doing ten repetitions of endurance, flexibility, and agility exercises each morning and evening can help you continue to maintain some level of physical activity.

Roll Call Ideas
Have members respond to roll call with their favorite winter sports activity. The activity identified can be done indoors or outside.

Physical Activity Calendars
Collect the November Physical Activity Calendars from each participant. Record each individual’s total number of activity minutes on the Get Up and Move! Club Chart. One-quarter of the 4-H year is over so you might recognize those members who have increased the number of minutes of physical activity each month or recognize those members who average 30, 40, 50, or 60 minutes of physical activity daily.

Have a short discussion to talk about the kinds of physical activities members have been involved in during the past month. Remind them that as they get busy with the holiday season, it is still important that they engage in moderate activity daily. As the weather turns cooler and there is less opportunity for outdoor activity, members may need to generate some ideas of ways to stay active during the winter months. Keep a list to share with the entire group.

Reflection Questions:
Did you see an increase in the number of minutes spent in physical activity in November?
What new types of activity have you tried?
What types of activities might you do with your family? Siblings?

December 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 member tallies.
Educational Activity
How Fit Are You?  This month’s educational activity for the club focuses on endurance, agility, and flexibility.

Optional Activities
Mall Walking– For all those holiday shopping trips, members may want to keep track of their steps on a log similar to the one provided in October as part of the walking activity. The walking log can be found at www.4-h.uiuc.edu/opps/move under the October section.

Recipes/Snacks
This month rather than provide you with a recipe, feel free to have members share their favorite holiday cookie or dessert recipe. Perhaps families have a favorite family ethnic recipe that they would like to share as part of your club/group’s holiday festivities. If you have a holiday party, the cookies or desserts could be part of the food provided.

Ties to 4-H Projects
In the November Leader Activity Guide, it was suggested that clubs conduct a food drive in their neighborhood to collect items for the local food pantry. If this community service project was planned, December would be the month to implement the activity. Other club/groups may choose to assist food pantries in sorting donated items and stocking the shelves since many individuals, families, and organizations collect food during the holiday season. The need is great!

To Spend or Not to Spend? – Members enrolled in the Clothing Decisions projects or the Financial Champions projects might use this activity. Members may want to compare prices on “hot items” for the holidays. See the chart for this activity provided on the Get Up and Move web site at www.4-h.uiuc.edu/opps/move. Members could report their findings at the January meeting.

Caroling in your neighborhood – If your club is enrolled in Walk in My Shoes as a club project or your club members would like to learn more about growing older, you might consider borrowing the aging sensitivity kits that many counties have and do some of the activities listed in the project manual. These could be done in preparation for a club caroling event. Your club may want to reach out to seniors and other shut-ins for an afternoon or evening of caroling fun in your community. Try to walk as much as possible between caroling stops for increased physical activity.

Get Up and Move!

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To Spend or Not to Spend?

Identify up to five different stores that you might visit to compare prices of similar items. Try to visit different types of stores or retailers such as specialty, department, discount, factory outlet stores, or consignment/thrift shops. Identify up to three different items that you want to price. Try to select items with similar brands or characteristics. Identify the price in each store and note if the item was on sale and what the original price was. The lesson “To Spend or Not to Spend?” on pages 30-31 in the Clothing Decisions - Discovering Choice (BU-7360) project manual as well as “Shop ‘Til You Drop” on pages 31-33 in the Financial Champions - Money Moves (BU-7711) project manual may provide additional information to help you with this activity.

<table>
<thead>
<tr>
<th>Item for Comparison</th>
<th>Store Name 1:</th>
<th>Store Name 2:</th>
<th>Store Name 3:</th>
<th>Store Name 4:</th>
<th>Store Name 5:</th>
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<tbody>
<tr>
<td>i.e. fleece jacket</td>
<td>Price:</td>
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<tr>
<td>i.e. DVD/ CD</td>
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What similarities/differences did you discover in comparing items from one store to another?

What was the best option for purchase of each item based on “price alone”?

How many minutes of physical activity did you participate in with this activity or how many steps did you walk?

Note: Additional processing questions can be found in each of the above-mentioned project manuals/activity pages.
### December

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<th>Sunday</th>
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Each day fill in what physical activity you did and how many minutes you did it.

Name ____________________________

### December

**total minutes of physical activity**

**Winter Sports**

Find the sports that you can do in the winter (hint: not all are outdoors!)

- BASKETBALL
- BOWLING
- BUILDING A SNOWMAN
- DANCING
- HOCKEY
- ICE SKATING
- SKIING
- SLEDDING
- SNOWBOARDING
- SPEEDSKATING

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

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Moving for Fitness! (20 minutes)

Items needed for this activity:
- score sheet and pen
- yardstick
- 2 Stopwatches
- set of stairs or 12-inch sturdy exercise step bench

Background information for presenter:
Every person has about 650 muscles in their body. Muscles come in all different shapes – flat, round, long, thick and even diamond shaped. They make up almost half of your weight. There are three different kinds of muscles:
1. Skeletal muscles that move your bones and are under your control.
2. Involuntary muscles that move on their own usually.
3. The cardiac muscle, or the heart. Muscles make your bones move up and down. Muscles work in pairs, since they can only pull on bones, not push them. One muscle pulls in one direction, and the other muscle pull in the opposite direction.

If you have time, ask the participants to answer these questions to learn more about muscles:
- Why do muscles get tired?
- Why is it important to warm up before vigorous exercise?
- How does someone pull a muscle?
- How can I strengthen my muscles?

Injuries when you exercise, because they give better support to your joints, which is where your bones meet.

Step 1: Information to share with club members (1 minute)
Did you know that just like your parents take care of their car so it will run smoothly, you need to take care of your body. Physical fitness means keeping your whole body including muscles, heart, and lungs in good condition. Fitness involves three things:
1. Strength – how much work your muscles do.
2. Flexibility – being able to move, stretch, and bend easily.
3. Endurance – being able to keep exercising without tiring quickly.

Think about the activities that you do every day. Chose things that are fun and that get you moving and help your heart and lungs work more efficiently. Today we are going to do some activities that will help us test just how physically fit we are.

Step 2: Group Activity (15 minutes)
We are going to work with a partner to test our fitness. Daily exercise can help make you more physically fit. We will have four different “Fitness Stations.” For each station you will have a score sheet to record your results.

The activities for this month come from the Discovering Myself (BU-6858) health curriculum, which focuses on a variety of health, nutrition and fitness topics.

Exercise makes your muscles get stronger, and sometimes larger. As your muscles get stronger, you can do more active things for longer periods of time. Strong muscles also help protect you from injuries when you exercise, because they give better support to your joints, which is where your bones meet.

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Step Up – Measures Endurance
1. Find your pulse on the underside of your wrist. Count the number of beats for 30 seconds.
2. Step up onto one stair with one foot and then the other, but stay on that same step. Then step down one foot at a time. Your partner can count out loud: “Up, up, down, down.” This is one set. Try to complete two of these sets every five seconds.
3. You need to keep up this pace for one minute, then sit down and rest for one minute. Take your pulse again after the one-minute rest.
4. Record pulse rates on the fitness station score sheet.

Jack be Nimble, Jill be Quick – measures agility
1. Jump from a squat position. Spring into the air with a half-turn, so that you land facing your take-off point. Land with your feet together, and hold your balance for three seconds.
2. Try it several times.
3. Record results on the fitness station score sheet.
NOTE – one success out of three attempts is considered passing.

High Diver – measures balance
1. Pretend you are on a high dive. Up on your toes, arms pointed up, eyes closed.
2. Try to hold your balance, without moving your feet, for as long as you can.
3. Record the time on the fitness station score sheet.
NOTE – anything over 15 seconds is very good. Less than 5 seconds needs work.

Pipe Cleaner – measures flexibility
1. Sit on the floor with your legs out straight in front of you.
2. Bend forward and reach toward your toes. Keep yourself in that position for five seconds, trying not to bounce.
3. Have your partner measure how far past your toes you can reach.
4. Record the number of inches on the fitness station score sheet.
NOTE – the more inches, the greater the flexibility.

Leapin’ Lizard – measures strength
1. Place a piece of tape on the floor to mark a starting line.
2. Stand with both feet behind the line. Put your arms out behind you and then swing them forward as you leap.
3. Jump as far as you can. Hold your position once you land.
4. Have your partner measure from the start line to the spot where your heels touch down. (If your heels are not even, use the measurement of the heel closest to the starting line)
5. Record the number of inches on the fitness station score sheet.
NOTE – a distance equal to your height is excellent.

Group discussion:
After everyone completes all of the fitness stations, have everyone sit down and use the following questions to process the activity.
• Which fitness activities did you do well?
• Which fitness areas do you need to work on?
• Why do you think exercise is important to healthy living?
• How will you use exercise in the future as a result of this activity?

Hopefully these activities helped you develop a basic assessment of your own “fitness.” Testing yourself regularly in each of these areas gives you an idea of how physically fit you are. Daily exercise will make you more physically fit.

Get Up & Move!
Moving for Fitness! – Fitness Score Sheet

STATION #1 – Step Up – Measures Endurance

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<tr>
<th>Name</th>
<th>Pulse-before</th>
<th>Pulse-after</th>
<th>Difference</th>
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What does the difference mean?
- If the pulse rate is the same of less – the heart is in excellent shape
- If the pulse rate is 1 or 2 beats faster – the heart is in fair shape
- If the pulse rate is 5-6 beats faster – the heart is in poor shape
- If the pulse rate is 7 or more beats faster – the heart needs work

STATION #2 – Jack be Nimble, Jill be Quick – Measures Agility
(In attempt column record YES for successful landing; NO for unsuccessful landing.)

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<thead>
<tr>
<th>Name</th>
<th>Attempt #1</th>
<th>Attempt #2</th>
<th>Attempt #3</th>
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</table>

What does this mean?
- One success out of three attempts is considered passing

STATION #3 – High Diver – Measures Balance

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<tr>
<th>Name</th>
<th>Time</th>
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What does this mean?
- Anything over 15 seconds is very good. Less than 5 seconds needs work.

STATION #4 – Pipe Cleaner – Measures Flexibility

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<th>Name</th>
<th>Inches</th>
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What does this mean?
- The more inches the greater the flexibility

STATION #5 – Leapin’ Lizard – Measures Strength

<table>
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<tr>
<th>Name</th>
<th>Inches</th>
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What does this mean?
- A distance equal to your height is excellent
Station #1
Step Up
(measures endurance)

Station #2
Jack be Nimble,
Jill be Quick
(measures agility)
Station #3
High Diver
(measures balance)

Station #4
Pipe Cleaner
(measures flexibility)
Station #5
Leapin’ Lizard
(measures strength)
Get Up & Move!

**Setting those New Year’s (Physical Fitness) Resolutions or Goals**

New Year’s is the time to make resolutions or set new goals. Goal setting is an important life skill that can be learned through 4-H. Having goals is like having a road map. It helps you decide how you get to where you want to go. There are three parts to measurable goals: **action, result, and timetable**. An example would be: “I will increase my minutes of physical activity by five minutes per day each month for the next three months.” The **action** is “increase my minutes of physical activity”; the **result** is “by five minutes per day each month”; and the **timetable** is “for the next three months.” Just as 4-H members are encouraged to set goals in each of their projects, they may also want to set physical activity goals for the winter and spring months when the temptation is greater to stay indoors and be a “couch potato.” You may want to spend some time at your January club meeting setting physical fitness and project goals, if members are just receiving their project manuals.

**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?
What types of physical activity have you been doing indoors since it is cooler outside?
How can you prepare for outdoor physical activity during the winter months?
What types of physical activities might you do with your siblings? Parents?

**January Physical Activity Calendars** are now on the web site at [www.4-h.uiuc.edu/oppsmove](http://www.4-h.uiuc.edu/oppsmove). 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 member tallies.

**Educational Activity**

“Olympic Fitness” is the educational activity for January. There are three short physical activities outlined in the **January Physical Activity Guide**. Just as in the Olympics where athletes set goals and work to make progress toward those goals, the Olympic Fitness activities help members to understand the concept of striving to improve performance. Through **Get Up and Move!** 4-H members are encouraged to set goals for minutes of
physical activity and to increase the number of minutes each month until they reach the goal of sixty minutes of physical activity daily. The Olympic Fitness Activity lesson plan and the Olympic Evaluation Form for recording the results of the three activities can by found on the Illinois web site at www.4-h.uiuc.edu/opps/move.

The optional activity, Keep Moving If..., discusses the fruit group of MyPyramid. Citrus fruits are a popular choice for the winter months. You may want to bring a variety of these fruits in for members to try or have them brainstorm as many different citrus fruits as they can identify.

Recipes/Snacks
The recipe/snack for January is Snowman Bread. It can be found at www.4-h.uiuc.edu/opps/move. This recipe could be made ahead of time and served as the snack. By using frozen bread dough, the club members might make their own bread during the program time at the regular club meeting. The recipe features the use of whole grain flour. Bread is part of the grain group, on the left side of MyPyramid.

Ties to 4-H Projects
Communications – The late winter or early spring months are often when county 4-H public presentation contests are held. For roll call in January, ask members to respond with a possible topic for a talk or demonstration related to physical activity or fitness. Encourage members to present those talks/demos to the club in February or March and to enter in the county Public Presentation Contest. Check out the public presentation materials on the web at http://www.4-h.uiuc.edu/projects/lonineref.html#communications. If members are going to present illustrated talks, please share the support piece on “Poster-Making Tips”.

4-H Cloverbuds – 4-H community clubs might want to create an “Olympics” activity for Cloverbud members of their club or invite 4-H Cloverbud age youth to this activity as a recruitment tool for next year. Members who are enrolled in Leadership and/or Child Development could provide the manpower behind the organization of such an event.

February is “Heart Healthy” month. Club members may want to create posters to display in their community to promote “heart healthy” activities. Our February educational activity will feature activities from the Ohio State University Extension Cloverbud Series I curriculum – Fitness is Fun in the Healthy Lifestyles section and Food Drive: Jumping-Jack-athon in the Citizenship/Civic Education section.

Get Up and Move!
Poster-Making Tips

Posters are a great way to present information in a visual format. The poster’s topic should be clear at a quick glance and appealing so that people will stop and read more. Here are some tips to make sure that your poster looks good:

- Make sure your poster is attention getting. Remember you want people to take the time to read about what you have done.
- Include information that is brief and easy to read.
- Make it neat! Even if you have really great information on your poster, no one is going to take time to read it if it is messy!
- Watch out for clutter! Don’t try to put too much information or graphics on a poster.
- Include pictures or charts if they help explain your project work.
- Check your spelling and then check it again. Misspelled words can be very distracting.
- Use intense colors. Try dark lettering against a light background. This is usually easiest for people to read.

Before you begin designing your poster, think about what the audience needs to know about a single subject or topic. Create a list to help narrow your main points.

Also consider places where you might place your poster on display - a school bulletin board, doctor or dentist offices, shopping malls or stores, or in a public building -- like a library, post office, courthouse or Extension office. Make sure you ask permission before putting your poster up for display.

Begin work on your poster by sketching out a few rough drafts on plain paper. Ask your family or friends which draft they like best and then begin work on your poster.

On the reverse side of this page you will find a small version of a poster with some additional tips.

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Adapted from a fact sheet prepared by Lisa Woessner, Youth Development Educator. 12/04
POSTER

(The title of your poster should be in large print. People should be able to read it from a distance.)

Posters should attract attention and get an idea across quickly. You don’t need to be an artist to create a great poster. They key to a good poster is simplicity. Simple Words -- Simple Message -- Simple Design.

Use horizontal letters; they are easier to read. Vertical lettering can be hard to read.

Lettering Guides: If viewed from 8 feet, letters should be 1/4-inch tall. If viewed from 16 feet, letters should be 1/2-inch tall.

Allow for fairly large areas of unused or open space (sometimes referred to as "white space"). A design begins to look crowded when the open space falls below 20 percent of the total area.

Consider using dark letters on light backgrounds or light letters on a dark background.

Illustrations or pictures should relate to what you are saying in your poster and should be easy to understand.

Use a letter style that’s easy to read. Fancy letters are neat, but they can be hard to read.

Watch out for clutter! It is tempting to include all of the information we know about a topic. Remember if your poster doesn’t look easy to read people aren’t going to read it.
## January

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

### Make Goals to Increase Activity

Ready to set goals for the new year? Fill in the blanks to identify ways to increase your activity level.

1. **Walk more!** Try walking laps around the gym or through the hallways at school. Other places:___________________________

2. **Take the stairs!** Where can you walk up and down stairs and how many times can you do it?

3. **Try a new sport!** Which one(s) will you try?

4. **Walk the dog!** If you don’t have a dog, volunteer to help a friend or neighbor.

5. **Earn extra $$.$$** Move your body while earning money: mow lawns, weed gardens, shovel snow, clean garages, wash cars.___________________________

6. **Turn up the music...and dance!** Learn a new dance:__________

7. **Join a class - move with kickboxing, aerobics, tae kwon do, or:**___________________________

8. **Baby-sit:** Toddlers can move and move fast! Can you keep up?

9. **Try outdoor fun!** Build a snowman or:___________________________

### January total minutes of physical activity

**Name** ___________________________________________
Get Up & Move!

Snowman Bread

5 1/2 cups all-purpose flour (or 2 cups whole wheat flour and 3 cups all-purpose flour)
2 tablespoons brown sugar
2 teaspoons salt
1/2 cup warm water
1 1/2-ounce package active dry yeast
Pinch of sugar
1 1/2 cups warm milk
4 tablespoons softened butter
1 egg white, slightly beaten
Raisins, dried apricots, fruit roll-ups

In a large mixing bowl, combine the flour, brown sugar, and salt. Set aside. Pour warm water (100°F) into a large bowl and sprinkle in the yeast and a pinch of sugar (1/4 teaspoon). Stir and let the mix sit for 5 minutes, until bubbles begin to appear. Stir in the warm milk, butter, and 2 cups of the dry ingredients. Stir in the remaining dry ingredients 1 cup at a time, mixing until the dough is stiff.

Turn the dough out onto a highly floured countertop and knead for 5 to 10 minutes or until the dough becomes smooth and springs back when touched. Grease a large mixing bowl, place dough in the bowl, and cover it with a clean dishtowel. Let the dough rise for about 1 1/2 hours or until double in bulk.

Punch down the dough and turn in out onto a lightly floured countertop. Divide it into 16 to 20 pieces (1 for each snowman). Cut off the top third of each piece and shape it into the snowman’s head: shape the larger piece into a ball for the body. Place the 2 balls on a baking sheet and pinch them together. Repeat with the remaining pieces. Cover and let rise for 30 to 45 minutes.

Heat the oven to 350°F. Brush with slightly beaten egg white and decorate with raisin eyes and buttons, a dried apricot nose. Bake for 20 minutes or until golden brown. Cool on racks. Cut fruit roll-ups into 1/2” strips for scarf.

Could use frozen bread dough. Allow the dough to thaw in refrigerator. Then proceed with shaping the snowmen.

Nutrition information for each (16): 190 calories, 4.5 g fat, 10 g cholesterol 300 mg sodium, 32 g carbohydrate, 3 g fiber and 5 g protein.

Bread is the base of the Food Guide Pyramid. For good nutrition, it is recommended that the average healthy American over the age of two years consume 6 to 11 servings from the Bread, Cereal, Rice and Pasta group each day. Foods from this group supply carbohydrates, protein, iron, B vitamins and fiber. Half of the servings from this group should be whole grains. Whole grains are rich in fiber that is needed for the proper functioning of the intestinal tract.
Get Up & Move!

Physical Activity January

Olympic Fitness (25 minutes)

Items needed for this activity:
- Masking tape
- Stopwatch or watch with a second hand (2)
- Tape measure
- Olympic Evaluation Form

Background information for presenter:
Research shows that there are a many benefits related to having some type of daily physical fitness routine. Physical fitness is the condition of your body in relation to 1) muscular strength and endurance; 2) flexibility; 3) cardiovascular fitness; and 4) body composition. Developing a fitness routine begins with setting goals. A group of individuals who set very challenging fitness goals are Olympic athletes. While we only see media coverage of Olympic competition every four years, the athletes are busy every day training and conditioning their bodies. In this activity, youth are going to participate in several “Olympic” events.

Step 1: Information to share with club members (4 minutes)
We all watch closely as human athletes compete once every four years in running, swimming, jumping and many other sporting activities as a part of the Olympic Track & Field Competition. In some cases, athletes set new world records, running faster or perhaps jumping higher than anyone before them. The reason that they can do this is because they set goals for themselves and then practice every day, hoping to build their skills and their strength. The majority of their time is spent in training, not competing. They are training, hoping each day to improve their performance as compared to the day before. Today, you are going to be 4-H Olympians. We have three events planned. You will have the opportunity to try two (or if time allows, you can have everyone do all three of the events).

Step 2: Group Activity (15 minutes)

Event 1 – Standing Long Jump
1. Instruct participants to stand along a line (masking tape on floor) and jump as far as they can.
2. Measure and record how far they jumped.
3. Have each participant jump a second time to see if they can improve their distance.

Event 2 – Hopping Dash
1. Measure off a 20-foot distance. Mark the start and finish with masking tape.
2. Instruct participants to stand along the starting line and begin hopping to the finish line when you give the signal.
3. Using a stopwatch or a watch with a second hand, record how long it takes them to get to the finish line. Record their time.
4. Have each participant complete the “Hopping Dash” again to see if they can improve their distance.

Event 3 – Walking Marathon
1. Set up a course (using chairs or small pieces of tape) around the room to use as “track” for the Walking Marathon, clearly marking start and finish lines.
2. Instruct participants to stand along the starting line and begin walking,
caution them NOT to break into a run.

3. Using a stopwatch, or a watch with a second-hand, record how long it takes them to complete the marathon. Record their time.

4. Have each participant complete the “Walking Marathon” again to see if they can improve their time.

Follow-up Discussion: Once you have completed all of the events use the following questions to process the activity.

- How many of you were able to improve your distance or time the second time you completed the event?
- If you improved, what did you do differently to make that change?
- What are some goals you might set if you wanted to become a 4-H Olympian competing in one of these events?
- We learned back in September that the Dietary Guidelines for Americans recommend being physically active at least 60 minutes a day. How many of you are averaging 60 minutes a day?
- You have been recording your physical activities each month on your club chart, have you set a personal goal for increasing your monthly “active” minutes? If not, think about doing that now.
- Have you set a goal for the number of minutes of physical activity per month that your whole club wants to achieve? If not, set that goal now.

You need to listen carefully to what I say so you’ll know what you have to do.

1. If you had breakfast this morning, march in place (if you didn’t have breakfast, stand still).
2. If you had a fruit for breakfast, march in place (if you didn’t have a fruit, stand still).
3. If you know how many fruits we should eat each day, hold up that number of fingers (if you don’t know, look around for some hints! — we just talked about this!)
4. If you can name a citrus fruit, hop on one foot (if you can’t think of one, hop on both feet).
5. If you can name a fruit that starts with the letter B, wiggle all over (if you can’t think of one, spin around).
6. If you ate an orange or drank orange juice yesterday, run in place (if you didn’t, march in place).
7. If you had a fruit for a snack yesterday, do jumping jacks (if you didn’t, wiggle all over).
8. If you can think of three kinds of berries, shout out their names and hop in a circle (if you can’t, hop in place).

Get Up & Move!

OPTIONAL ACTIVITY (6 minutes)
Keep Moving If…
The purpose of this activity is to “get moving” and also see how many of you are practicing healthy eating habits. How much fruit are you supposed to have each day? (Answer: 1 ½ cups). This is a listening game, sort of like Simon Says.
### Olympic Evaluation Form

#### EVENT #1 – Standing Long Jump

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<tr>
<th>Name</th>
<th>Distance - 1</th>
<th>Distance - 2</th>
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#### EVENT #2 – Hopping Dash

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#### EVENT #3 – Walking Marathon

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Making Physical Activity a Regular Part of Your Day

Physical activity is a good way to improve your health and have fun! It means moving your body. Look around, whether you live in the city, in the country, or in between, you'll find ways to be active. Remember to improve your health and fitness; you need to get at least 30 minutes of moderate physical activity as part of your 60 minutes of daily activity. **Moderate physical activity** is defined, as any activity that takes about as much energy as a brisk walk – for the average person, this is a pace of about 2 miles in 30 minutes.

Youth need to choose activities that they enjoy and can do regularly, based on the season. They may need help in thinking creatively about how they can fit those activities into their daily schedule. Youth may need help in keeping it interesting by doing different activities on alternating days. What is important is to be active most days of the week and to make it a regular part of the daily lifestyle. Try to think of ways to get the whole family involved. Try to be ready for activity wherever they are. Most importantly…have fun while you move!

**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/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 amount of physical activity from December to January?
What types of physical activities could you do outside during cold weather?
What types of physical activities could you do inside during cold weather?

**February Physical Activity Calendars** are on the web site at [www.4-h.uiuc.edu/opps/move](http://www.4-h.uiuc.edu/opps/move). The February calendar asks members to identify “red” foods in honor of heart month. 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.

**Try This! Talk Your Head Off** – To see if you are engaging in moderate physical activity, here’s a way to see if your body is getting a good workout. *If you can talk* while doing a physical activity, you’re probably moving at a pace that’s right for you. *If you’re too*
breathless to talk, slow down. And if you can sing, you may not be working hard enough – so get moving!

**Educational Activity**
Fitness is fun! This month the Physical Activity Guide includes an Exercise Name Game to help members think of multiple options for exercising. It can also be fun way for members to learn a little more about their fellow club members. Jumping Jack Fun is the featured physical activity in the guide. Club members will determine how long it takes to do 50 jumping jacks. This activity could be expanded to a 4-H club “Jumping-Jack-athon” where pledges for the number of sets of jumping jacks completed is paid in canned goods, which could be donated to the local food pantry.

**Roll call idea:** Think of the person whom you thanked most recently and tell who that person was and why you thanked them.

**Recipes/Snacks**
Chinese New Year is a time for celebrating and making a fresh start. In addition to feasting with friends and family, people pay their debts, buy new clothes, and clean their houses. The color red represents happiness, prosperity, and good fortune so there are lots of red clothes and decorations. The 15-day celebration ends with the Lantern Festival when people enjoy parades and special dances. So celebrate Chinese New Year – the year of the Rooster, in February with Egg Drop Soup!

**Ties to 4-H Projects**
In 4-H, there are a variety of projects related to the communications area. In the Public Presentations area, each 4-H member is encouraged to give a talk, illustrated talk, or demonstration in at least one project area annually. There are often county and state contests in this area. Last month we suggested that members might want to identify topics related to physical fitness or health and to enter the county Public Presentations Contest.

As we mentioned last month, members may want to use the information in the “Poster-Making Tips” support piece to create posters for February as “Heart Healthy” month. Or clubs might make Valentine’s Day an opportunity to create thank you notes for individuals who have been helpful to the club or to individual members during the past few months and then hand-deliver them on February 14. See our “Thank You Note Tips” support piece on the web at www.4-h.uiuc.edu/opps/move.

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**Get Up and Move!**

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01/05
Thank You Note Tips

Writing thank you notes is a good social and communication skill for youth to learn. Whether it is a gift or a thoughtful gesture, there are many instances where a written note of appreciation can acknowledge the generosity and thoughtfulness of the giver. Youth also get to practice their writing and penmanship skills.

Here are some tips to consider when helping youth learn writing thank you notes:

• Be positive when talking about writing thank you notes. Explain to youth that writing thank you notes is a thoughtful way to show appreciation to someone who has been helpful to him or her.

• Be creative and have fun! Provide colorful paper, crayons, pens, pencils and markers. Let youth decorate note cards with stickers, pictures, photographs, glitter, or rubber stamps. Youth can even trim edges with decorative-edged scissors. Consider including a photograph of the youth with the gift.

• Keep instructions short and simple. Younger youth may need more concrete, step-by-step guidance. Help youth clarify what he/she wants to say to the giver by asking the following questions before youth start writing. (Youth may need to start with a practice sheet of paper.)

Who gave a gift or did something nice? ______________________________
What was it? _________________________________________________
When, where & why was the gift given? For a special occasion? ____________
When did someone do something nice? ______________________________
What will the youth do with the gift? _______________________________
Has anyone made a nice comment about the gift? _______________________

• Help youth understand the idea of thanking others and on the effort they are putting into writing the thank you note.

• Show by example. Youth learn to be courteous and responsible by watching parents and other adults. Be sure to promptly write thank you notes to 4-H’ers and 4-H families when appropriate.

Source: Ohio State University Extension Fact Sheet HYG-5170-96 – Being Courteous to the Gift Giver
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Each day fill in what physical activity you did and how many minutes you did it.

**Name** ____________________________

**February**

**total minutes of physical activity**

Can You Name the Red Foods?

Fill in the blanks to identify red foods - in honor of heart month.

str__w__err__
__ed_p__pp__r
__ppl__
rad__sh
__ed_p__tat__
gr__pe
sp__ghe__ti sau__e
re__ ra__pb__rry
__omat__ s__up
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For more resources visit: www.4-h.uiuc.edu/opps/move
Egg Drop Soup

Chinese New Year - February 9 through 23, 2005 – Year of the Rooster

Chinese New Year is a time for celebrating and making a fresh start. In addition to feasting with friends and family, people pay their debts, buy new clothes, and clean their houses. The color red represents happiness, prosperity, and good fortune so there are lots of red clothes and decorations. The 15-day celebration ends with the Lantern Festival when people enjoy parades and special dances.

Celebrate Chinese New Year in February with Egg Drop Soup!

2 cups chicken broth
3 Tablespoons water
1 Tablespoon cornstarch
1 egg, lightly beaten
10 to 12 fresh or frozen snow peas (thawed)
1 green onion, finely sliced
¼ cup finely chopped ham (optional)

Bring the chicken broth to a simmer over medium high heat. In a small bowl combine the water and cornstarch, stir the cornstarch mixture into the broth. Bring the broth to a boil and then remove it from heat. Slowly pour in the egg and gently stir it with a fork in one direction only, stirring slowly for long strands of egg, more rapidly for thinner shreds. Add snow peas, green onion, and ham.

Serves 4.

Nutrition information per serving:
100 calories, 3 grams fat, 60 mg. cholesterol, 1080 mg. sodium, 1 gram fiber, 10 grams protein. Using reduced sodium chicken broth or preparing your own could reduce sodium.

Optional Snack: For the less adventurous, serve fortune cookies but have members make up their own proverbs or sayings related to health, nutrition or physical fitness!
Get Up & Move!

Physical Activity

February

Fitness is Fun! (25 minutes)

Items needed for this activity:
- Watch with a second hand
- Pledge Sheets for Jumping-Jack-athon (optional)

Opening Activity (10 minutes)
Exercise Name Game – We have learned many different physical activities and exercises that we can do to help us stay fit. To help us all remember that we have lots of options when it comes to exercising, we are going to start off today by introducing ourselves and attaching an exercise motion that begins with the same letter as the participant’s first name. For example “Jumping Jacks Jacob” or “Toe Touching Taylor.” This works best if it is done in a circle, so let’s form a large circle. Make sure you are an arms length from the next person so you have enough space for the activity. So…let’s go around the room. You should introduce yourself, with your activity and then demonstrate it.

Now that everyone has seen each activity, let’s do it again except this time we keep adding each person’s activity as we go around the group. For example, she is “Toe Touching Taylor,” he is “Marching Matthew” and I’m “Jumping Jacks Jacob,” then keep going and adding on more actions.

Background information for presenter:
Young people develop social skills through the group games and discussions. Group games that require the participants to make choices will also help them develop decision-making skills. Fine motor skills and eye-hand coordination will be developed through the poster-making activities if you choose to make posters promoting February as “Heart Healthy” month. Large motor development will be enhanced with the games and exercises described in this activity guide.

Information to share with club members (1 minutes)
Today we are going to talk about “aerobic” activities. Who can tell the group what aerobic means? (Allow participants to provide a definition of aerobic and/or provide examples of aerobic type activities). Aerobic exercise is exercise that makes your heart beat faster. It is good for our bodies. Since February is identified as “Heart Healthy” month, we want to focus our energies toward getting our hearts pumping and being “heart healthy.”

Jumping Jack Fun (14 minutes)
You all remember back in November when we were doing the “Moving for Fitness” activities, one of the stations measured endurance and we were checking our pulse before the activity and after the activity. Does anyone recall, did your pulse rate go up or down after you did the activity? Well participation in most physical activities should make your pulse rate go up.

Let’s all see if we can feel our pulse. Put two fingers on your neck just under your chin (demonstrate by placing your fingers on your neck). Once you can feel your
pulse, raise your other hand so we know who needs help in finding it.

Once everyone can feel his or her pulse, we will count the number of times it beats in ten seconds. OK, everyone count. (Watch the second hand on your watch for ten seconds). Stop. How many beats did you count?

Now we are going to see how much it increases when you participate in some aerobic type exercise. We are going to do jumping jacks. Does everyone know how to do jumping jacks? Watch as someone demonstrates (choose one member to demonstrate). Now when I say go, I want everyone to do jumping jacks for 30 seconds. I’ll tell you when to stop. Using the second hand on your watch, time them for 30 seconds as they do jumping jacks. Stop.

Now, lets check your pulse again. Place two fingers on your neck and find your pulse. When I say start, count the number of times it beats in ten seconds. Start, (watch the second hand of your watch for ten seconds), now Stop. What happened?

You’ll find that your heart rate, or the number of times it beats increases because exercise has made your heart work harder.

If we wanted to make jumping jacks a part of our daily fitness program, one way to do this would be to begin doing sets of jumping jacks. You could count sets of 50 jumping jacks. How long do you think it would take you do complete one set of 50 jumping jacks? Let’s count them out together and see how long it takes. I want everyone to jump at the same speed. I’ll time you while you all jump and count together. Ready, set, go. (Use a watch with a second hand to time the participants as they count out 50 jumping jacks). Stop. Great job. You were able to complete a set of 50 jumping jacks in just _____ minutes/seconds.

**OPTIONAL ACTIVITY OR GOAL:**
Discuss with the participants that there may be some families in their community or in neighboring communities that are not as fortunate as they are. Some families don’t always have good, healthy things to eat, and a few children may even go to bed hungry on some nights. If we wanted to combine one of our fitness activities with planning a project to help others, we could have a Jumping-Jack-athon.

One way that we could do this would be for every 50 to 100 (you can decide on an appropriate number based on the age of the group) jumping jacks the participants do within a 15 minute time period, people can pledge or promise to donate one can of food from their cupboard.

You could use a pledge sheet that family, friends and neighbors could sign to pledge their support to helping provide for a local food pantry in your community. You would be asking people for canned or non-perishable food items for every set of jumping jacks that you complete. Just in case you are a really fantastic “jumper”, the donors can identify a maximum number of cans they are willing to donate. Use the pledge sheet that has been created to help you in this effort to reach out to others in your community.

Once you have completed your Jumping-Jack-athon, you will need to let your donors know how many cans they “owe.” You may want to call them on the telephone to let them know how many items they “owe,” and ask them when it would be convenient to pick up the food. You can store the food in a grocery bag until the next meeting.

**Get Up & Move!**

Adapted from Ohio K-2 Cloverbud Program, *Cloverbud Curriculum Instructional Materials*, The Ohio State University
Jumping-Jack-athon Pledge Sheet

Help others in our community by making a pledge of canned goods to help stock our local food pantry. Our 4-H Club is asking for a donation of any amount of canned food or non-perishable food items for every set of ___ jumping jacks they complete within 15 minutes. NOTE – a limit may be set on the total amount of cans you donate if you wish. We plan on jumping on _______________________. Please help support our community and our club during our Jumping-Jack-athon.

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Grand Total Due

Grand Total Due
Healthy Community Environment
With spring approaching, people are beginning to think about outdoor activities again. Your club may want to do a “Healthy Community Environment Assessment” of your community or neighborhood by making a list of community parks, trails, and other facilities that encourage physical activity. Individual members may want to continue this assessment by checking the sidewalks, paths, and equipment for needed repairs and/or by making a list of the availability of recreational opportunities at these locations. This information could be shared with 4-H families at the next club meeting and with local government officials (village board, park district officials, forest preserve staff, etc.)

Physical Activity Calendars
Collect the February 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?
Do you think you’re getting enough physical activity? Why?
How can you fit more regular physical activity into your life?
What types of physical activities might you do outside now that the weather has warmed up?

March 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.

The answers to the word scramble on the March calendar are: pepper, green beans, celery, cabbage, lettuce, avocado, lime, broccoli, peas, and zucchini.

Educational Activity: Active Forces
This month the educational activities will include several “mini-activities” related to the aerospace project and to getting up and moving. Youth who are enrolled in the aerospace project might be excellent resources to lead these activities at your club meeting.
Being physically active may include doing many different kinds of movements and games. You don’t have to have special equipment or go to other locations for some of these activities. The educational activity guide provides you with several different games that the club might play this month.

**Roll Call Idea:** March is National Nutrition Month. This would be a good time to refer members back to MyPyramid. Ask members to name a green food item as they respond to roll call. The secretary might record the list of the foods shared and then the whole group could spend a few minutes dividing them into food groups according to the MyPyramid. See if your club can list “green foods” for all of the food groups.

**Recipes/Snacks**
This month two recipes are provided for club refreshments. Tying in to the “green foods” list on the March calendar and the St. Patrick’s Day holiday, the recipes are St. Patrick’s Cereal Bars and Shamrock Shakes.

**Ties to 4-H Projects**
March is traditionally regarded as a windy month. With the beginning of better outdoor weather, kite flying might be a fun, outdoor activity. For members interested in kites, they might consider enrolling in the Aerospace project. There is at least one activity about kites in each of the Stage 2, 3, and 4 project manuals. A club program suggestion for the month might be a presentation on kite safety by someone from the local power company. A supplemental handout on “Kite Safety Guidelines” from the American Kitefliers Association is provided on the web site at [www.4-h.uiuc.edu/opps/move](http://www.4-h.uiuc.edu/opps/move). This handout might be distributed to local libraries or posted on school or day care bulletin boards.

Get Up and Move!
Kite Safety Guidelines

1. Wear gloves to protect your hands from cuts and burns from the flying line.
2. Never fly a kite in wet or stormy weather.
3. Never fly a kite where it may fall on a power line.
4. If a kite should become entangled with a power line, do not attempt to free it. Report the situation to the local power company and ask for their help.
5. Do not use a metallic part more than one inch long in constructing a kite.
6. Never use wire or metallic line to fly a kite. Always keep your line dry.
7. Do not fly from or over a street or highway.
8. Avoid trees – they eat kites. If you should lose a kite to a tree, loosen the line and let the wind blow it out. Do not climb the tree.
9. Do not fly near airports.
10. Avoid holes in the ground, gullies, and slopes as well as broken glass and any other debris on the field.
11. Do not allow your flying lines, particularly maneuverable kite lines, to touch any bystander.
12. Use extreme caution when launching and flying large kites.
13. Do not fasten yourself to your flying line unless you have an efficient quick release system.

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

Name ____________________________

### March

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**March total minutes of physical activity**

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

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**Green Food Scramble**

Green symbolizes youth, life, growth and spring. Unscramble the letters to identify green foods.

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Get Up & Move!

St. Patrick’s Cereal Bars

2 tablespoons margarine
20 regular marshmallows
5 cups crisp rice cereal
2 tablespoons green colored gelatin

Melt margarine in a large saucepan over low heat. Add marshmallows and gelatin and stir until completely melted. Remove from heat and add cereal, stirring until coated. Press mixture into a greased 11” x 7” pan. Cut into bars when cool.

Microwave instructions:
Combine margarine and marshmallows in 2-quart glass, microwave-safe bowl. Microwave (high), uncovered, 2 1/2 to 3 minutes or until marshmallows are puffed. Add green gelatin; mix until combined. Stir in cereal until well coated. Press mixture into a greased 11” x 7” pan. Cut into bars when cool.

Nutrition facts per bar: 90 calories, 1 gm fat, 0 mg cholesterol, 95 mg sodium, 18 gm carbohydrate

Get Up & Move!

Shamrock Shakes

1 ripe banana
2 cups lime sherbet
2 cups 2% milk

Blend all ingredients together in a blender.

Makes 4, 3/4-cup servings

Nutrition facts per serving: 200 calories, 4 gm fat, 15 mg cholesterol, 100 mg sodium, 36 g carbohydrate.
**Active Forces (20 minutes)**

**Items needed for this activity:**
- Balloons – two per person
- Hula-hoops (several)
- Markers to label balloons
- Tape measure (25 foot)

**Background information for presenter:**
There are several “mini-activities” related to Get Up & Move this month. All of the activities relate in some way to aerospace and some of the principles connected with air movement. If you have members in your club who are enrolled in the aerospace project, you may wish to involve them in a leadership role for these activities.

**Step 1: Information to share with club members (1 minute)**
Being physically active may include doing many different kinds of movements and games. You don’t have to have special equipment or go to a certain location for physical activity. You can be active with something as simple as a balloon in your own backyard. We are going to start off today with several different games that require just a couple of items to play.

**Step 2: Short Group Activities (15 minutes)**
The first activity is a stretching activity. Can anyone tell me why we stretch? – allow members to share the reason why stretching is important – warming up your muscles makes them more flexible and better able to stretch when you do activities, which also reduces the chance of injury. Hopefully you remember learning this about muscles at the beginning of the 4-H year. In that activity you each had a cold piece of taffy and it was very hard to stretch. Then you held it in your hand to warm it up and it became much easier to stretch.

**Balloon Stretch** – I’m giving each of you a balloon (long or oblong balloons work best). Before you blow it up, let’s use it to stretch some muscles. Hold each end of the balloon with your fingers. With your arms straight in front of you, gently pull out the balloon. Repeat five times. Now hold it over your head with your arms extended straight. Gently pull as you bring your hands to your shoulders. Repeat five times. Many people buy elasticized bands that are used for stretching. Your balloon is an inexpensive alternative. Now that your muscles are a little more flexible, we are ready to be more active.

**Target Practice** – Set up some targets with hula-hoops. Have each participant blow up their balloon and hold the end closed. **Do not tie them off.** See who can aim their balloons so that they land closest to the targets. You’ll aim the balloon at the target, then release the end so the air comes out. Here are some questions to ask participants: What is the energy source for propelling the balloons? (AIR) So, if air is the energy source that makes the balloon move, what is the energy source that helps us move? (NUTRIENT SNACKS or FOOD)

**Volley-balloon** – Blow up and tie off a balloon (round balloons work best for this activity). Keep your balloon from touching the ground using any body part. After a
few minutes, divide the participants into groups of 4-5, designate an area they must stay in, and have them attempt to keep all of their balloons up in the air. If you have multiple groups, you can recognize the group that is able to keep the most balloons in the air for the longest period of time.

Step 3: Group Activity (10 minutes)
All of our activities so far have involved balloons. We already talked about how air serves as the “energy source” for the balloons and that the air rushing out the open end of the balloon makes the balloon propel forward. Now if we tie the balloon off, will the balloon still shoot forward? Will it float? Why not? Because air has weight, and gravity pulls the balloon to the ground. So, if gravity is the force that pulls something to the ground, how is it that we can jump and aren't pulled flat to the ground all the time? It is because the pull of gravity is not strong enough to keep us down. Actually when we are moving, we are combining three different forces of motion – gravity, inertia and friction.

NOTE – Before starting this activity measure three “running lanes” that are 20 feet long, mark the start and stop point with tape.

Let’s try one last activity that will have you all moving and getting a little more exercise. I mentioned the term inertia before. Who can explain inertia? Inertia is the force or sensation that you may feel when you are in a car going around a curve. Has anyone been in a car, going around a curve, and felt their body lean to the side as the car turns? Your body is attempting to continue moving in a forward, uniform motion. That is the force of inertia. You can experience the same force when you run and try to stop.

We have set up three (or more if needed) “running lanes” that we will have everyone use to experience inertia. Form equal lines in each of the running lanes. You will run as fast as you can until you come to the spot we have marked in your running lane. You must try to come to a complete stop at the mark, and not take any additional steps. Have each of the participants run to the mark, then have them move back to the end of the line until all participants have run. Even though you were able to stop your feet (or at least most of you did), your upper body still wanted to move forward. That is inertia.

After all of the participants have run the course once, you can have them all line up in their running lanes again and run the course again as a relay. Instead of saying that the “WINNING” group is the one that finishes first, use the following point system to identify the “WINNING” group.

Earn points for the following:
1. One point for each participant who stops at the mark and DOES NOT take additional steps
2. Three extra points for being the group to finish first.
3. Two extra points for being the group to finish second.
4. One extra point for being the group to finish third.

Assign one club member or one parent to monitor each group to award the points for being able to stop at the line.

Ready, set, GET UP & MOVE!

Once the relay is complete, check with your group monitors to see how many points each of the groups earned. The top-scoring group might earn the right to be first in line for healthy snacks at the conclusion of the meeting.

Get Up & Move!

Some activities adapted from WIN Kids Fun Days, Wellness IN the Rockies; and NASA’s Learning Technologies Project and Cislunar Aerospace, Inc.
TV – Turnoff Week

**TV-Turnoff Week** began in 1995 and is supported by more than 70 national organizations. It occurs during the last full week in April each year. Here are few facts provided by the TV-Turnoff Network:

- On average, children in the U.S. will spend more time in front of the TV (1023 hours) than in school this year (900 hours).
- Forty percent of Americans frequently or always watch TV during dinner.
- In 2001, U.S. Surgeon General Dr. David Satcher said, that we are raising the most overweight generation of youngsters in American history.
- The proportion of overweight children has doubled since 1980 due, in part to sedentary leisure activities such as watching TV.
- The proportion of young who are obese jumped from 4% in 1965 to over 15% in 2003. Childhood obesity is the leading factor in the rise of Type II (adult-onset) diabetes among adolescents. Sedentary children risk suffering from chronic pain, heart disease, high blood pressure and other diseases later in life.
- American children average almost three hours of TV a day, or almost two full months of TV a year.
- Almost anything uses more energy than watching TV.

For more information on **TV-Turnoff Week** and ideas to reduce television watching, check out the web site [www.tvturnoff.org](http://www.tvturnoff.org).

**Physical Activity Calendars**

Collect the **March 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 his/her 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?
Do you think you’re getting enough physical activity? Why?
Now that the weather is nicer, what types of activities can you do outdoors?
What types of physical activities can you do now that there are more minutes of daylight?
April 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.

Educational Activity
Two educational activities are offered this month in the Physical Activity Guide. Your club/group may decide to conduct a Trash Scavenger Hunt to help clean up an area in your neighborhood. Or your group may decide to hold a “Pet Wash.” Both service activities have risks associated with them so be sure to refer to the “Safety Tips” handout on the web site at www.4-h.uiuc.edu/opps/move.

Club/group roll call ideas for the month might include: “the most active thing you have done this week” or locations in your area where individuals or the group might pick up litter.

Monitor TV time for a week. Compare the number of minutes spent watching TV with the number of minutes involved in physical activity. Brainstorm as a group for optional activities your family might participate in rather than watching TV for one week. See the TV-Turnoff Tips sheet listed at www.4-h.uiuc.edu/opps/move.

Recipes/Snacks
The April recipe is for Banana Splits and can be found at www.4-h.uiuc.edu/opps/move.

Ties to 4-H Projects
For 4-H members enrolled in the various small pets projects – cats, dogs, poultry, rabbits, or small pets, consider sponsoring a pet wash. See Physical Activity Guide for additional details.

For clubs interested in safety activities, this month also includes playground safety week. The club as a whole or individual families may want to spend some time picking up litter in a neighborhood park, school yard, 4-H club meeting facility, or their own home area. Be sure to follow the “Safety Tips” handout when conducting clean up efforts.

Get Up and Move!
TV – Turnoff Tips

Avoid using TV as a reward.
Be a good role model for others by limiting TV time.
Choose a community service project to work on together as a family.
Designate certain days of the week as TV-free days.
Exercise as a family by taking walks, riding bikes, or learning a new sport.
Find a good book to read aloud or to act out.
Get Up and Move! Check out the 4-H physical activity information at www.4-h.uiuc.edu/opps/move.
Hide the TV remote.
If you do watch TV, watch selectively and avoid channel surfing.
Jump rope for ten minutes every other day.
Keep the TV off during meals.
Listen and dance to the music on the radio.
Move your TV to a less prominent location in your home.
Navigate the exercise/obstacle course at your local park facility.
Organize a music sharing time with your family.
Prepare a new ethnic dinner dish together.
Quiz family members on their daily physical activity.
Remove the TV from your room.
Select a hobby or new interest area to explore.
Take a walk after dinner.
Use the money your family would pay for monthly cable and spend it on sports equipment for the family.
Vary the kinds of exercise that you do weekly.
Work on a family puzzle together over a weekend.
Xamine your 4-H physical activity calendar to see whether you are getting 60 minutes of activity daily.
Yield to the temptation to turn the TV on. Play tag with your friends instead.
Zero in on increasing your minutes of physical activity by five each week until you reach 60 minutes daily.
Each day fill in what physical activity you did and how many minutes you did it.

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Fruit ABCs
Can you think of a fruit for each letter of the alphabet?

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

University of Illinois • U.S. Department of Agriculture • Local Extension Councils Cooperating
University of Illinois Extension provides equal opportunities in programs and employment.
Banana Splits

6 bananas  3 8-ounce cartons low fat yogurt
1 ½ cups crushed sweetened cereal  1 20-ounce cans light fruit cocktail, drained

Crush cereal in a blender or place in a zip top bag and mash. Slice whole bananas in half lengthwise. Cut each half again, so there are 4 slices from each banana. Place each banana quarter in a bowl. Top with 2 Tablespoons yogurt and 1 Tablespoon fruit cocktail. Sprinkle each serving with 1 Tablespoon crushed cereal.

Make 24 small snacks. Could use diced fresh fruit of choice in place of canned fruit cocktail. Recipe called for Honey Graham cereal, but any crushed sweetened cereal could be used.

Nutrition information per serving:
70 calories, 0.5 g fat, 5 mg cholesterol, 45 mg sodium, 17 gm carbohydrates, 1 g fiber, 2 g protein.
Get Up & Move!

Physical Activity April

Service Oriented Fitness (35 minutes)

Items needed for this activity:
- Trash Bags
- Gloves
- First Aid Kit
- Buckets
- Wheel Barrow
OR
- Water
- Shampoo
- Towels
- First Aid Kit

Background information for presenter:
If your club is looking for a community service opportunity that can also tie in with “Get Up & Move” – consider focusing your “energies” toward a community clean-up effort in either a community park, a playground at a local school, or perhaps cleaning up the area surrounding your monthly meeting site. Refer to the “Safety Tips” handout that is included with this lesson.

If you have members enrolled in small pet projects, a second community service outreach option could be to plan and hold a “Dog Wash.” If you choose this option, make sure that you have enough adults on hand to assist if you have a large number of young club members.

Both of these activities will be very “hands-on” so you may want to suggest that members wear clothes they don’t mind getting either a little dirty or a little wet!

Remember, according to the Center for Disease Control (CDC) guidelines, even activities such as gardening and yard work fall into one of the defined physical activities categories.

Step 1: Information to share with club members (2 minutes)
As warmer weather approaches, our thoughts turn to outdoor opportunities. Whether you get active with springtime sports such as soccer, baseball, softball, and track; or gardening and yard work you should track all of the “active” time that you log during the day. Use the following chart to categorize your “activity” level.

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<tr>
<th>Light Activity</th>
<th>Moderate Activity</th>
<th>Vigorous Activity</th>
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<tbody>
<tr>
<td>Casual Walking (&lt; 3 mph)</td>
<td>Moderate Walking (3-4.5 mph)</td>
<td>Racewalking, jogging/running (&gt; 5 mph)</td>
</tr>
<tr>
<td>Playing catch</td>
<td>Softball, baseball, shooting baskets</td>
<td>Basketball, Soccer, Kickball</td>
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<tr>
<td>Gardening &amp; yard work, pruning or weeding while sitting</td>
<td>Raking the lawn, bagging grass or leaves, digging, hoeing, weeding while standing or bending</td>
<td>Heavy or rapid shoveling, digging ditches, carrying heavy loads</td>
</tr>
<tr>
<td>Using a riding mower</td>
<td>Pushing a power mower</td>
<td>Pushing a non-motorized mower</td>
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Step 2: Group Activity (15-30 minutes)
Club members can get extra physical fitness minutes while participating in a Trash Scavenger Hunt. Select a location, which could be a community park, the area surrounding your monthly meeting site, or a local school playground. Divide the members into several groups for the “hunt.” Each group should have two large...
plastic bags. One bag should be for “recycling” and the other should be “trash.” Discuss what types of items can be recycled in your community (this will vary from community to community). Review the boundaries within which members should stay. Assign several adults to watch over the group to make sure that no one strays beyond the designated area. Use a loud whistle as a signal for when all groups should come back to the central location. Have one volunteer identified to take and dispose of the “trash” and also to drop off the “recycling” at a recycling center or drop.

Step 3: Group Activity (30 minutes)
Club members can also get physical activity minutes while participating in a “Pet Wash.” A pet wash can be planned much like a car wash – except that instead of washing cars, the members will be washing pets. Project organizers will need to decide if they want to plan this as a community outreach, in which case they can develop an advertising plan to alert the local community about the event. Be sure to include both the beginning and ending time if you decide to open this up to the community.

Or, the project organizers can make this an internal service project and plan it for just the animals that belong to club/group members. Either way, the following suggestions may come in handy.
- Choose a location that has a water source
- Choose a location away from a major road to ensure the safety of both the members and the pets
- Talk with a local veterinarian to identify an appropriate shampoo that will not irritate the pet’s skin
- Ask that all animals be brought on a leash
- Make sure that you ask to see verification that all pets are current in regard to required vaccination shots
- Ask the pet owners to be responsible for holding/controlling their pet both before and after they are washed.

One possible strategy for organizing your Pet Wash would be to identify three different stations.
- Station 1 – Pet Washing Station
- Station 2 – Pet Rinsing Station
- Station 3 – Pet Drying Station

Have an older club member or an adult assigned to each station to assist with the supervision.

OPTIONAL ACTIVITY OR GOAL:
Springtime is also a great time to add a little color to the community. If your club conducts a local clean-up activity, consider taking the next step to help beautify the area. The following ideas are great options that can impact your community and help bring awareness to your 4-H club.
- Plant flowers at a community park
- Provide landscaping around the sign that welcomes visitors to your community
- Conduct a planting project at the county fairgrounds
- Build a “welcome” sign to your community
- Plant flowers or create flowering planters for a local Senior Center
- Hold a spring clean-up day for elderly citizens in your community

Get Up & Move!

Physical Activity Chart adapted from WIN Kids Fun Days, Wellness IN the Rockies
Safety Tips

General Tips:
Be sure the activity is age-appropriate for your participants.

Establish rules and a code of conduct for the activity and share these with parents, members, and leaders.

Provide adequate numbers of adults to supervise the activity – at least 1 adult for every 10 youth. A lower ratio of younger members to adults may be necessary.

Have parents complete informed consent forms and health forms.

Compile a list of emergency contact numbers.

Take out special activities accident/medical insurance for the event.

Plan for weather-related risks.

Have a first aid kit and cell phone handy.

Alert the public that you will be conducting this activity (place, date, and time) and to be on the look out for youth.

Use all of these strategies to develop your risk management plan for your event.

Tips for Litter Pick Up:
Have members wear gloves and possibly reflective clothing when picking up litter.

Encourage members to ask for assistance when picking up heavy items.

Be sure members wash their hands before and after litter pick up.

Avoid animals in the area to prevent bites or scratches.

Discuss expectations about protecting the property and area you are cleaning.

Be sure that if you sign agreements to conduct litter pick up that they does not contain a “hold harmless” clause.

Tips for Pet Wash:
Survey site for hazards.

Be sure you have the appropriate materials and supplies.

Be sure pet owners supervise/control their animals and have them on a leash.

Encourage members to wear clothing that can get wet and dirty.
Water, the Beverage of Life, is Important when People Exercise

Water is the beverage of choice for the body. Water is the main ingredient in all the fluids that make up the body. Each day, our body loses about 8 – 10 cups of water through sweat, urine, exhaled air, and bowel movements. If you exercise, you lose more water and thus need more. Your need for water actually depends on the amount of energy your body uses in a day. For most adults, 1½ quarts of water are needed for every 1000 calories expended. This amounts to about 8 cups of water for a 2000 calorie-a-day diet.

If drinking plenty of water is part of your daily routine, you won’t have to worry about depriving your body of one of its most important nutrients. Water is especially important when the weather is hot, since it helps control our body temperature.

Here are some tips to make sure you get plenty of water each day.

♦ Have a glass of water with your meals.
♦ Never pass a water fountain without taking a sip.
♦ Drink water before, during, and after physical activity. Consume 4 to 8 ounces of water every 15 to 20 minutes while you exercise. Don’t wait until you feel thirsty.
♦ Carry a plastic squeeze bottle of water.

Water is also found in many foods that we eat including lettuce, watermelon, broccoli, grapefruit, milk, orange juice, carrots, apples, cottage cheese, yogurt, baked potato, tuna, cooked rice, kidney beans, cooked pasta, and roasted chicken.


Physical Activity Calendars

Collect the April 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?
Do you think you’re increasing your minutes of physical activity? Why?
How can you fit more short periods of regular physical activity into your life?
What types of physical activities can you do outside now that the weather is nicer?
May Physical Activity Calendars are available on the web site at www.4-h.uiuc.edu/opps/move. Please download these and make copies for your members. Please be sure to use the Get Up and Move! Club Chart each month to record the individual tallies.

Educational Activity
Roll call for the month might be numbering off using the Spanish words for numbers. The Spanish pronunciation guide found at www.4-h.uiuc.edu/opps/move lists the numbers from one to thirty with the Spanish word and pronunciation.

The Cinco de Mayo Fun Physical Activity Guide contains two short activities that could be incorporated into recreation at your club meeting. “Jalapeño Hop” and “Benito Juarez Says” tie back to the history, culture, and foods of the Mexican people. For the more adventurous, dance steps for salsa dancing are featured in the Physical Activity Guide. Check out salsa music from your local library.

Recipes/Snacks
Fresh Salsa is the featured recipe this month in honor of our Mexican neighbors and Cinco de Mayo, a celebration of freedom and liberty shared through Mexican culture, food, music, beverage, and customs. Your 4-H club may want to invite a person/family of Mexican descent to your meeting to share more about their culture and foods.

Ties to 4-H Projects
May Day is an old fashioned holiday observed on May 1. There are many traditions about the celebration of spring and May baskets are one such tradition. The custom was for young people to create May Day baskets and fill them with flowers, popcorn, etc. To deliver the May Day baskets, a person was to sneak up to the front door, place a basket on the stoop, knock, and then run. If the receiver catches the delivery person, they are entitled to kiss the delivery person. 4-H clubs may want to make May baskets and deliver them to seniors in their neighborhood or to nursing homes as a community service project. Members can get a little physical activity by delivering the May basket and running away! Patterns for May Day baskets can be found on many web sites by searching for May Day baskets or May Day.

Get Up and Move! Initiative Survey
As the 4-H year draws to a close, we’d like to ask your cooperation in completing a short survey to help us increase participation in and improve Get Up and Move! The form is at www.4-h.uiuc.edu/opps/move. Please print and complete the survey and send it to the State 4-H Office by fax: 217.333.9287, by e-mail: state@fourh@dogwood.itcs.uiuc.edu, or by U.S. mail at 302 E. John St. Champaign, IL 61820. Deadline is July 15. Thanks!
## Spanish Pronunciation Guide: Numbers 1 – 30

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

Name ____________________________

May total minutes of physical activity

Outdoor Spring Activities

Find the activities hidden below. Can you spot the hidden message?

Fresh Salsa

4-5 medium tomatoes, diced  
1 teaspoon garlic, minced  
½ cup onion, finely chopped  
¼ cup fresh lime juice

2 jalapeños, seeded and finely chopped  
3 tablespoons fresh cilantro, chopped  
¼ teaspoon salt

In a large bowl, mix the tomatoes, garlic, onion, lime juice, jalapeños, cilantro and salt. With a fork, lightly mash the mixture. Cover with plastic wrap and place in refrigerator to chill for 30 minutes. You can make this recipe a day or two ahead. Serve with tortilla chips, raw vegetables or as a topping for baked potatoes.

Notes:

• Cilantro looks like parsley, but gives Mexican food its distinct flavor.
• The ‘hot’ flavor of the jalapeño peppers is more intense in the seeds. By removing the seeds it will not be as hot. Some people’s skin is sensitive to peppers. You may want to use plastic gloves when working with peppers and be sure not to touch your face or eyes.
• The amount of garlic, cilantro and jalapeños may be adjusted depending of the flavor you want.

Makes 8 servings.

Nutrition information per serving: 26 calories, 0 cholesterol, 76 milligrams sodium, 5 grams carbohydrates, 1 gram fiber, 1 gram protein.
Get Up & Move!

Physical Activity

May

Cinco de Mayo Fun (25-35 minutes)

Items needed for this activity:
• 2 Cardboard cutouts of Jalapeño Peppers or small balloons or small pillows
  OPTIONAL (if items not available, download clipart at: http://www.4-h.uiuc.edu/opps/move)
• Sombrero  •  Poncho  •  Mexican or Latin Music

Background information for presenter:
Activities for this month’s Get Up & Move! relate to cultural awareness, especially with our Mexican neighbors as they celebrate Cinco de Mayo. If you have members in your club who are enrolled in the Intercultural project, Passport to the World, you may wish to involve them in a leadership role for these activities. It would add atmosphere to the activities if you have Latin music playing in the background. Check with your local library about music availability.

Step 1: Information to share with club members (2 minutes)
Our neighbors to the south in Mexico celebrate a national holiday on May 5th each year. Cinco de Mayo, which in Spanish means May 5th, celebrates freedom and liberty. On the morning of May 5, 1862, 4,000 Mexican soldiers overcame the French and traitor Mexican army of 8,000 at Puebla, Mexico, 100 miles east of Mexico City. This victory allowed Mexican peasants to become landowners, which previously was only granted to members of the Mexican aristocracy. It also ended the threat of foreign domination from the French, who had occupied the country for five years.

Mexicans celebrate with special food, beverages, traditional dress, and dances.

Step 2: Group Activity (10-15 minutes)
To help celebrate Cinco de Mayo, we’re going to do a “Jalapeño (hal a peen o) Hop.” To play this game, we need to divide into two teams. Each 4-H’er should count off as either a “sombrero” or “poncho.” All sombreros should go on one side of the room/area and all ponchos on the other side. (Activity Leader should designate the beginning point and place a chair or another Jalapeño pepper as the turn around point, approximately 10 feet away, or at the other end of the room, from starting point.)

What can anyone tell me about a Jalapeño pepper? (Possible answers may be: hot, spicy, Mexican food, nachos, salsa, etc.) And what happens when you eat too much spicy food – you start jumping up and down! In the Jalapeño Hop, we’re going to place this jalapeño pepper (use clipart cutout on cardboard, balloon or pillow) between our legs and hop to the turnaround point and back. Remember, you can’t use your hands to hold the jalapeño while you’re hopping! When you get back to the starting point, hand the jalapeño to your next team member. Then sit down. The first team that has everyone sitting down is the hopping champion.

Step 3: Group Activity (10-15 minutes)
Another game that club members can participate in to get physical activity is the “Benito (ba neet o) Juarez (war ez) Says” game.

Benito Juarez was a Zapotec Indian whose parents were peasants, meaning that he was born and raised in extreme poverty. With hard work, determination, and a strong love for his country, Juarez became
Get Up & Move!

Cinco de Mayo history adapted from: VIVA!
Cinco de Mayo’s website: http://www.vivacincodemayo.org/history.htm
Jalapeño Hop and Benito Juarez Says adapted from web site: www.kidsdomain.com.

president of Mexico. He was president when the Mexican army defeated the French, who had invaded their country for five years – and is the reason for the Cinco de Mayo celebration.

“Benito Juarez Says” is played like Simon Says. Everybody please spread out so you have a little room around you and we’ll practice before starting the game.

“Benito Juarez Says hop on one foot. (pause) Stop.” If anyone stops, stop the game and explain that they should all still be hopping because Benito Juarez did not say to stop. Choose an older 4-H’er to be the first Benito Juarez and have him or her wear a sombrero or poncho, if available. Continue playing the game until one person is left. That person becomes the next Benito Juarez.

Suggestions for physical activity include:

- Hop on right/left foot
- Jog in place
- Jumping Jacks
- Arms out to side/circle.
- One baby step forward/backward
- Turn around
- Sit/Stand

Have an older club member or an adult assigned to assist with supervision to keep everyone safe.

OPTIONAL ACTIVITY:
The Spanish word, salsa, means “sauce.” Salsa dancing, which has become very popular worldwide, is often described as hot, spicy, and full of exotic Latin flavor. Basic instructions for salsa dancing are on the next page. Give it a try!

Find more salsa dance resources (including music suggestions) at:
http://www.ballroomdancers.com/dances/
http://www.dancefreak.com/stories/steps.htm
**Man's Part:**

<table>
<thead>
<tr>
<th>STEP#</th>
<th>COUNT</th>
<th>DESCRIPTION</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Begin</td>
<td></td>
<td>Closed facing position.</td>
<td></td>
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<tr>
<td>1</td>
<td>Quick</td>
<td>Left foot forward.</td>
<td>Swing left arm downward.</td>
</tr>
<tr>
<td>2</td>
<td>Quick</td>
<td>Replace weight to right foot.</td>
<td></td>
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<tr>
<td>3</td>
<td>Slow</td>
<td>Left foot closes to right foot.</td>
<td>Return arm to normal position. Up to 1/4 turn to left can be made between 1-3.</td>
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<tr>
<td>4</td>
<td>Quick</td>
<td>Right foot back.</td>
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<tr>
<td>5</td>
<td>Quick</td>
<td>Replace weight to left foot.</td>
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<tr>
<td>6</td>
<td>Slow</td>
<td>Right foot closes to left foot.</td>
<td>Up to 1/4 turn to left can be made between 4-6.</td>
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**Lady's Part:**

<table>
<thead>
<tr>
<th>STEP#</th>
<th>COUNT</th>
<th>DESCRIPTION</th>
<th>NOTES</th>
</tr>
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<tbody>
<tr>
<td>Begin</td>
<td></td>
<td>Closed facing position.</td>
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<tr>
<td>1</td>
<td>Quick</td>
<td>Right foot back.</td>
<td>Swing right arm downward.</td>
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<tr>
<td>2</td>
<td>Quick</td>
<td>Replace weight to left foot.</td>
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<td>3</td>
<td>Slow</td>
<td>Right foot closes to left foot.</td>
<td>Return arm to normal position. Up to 1/4 turn to left can be made between 1-3.</td>
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<td>4</td>
<td>Quick</td>
<td>Left foot forward.</td>
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<td>5</td>
<td>Quick</td>
<td>Replace weight to right foot.</td>
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<td>6</td>
<td>Slow</td>
<td>Left foot closes to right foot.</td>
<td>Up to 1/4 turn to left can be made between 4-6.</td>
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**Dancing on the “One” (and the “Five”)**

<table>
<thead>
<tr>
<th>Beat</th>
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<th>8</th>
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<td>Start Position</td>
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<tr>
<td>Right foot steps in place</td>
<td>Pause</td>
<td>Left foot steps in place</td>
<td>Pause</td>
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Break on the “one”, then follow the cycle through beat #8
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 that was posted on the Illinois 4-H web site in May 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 July 15. Send to 302 E. John St., #1901, Champaign, IL 61820.

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
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 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. A 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.

Next month the Get Up and Move! Activity Guide will focus on water activities. Encourage members to come to the meeting dressed to get wet safely!

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>
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<tr>
<th>Bicycle Parts</th>
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<td>Saddle</td>
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<td>Handlebar</td>
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<td>Light</td>
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<td>Fork</td>
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<td>Hub</td>
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<td>Tire Valve</td>
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<td>Tire Valve</td>
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<td>Chain Guard</td>
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<td>Chain Guard</td>
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<td>Pedal</td>
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<td>Pedal</td>
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<td>Chain</td>
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<td>Chain</td>
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<td>Chain Wheel</td>
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<td>Tire</td>
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<td>Brake</td>
<td>Brake</td>
<td>Brake</td>
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<tr>
<td>Rear Reflector</td>
<td>Rear Reflector</td>
<td>Rear Reflector</td>
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</table>
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.

Camp Clover 2005
Each day fill in what physical activity you did and how many minutes you did it.

**Name** ____________________________

### Outdoor Activities

USDA recommends that you get at least 60 minutes of moderate physical activity for most days of the week. Sort the outdoor activities below into the correct activity level.

- baseball
- basketball
- bicycling
- croquet
- dodgeball
- football
- golf
- hiking
- kickball
- running
- skateboarding
- inline skating
- soccer
- softball
- swinging
- swimming
- track
- walking

**June total minutes of physical activity**

**Weekly Total**
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>
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<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>
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<tr>
<td>Bananas</td>
<td>Milk</td>
<td>Ice cubes</td>
</tr>
<tr>
<td>Pineapples</td>
<td>Chocolate milk</td>
<td>Honey</td>
</tr>
<tr>
<td>Strawberries</td>
<td>Yogurt (plain or flavored)</td>
<td>Crushed ice</td>
</tr>
<tr>
<td>Cantaloupe</td>
<td>Buttermilk</td>
<td>Fruit juice</td>
</tr>
<tr>
<td>Blueberries</td>
<td>Evaporated milk</td>
<td>Nutmeg</td>
</tr>
<tr>
<td>Applesauce</td>
<td>Powdered milk</td>
<td>Maple syrup</td>
</tr>
<tr>
<td>Honeydew melon</td>
<td>Soy milk (non-dairy option)</td>
<td>Peanut butter</td>
</tr>
</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
Get Up & Move!

Bicycle Adventures (37 minutes)

Items needed for this activity:

- 12” Rulers – 1 for every 2 participants
- Reaction Time Cards & pencils
- Road Signs
- Bicycle Helmets – 1 for every 4-5 participants
- Bicycle Hand Signal Handout
- 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](http://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](http://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](http://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!**
Reaction Time Card

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

Camp Clover 2005
Get Up and Move! Wrap Up
United States Health and Human Services Secretary Mike Leavitt recently shared that the issue of overweight children is a public health crisis. Sixteen percent of children in the U.S. are carrying around excess weight. That’s nine million children who are at increased risk for chronic illnesses such as heart disease, diabetes, and asthma.

During the current 4-H year, lesson materials and supplemental sheets have been provided to introduce the concepts of physical activity and healthy eating to 4-H members. Members have been challenged to keep track of their daily physical activity minutes and to increase their level of activity until they average 60 minutes per day. Your feedback about the Get Up and Move! Initiative is much appreciated. These comments will be incorporated into the materials for the next 4-H year, which begins in September. Check the web site at www.4-h.uiuc.edu/opps/move or with your local Extension office and get ready to Get Up and Move!

Physical Activity Calendars
Collect the June 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:
What did you learn about healthy snacks this year by participating in the Get Up and Move! activities?
Did you share/make any of the recipes from Get Up and Move! at home this year?
What was your average number of minutes per day of activity this year?
Did your minutes of physical activity increase from the time you started doing Get Up and Move! until July?
Did you try a new physical activity this year?
What types of physical activity did your family get involved with during the year?

The only Get Up and Move! material available for August is the calendar. Get Up and Move! Initiative materials will resume in September with the start of the next 4-H year. At the end of July, please be sure to finalize the Get Up and Move! Club Chart by recording the individual tallies for the month of July. Then please mail your chart or a copy of the chart to the Illinois State 4-H Office 302 E. John St, Suite 1901, Champaign, IL 61820 by August 15. “Rewards” for levels of club and member participation will be distributed in early fall.
Certificates for individual club member recognition can be found on the 4-H web site at www.4-h.uiuc.edu/opps/move under the Recognition section. There are a variety of options for download. Be creative! Thanks for your participation this year!

Educational Activity: Wet & Wild Water Games
The July Get Up and Move! activities revolve around water because it is a fun way to keep active in hot, humid weather. Just as it is important to cool the outside of our bodies with water, it is also important that we consume plenty of water on hot, humid days. Water is the main ingredient in all fluids that make up our body. We cannot live longer than a week or so without water. In fact, losing more than 10 percent of your body weight from dehydration can cause heat stroke. If you make drinking lots of water part of your daily routine, you won’t have to worry about depriving your body. Water is especially important when the weather is hot because it also helps control our body temperature. Refer to the May Get Up and Move! Leader Activity Guide for more tips on incorporating water into your daily routine and remember, “Water is the beverage of life.”

Recipes/Snacks
Fruit Basket or Boat is the recipe/snack for July. With an abundance of fresh fruits available in the summer, this makes a fun, nutritious snack. Encourage families to take advantage of “pick-your-own” locations in their area – promote healthy eating and physical activity at the same time. A variety of recipes for Cool Summertime Beverages can also be found at http://web.aces.uiuc.edu/wellnessways/HealthyMoves.html under Water and Handout – Cool Summertime Beverages.

Ties to 4-H Projects
July is the month to wrap up many of those 4-H projects and to put the finishing touches on fair exhibits. Especially, on hot days, don’t forget to drink plenty of water, eat healthy snacks and meals, and take a break from your fair preparation work to get in some minutes of fun, physical activity. Join us at the Illinois State Fair in August to view the 4-H exhibits, watch the livestock shows, and walk your “10,000 steps a day” at the fair!

Enjoy the rest of your summer and don’t forget to send your Get Up and Move! Club Chart to the State 4-H Office by August 15 in order to receive “rewards”.

Get Up and Move!
Each day fill in what physical activity you did and how many minutes you did it.

Name ____________________________

July

total minutes of physical activity

Fun in the Water
Can you solve the puzzle?

Across
2. slim boat
4. flat watercraft
5. watercraft
7. like a dead fish

Down
1. water game
3. like a fish
6. special jump into water

(words: canoe, swimming, floating, boat, raft, diving, waterpolo)
Get Up & Move!

Fruit Basket or Boat

1 ripe oval watermelon
Variety of fresh fruit such as:
Blueberries
Cantaloupe, cut into cubes
Honeydew, cut into cubes
Pineapple, chunked
Grapes, seedless
Strawberries
Oranges, cut into wedges
Kiwi fruit, cut into wedges

Cut a thin slice from bottom of the melon so it will sit flat, being careful not to cut through rind to melon.

To make boat:
Slice watermelon in half lengthwise. Lift off top half. Cut out center of watermelon into large cubes. Use a knife to cut “V” shapes around edge of hollowed out watermelon rind to form boat.

To make basket:
Mark watermelon in half horizontally. Then mark a strip about 1-1/2 to 2 inches wide in the top half that will form the handle of the basket. Take a sharp knife and cut the melon on the lines. Carefully separate the cut topsides from the body of the melon. Remove the watermelon center and cut into cubes.

In a large bowl mix the watermelon cubes with the other fresh fruit. Select at least three or four fruits for a variety of shapes and color. Place in boat or basket and refrigerate until ready to serve.

Will serve 25 to 30.

Nutrition facts per half cup of fruit:
30 calories, 0 g fat, 0 mg cholesterol, 0 mg sodium, 7 g carbohydrate, 1 g fiber,
15% daily allowance vitamin A and 35% vitamin C.
Get Up & Move!

Physical Activity

Wet & Wild Water Games (30 minutes)

Items needed for this activity:
- Water Source
- 2 Hoses
- Y hose connector
  (to split water source if necessary)
- Beach ball
- Stopwatch or watch with a second hand
- Oscillating sprinkler (2 if group is large)
- Small drinking cups - 6 oz. (1 per person)
- Marker
- Balloons (1 per participant)

Background information for presenter:
Physical activity can come in many forms, but few forms are as entertaining on a hot summer day as a physical activity that combines kids and water. This Activity Guide provides instructions for a variety of “water games.” You should review all of the game descriptions and select the activities that you believe will work best in your club/group setting.

Before introducing the water games described in this activity, make sure that you share the following information with the youth:

- Wear clothes you don’t mind getting wet.
- If you have sensitive feet, wear old tennis shoes that can get wet.
- In any activities that involve squirting water, be sure to avoid squirting the water in someone’s face or eyes.
- Play nice – the games are for fun and not intended to promote overly aggressive behavior.

Step 1: Information to share with club members (2 minutes)
What are some good examples of physical activity for a hot summer day?
Possible responses – swimming, hiking, riding a bicycle, walking.

Those are all great examples. For really hot days, you should schedule your physical activity for early in the morning before the temperature warms up too much, or early in the evening after it starts to cool down – rather than in the heat of the day.

Let’s see how many of these activities you have done during the past week:
- If you have gone swimming – jump on one foot.
- If you have gone on a walk – turn around.
- If you have ridden a bicycle – do a jumping jack.
- If you have gone on a hike or walked a trail – run in place.

Great! It is good that you have all been getting lots of physical activity.

Step 2: Short Group Activities (20-30 minutes)
Today we have several activities but they all have two things in common. First, they all will require that you get up and move around. Second, they all require water, which is great on a hot day! Before we begin, we want everyone to remember to be careful not to squirt water into another person’s face and also if you are moving around, be careful that you don’t walk or run so quickly that you slip and fall in an area where the ground is wet.
Water Squirtball
*Required items* – 2 garden hoses; 1 Y hose connector that allows you to split the water into 2 separate hoses; and one beach ball.
*Goal of the Game* – Teams win points by squirting a beach ball over an opponent’s goal line.
*Directions* – Divide group into two teams with an equal number of members on each team. Designate two end zones in the playing area using cones, lawn chairs, or whatever you have available. One member from each team takes the hose, the referee turns on the water, and the participants try to blast the beach ball over the opposing team’s goal line, while preventing the ball from crossing their own team goal. Each team member should be allowed 1 minute (or less, this is up to the referee’s discretion), to get the beach ball across the goal line. The referee should turn the water off if no one has scored a point before the time ends. Two new representatives from each team can then take the hose. Keep score of how many “goals” each team gets. The team with the most goals at the end wins!

Sprinkler Race
*Required items* – oscillating sprinkler, small cups (6 oz. drinking cups work well), marker.
*Goal of the Game* – The three individuals who fill their cup first win.
*Directions* – Use the marker to draw a “full line” about ½ or 1 inch down from the top edge of the cup. Give each participant a cup. Set up the sprinkler in an open area. Ask all of the participants to form a circle around the sprinkler. It works best if you check to see how far the water goes before having the participants form their circle. As the sprinkler oscillates, each participant is to try to catch as much water in their cup as possible. NOTE – if you have a large group, you can either set up two oscillating sprinklers, or divide the group in half and run the game twice.

KEY – no one is allowed to move his/her feet. Anyone who moves their feet must DUMP their cup and start over. Depending on the temperature – you can require them to dump their cup over their head if they move their feet.

The first three participants (or whatever number you decide works for your size group) wins!

Balloon Relay Race
*Required items* – balloons, water
*Goal of the Game* – The team that passes and pops all of their water balloons first wins.
*Directions* – Divide group into two (or if you have a lot of participants, three groups) of equal number. Have each group form a straight line. Teams should hold their arms straight out in front of them to allow for enough space between team members. Place a bag of water balloons in front of the first person in the line. Designate someone to say GO. When the signal (GO) is given, the first person in the line grabs one of the water balloons and passes it between his/her legs to the person behind them. The second person takes the balloon and passes it over his/her head to the next person in line. Each person alternates passing it in an over and under format. Once the balloon reaches the last person in line, that individual runs to the front of the line, goes beyond the bag of water balloons and sits down on the water balloon (facing the rest of their team members) until they can get it to pop. All of the following team members should form a line sitting behind this person as they make their balloons pop.

NOTE – The person pulling the water balloons from their team bag cannot take a new balloon until the previous balloon has popped.

The first team to pop all of their balloons wins!

Get Up & Move!
August

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

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

**Name** ____________________________

August total minutes of physical activity

**Vegetable ABCs**

Can you think of a vegetable for each letter of the alphabet?

| A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z |

For more resources visit: [www.4-h.uiuc.edu/opps/move](http://www.4-h.uiuc.edu/opps/move)
Vegetables

Artichoke
Asparagus
Avocado

Bean, Butter
Bean, French
Bean, Lima
Bean, Pole
Bean, Snap
Bean, Wax
Beet
Broccoli
Brussels Sprouts

Cabbage
Carrot
Cauliflower
Celery
Chard
Collard
Corn, Sweet
Cucumber

Eggplant
Endive

Garlic
Gourds

Herbs
Horseradish

Kale
Kohlrabi

Leek
Lettuce, Bibb
Lettuce, Iceberg
Lettuce, Romaine

Mushroom
Muskmelon
Mustard Greens

Nasturtium

Okra
Onion
Onion, Green

Parsnip
Peas
Pepper, Bell
Pepper (other than bell types)
Potato
Potato, Sweet
Pumpkin

Radish
Rutabaga
Rhubarb

Spinach
Squash, Acorn
Squash, Butternut
Squash, Summer
Squash, Winter

Tomato
Turnip

Watermelon
Zucchini