Get Up and Move! Initiative Begins Year Two
Welcome to the beginning of Series 2 of the Get Up and Move! initiative sponsored by University of Illinois 4-H Youth Development. Each month includes a leader activity guide, activity guide, recipe, and calendar as well as any supplemental sheets. Get Up and Move! Series 2 materials are available on the web at www.4-h.uiuc.edu/ opps/move or the printed version may be ordered through the local Extension office via 4-HDMS. The Get Up and Move! Leader Activity Guide Series 2 (LB0301) is a set of masters to copy while the second publication contains Calendar Masters (LB0311).

Clubs/groups who are just starting this program may want to refer to the Series 1 materials available on the Illinois 4-H web site at www.4-h.uiuc.edu/ opps/move or the printed version may be ordered through the local Extension office via 4-H DMS. The Get Up and Move! Leader Activity Guide Series 1 (LB0300) is a set of masters to copy while the second publication contains Calendar Masters (LB0310).

For clubs/groups who completed Get Up and Move! last year, there is still time to send your Get Up and Move! Club Chart to the State 4-H Office. Send the completed chart to 302 E. John St, Suite 1901 Champaign, IL 61820.

Healthy Lifestyles Background Information
The Dietary Guidelines for Americans recommend that school age children should be physically active at least 60 minutes a day, most days of the week. The National Association for Sports and Physical Education recommends that physical activity should be broken into periods of 15 minutes or more throughout the day. School age children should not be inactive for periods longer than 2 hours. Adults can help youth

- participate in a variety of activities that are appropriate for their age
- allow enough time for free play
- keep a variety of games and sports equipment on hand
- be active together as a family
- limit time spent in sedentary activity
- focus on fun activities
- establish a regular schedule for physical activity and
- incorporate activity into daily routines.

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. The goal of the Get Up and Move! Initiative is to encourage physical activity to help create healthy individuals, families and communities.

For a roll call suggestion for September, ask each youth to name a fall activity or event that includes physical movement.
Physical Activity Pyramid
Distribute the Physical Activity Pyramid (Move It! Poster): http://www.fns.usda.gov/tn/Resources/feedmoveposters.html to each family. The Physical Activity Pyramid provides examples of various types of physical activity. 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 completes 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, which is also posted on the Illinois 4-H web site at www.4-h.uiuc.edu/opps/move. The chart will be used for club challenges and 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.

Have a short discussion to review the Physical Activity Pyramid and discuss ideas for physical activity that members might complete in the next month.

Reflection Questions:
How might you get at least 30 minutes of moderate activity each day?
How might you get at least 15 minutes of more intense activity, 3 times a week?
Do you think you’re getting enough physical activity? Why? Why not?
How can you fit more regular physical activity into your life?
What types of physical activities might you do with your siblings? Parents?

Educational Activity
Each month the Education Activity Guide will provide clubs/groups with fun, short physical activities that can be conducted at the meetings. These activities could be led by older youth, junior leaders, or adults. The idea is to get people “up and moving” as well as talking about how individuals can incorporate physical activity into their daily routine. This month’s activities include two relays—a “Healthy Lunch Choices” relay and a “School Supply” relay. The Educational Activity Guide can be found at www.4-h.uiuc.edu/opps/move.

Recipes/Snacks
Apple Crisp is the featured recipe this month. The recipe can be cooked in a conventional oven, in an electric skillet, or in the microwave. Clubs are encouraged to make and serve the recipe at their monthly meeting and to send the recipe home with 4-H families. The recipe can be found at www.4-h.uiuc.edu/opps/move. For more information on apples, check out the web site Apples and More found at www.urbanext.uiuc.edu/apples/.
Ties to 4-H Projects
Get Up and Move! can be tied to several other 4-H projects. As members are going through the process of selecting 4-H projects for the year, they might consider enrolling in the Foods and Nutrition project – *Fruits and Vegetables*. This project includes activities related to nutrition, buying and preparing fruits and vegetables, specialty fruits and vegetables, and garnishes as well as numerous recipes.

Get Up and Move!
### September Activity

See how many new words can you make from: Back to School

<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>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

---

University of Illinois • U.S. Department of Agriculture • Local Extension Councils Cooperating

University of Illinois Extension provides equal opportunities in programs and employment.
Get Up & Move!

Apple Crisp

4-1/2 cups sliced apples (about 6 apples)

Topping:
½ cup quick oats, uncooked
¼ cup all-purpose flour
¼ cup brown sugar (packed)
½ teaspoon cinnamon
3 Tablespoons margarine

1. Put fruit in 8-inch square pan.
2. In a small bowl, combine oats, flour, brown sugar and cinnamon. Cut in margarine until mixture is crumbly.
3. Sprinkle topping over the fruit.
4. Bake at 375°F 30 minutes or until apples are tender and topping is golden.

Serves 9.
Serve with a small scoop of ice cream or frozen yogurt.

To prepare in electric skillet:
Place apples in electric skillet.
Sprinkle topping over fruit.
Cook on medium temperature until mixture bubbles.

To prepare in microwave oven:
Place apples in 8-inch glass dish.
Sprinkle topping over apples.
Microwave on high 8 to 13 minutes or until apples are tender and bubbly.

Nutrition information per serving of Apple Crisp:
220 calories, 4 g fat, 0 mg cholesterol, 45 mg sodium, 47 g carbohydrate, 3 g fiber.

Nutrition Facts

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>% Daily Value*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories 130</td>
<td>20%</td>
</tr>
<tr>
<td>Calories from Fat 20</td>
<td></td>
</tr>
<tr>
<td>Total Fat 2g</td>
<td>3%</td>
</tr>
<tr>
<td>Saturated Fat 0g</td>
<td>0%</td>
</tr>
<tr>
<td>Trans Fat 0g</td>
<td>0%</td>
</tr>
<tr>
<td>Cholesterol 0mg</td>
<td>0%</td>
</tr>
<tr>
<td>Sodium 0mg</td>
<td>0%</td>
</tr>
<tr>
<td>Total Carbohydrate 28g</td>
<td>9%</td>
</tr>
<tr>
<td>Dietary Fiber 2g</td>
<td>8%</td>
</tr>
<tr>
<td>Sugars 16g</td>
<td></td>
</tr>
<tr>
<td>Protein 2g</td>
<td></td>
</tr>
</tbody>
</table>

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

Calories 2,000 2,500
Total Fat 65g 70g
Saturated Fat 20g 25g
Cholesterol 300mg 375mg
Sodium 2,400mg 2,500mg
Total Carbohydrate 300g 375g
Dietary Fiber 25g 30g

Colones per gram:
Fat 9 Carbohydrate 4 Protein 4
Back to School Relays (20 minutes)

Items needed for this activity:
- Pictures of possible school lunch items (available on web), plastic food models, or toy food
- Pictures of possible school supplies (available on web), or actual school supplies
- 2 grocery bags (if using two teams)
- 4 containers to put food or supply items (2 for each team)

Background information for presenter:
The start of a new school year is a busy time. Being prepared for the school day can refer to many different things. It can mean getting enough sleep the night before so that youth aren’t nodding off in the classroom and can focus on learning. It can refer to having a healthy breakfast and a healthy lunch so youth are able to think clearly and not be distracted by an empty-feeling stomach. It can also refer to having the right tools and supplies that are needed to complete their schoolwork.

The two activities described in this Activity Guide are both simple relay races that can be led by either junior leaders or adults. The goal is to have fun while getting the members up and moving in the club setting. Depending on the time you have available, you can use one or both of the activities.

Step 1: Information to share with club members (1 minute)
Most of you have probably already started the new school year and we hope you are all off to a great start. One of the things that happens when the school year starts is that after having time to be physically active every day, you suddenly don’t have as much time to be active. Instead you are asked to spend much more time learning new information. Even though you are in school, it is important that you still get at least 60 minutes of physical activity each day. Today we are going to incorporate some of that activity into our club meeting.

Step 2: Group Activity (10 minutes)
Healthy Lunch Choices Relay – Today we are going to start by seeing how many of you can tell the difference between “healthy” lunch choices and “less healthy” lunch choices.

We are going to do this by having a relay race. First, let’s divide into two (or more if you have a large group) teams. Since we are talking about packing lunches, we are going to count off by saying fruits, vegetables, fruits, vegetables, etc., (if involving more than two groups, add in additional food items to equal the number of teams).

The teams of fruits and vegetables should form two straight lines on this side of the room. I will place a grocery bag on the ground in front of each team. You can’t look in your bag until I start the relay, but what you will find in your bag are pictures of food items (or food models, real food samples, etc.). Your goal is to look at the food item that you pull out, decide if it goes in the “healthy” lunch choice or in the “less healthy” lunch choice. Run to the other end of the room and place your item in either the “healthy” lunch container or the “less healthy” lunch container. Then run back to your group, tag the hand of the next person in line, run to the end of your team line and sit on the ground. The next person CANNOT reach into the bag to get their food item until their hand has been tagged. The team that finishes first wins! Members
need to sit on the ground once they have run to help identify the winning team.

Now that everyone understands the rules, team members should form a line and the first person in the line should get ready to reach into the bag to get their food item and be ready to run when I say Go! Ready, set, GO!

(Once the relay is over, follow-up with the following discussion).

Everyone has put his or her food item in either the “healthy” food container or the “less healthy” food container. Let’s see how you did. I’ll need a volunteer to help me pull the items out of the bag.

As the volunteer pulls the items out of the bag, tell the group what the item is. Do all of these food items seem like they really should be in the “healthy” lunch container? Let’s review the “less healthy” food container. Do all of these food items really fall into this category?

While you may eat some foods that don’t fall into the “healthy” choices category, we want to encourage you all to think about all of your food choices and really try to make “healthy” choices most of the time. When you are in school, you work hard and you need to have the energy to think clearly. You want to eat foods that fill you up (make you feel satisfied) and also foods that give you on-going energy. Not just a burst of energy that stays with you for a short period of time, then leaves you feeling empty and hungry again. When you feel hungry it is more difficult to focus and concentrate.

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

School Supply Relay – One thing that goes hand-in-hand with “back to school” is getting the right school supplies. Today we are going to focus on having some fun as we “get active” and pick useful school supplies. Your teachers will expect you to come to school prepared to learn and having the correct supplies can impact whether or not you are “prepared.”

To do this we are going to have a relay race. First, we will need to form two (or more if needed for your group) teams. Since we are talking about school supplies, we are going to count off by saying pens, pencils, pens, pencils, etc., (if involving more than two groups, add in additional items such as paper or folder to equal the number of teams).

Now that we have identified our teams, I want each group to form a single line. Once you are in your line, I am going to place a large grocery bag in front of each line. You can’t look in your bag until I start the relay, but what you will find in your bag are pictures of supplies (or actual supplies). Your goal is to look at the item that you pull out and decide if it falls into the “school supply” category or the “not-a-school supply” category. Run to the other end of the room and place your item in either the “school supply” container or the “not-a-school supply” container. You then run back to your group, tag the hand of the next person in line, and then sit on the ground at the end of your line. The next person CANNOT reach into the bag to get their item until their hand has been tagged. The team that finishes first wins!

Now, make sure that you have formed a straight line. The first person in the line should get ready to reach into the bag to get their item and be ready to run when I say Go!

Ready, set, GO! (Once the relay is over, follow-up by checking the bags).

Everyone did a great job! Now let’s review the items that are in the supply containers and see how you did. (If you want you can select a volunteer from each team to pull the items out of the containers). Review and as a group decide if all of the items are in the correct container.

Great job! Good luck in the new school year.

*Get Up & Move!*
National Eat Better; Eat Together month
October is National Eat Better; Eat Together month. It is a time for adults to eat meals with children and teens and to celebrate family meals. Youth report that they like the mealtime conversations – having time to share, find out what others have been doing, and to laugh together. For roll call, have each member report how many meals he/she ate together as a family in the last two days or last week.

Here are ten tips for quality family meals:
- Aim for four or more meals a week.
- Make family meals a priority
- Keep a sense of humor and laugh a lot.
- Cook it quick and eat it slow.
- Work toward happy, relaxing conversations at meals
- If time is an issue, make meals quick and easy
- Shop for food and cook together
- Take telephone calls later
- Turn the television off
- Respect each individual’s right to decide how much to eat

In addition to encouraging family meals, families also need to figure out how to fit in some family activity time as well. This might involve taking a walk around the block after dinner, riding bicycles in the neighborhood, playing catch, or raking leaves in the backyard. Try to take a 20- to 30-minute activity break together after watching television or working on the computer.

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?
How can you fit more regular physical activity into your life?
What are some activities you can do only in the fall?
What types of physical activities might you do with your family?

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).
Please be sure to use the Get Up and Move! Club Chart each month to record the individual tallies.

Educational Activity
Moving into Nature is the title of the physical activity featured this month. Clubs/groups are encouraged to plan and participate in a nature hike. The activity guide gives suggestions for planning a hike. Several 4-H publications are also listed as additional resources. The alternative activity is the game “Oh Deer.” This can be done outdoors or in a large room.

Recipes/Snacks
Homemade granola is the recipe for this month’s snack. It is posted at www.4-h.uiuc.edu/opps/move. Try it with a variety of dried fruit mixed in at the end.

Ties to 4-H Projects
4-H clubs/groups might take advantage of the nature hike to learn more about leaves. In the Forestry project, members are encouraged to create a collection of ten or more leaves. While the collections will need to be gathered in the spring or summer months, fall would be a great time to collect colored leaves.

To collect and press fall leaves:
- Collect colorful leaves that are free of mold or rot.
- Be sure to have permission to pick leaves off of private property.
- Press leaves between two sheets of newspaper and place heavy books on top.
- Allow to flatten and dry for 24 hours. Remove from the newspaper.
- Using your dried, flat leaves, waxed paper, a hot iron and an ironing surface, place the leaves between sheets of waxed paper. Gently press the waxed paper with a medium hot iron moving slowly over the leaves for about ten seconds. Keep your hands away from the hot surface. The waxed paper will be hot after pressing. Allowed pressed leaves to cool before using. You can trim around the edges of the wax paper when cool. Use as sun catchers, fall decorations, or to create cards to send to seniors in your neighborhood as part of your Visual Arts – Nature project.

For a club/group community service project, consider raking leaves for others on the fourth Saturday in October for Make A Difference Day. Sponsored by the USA Weekend Magazine and the Points of Light Foundation, Make a Difference Day encourages individuals, families, and groups to make this a day of celebration of neighbors helping neighbors. For more ideas, visit http://usaweekend.com/diffday/index.html.

Get Up and Move!
### Fall Leaves

Using the legend below, can you identify the different kinds of deciduous tree leaves? (Deciduous trees lose their leaves in the fall.)

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
<th>J</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>K</td>
<td>L</td>
<td>M</td>
<td>N</td>
<td>O</td>
<td>P</td>
<td>Q</td>
<td>R</td>
<td>S</td>
<td>T</td>
</tr>
<tr>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>U</td>
<td>V</td>
<td>W</td>
<td>X</td>
<td>Y</td>
<td>Z</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

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

<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>

<table>
<thead>
<tr>
<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>

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

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

<table>
<thead>
<tr>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Weekly Total</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Friday</th>
<th>Saturday</th>
<th>Weekly Total</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Saturday</th>
<th>Weekly Total</th>
</tr>
</thead>
</table>

Name ____________________________

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.
Homemade Granola

3 cups rolled oats, quick cooking or old fashioned
(use old fashioned oats if you prefer a high fiber taste, texture, and nutritional value)
1 cup wheat germ
½ cup flaked coconut

½ cup shelled sunflower seeds
1 cup coarsely chopped nuts (choose from walnuts, pecans, almonds)
½ cup raisins or dried cherries (optional)
¼ cup vegetable oil
¼ cup honey
2 teaspoons vanilla or almond extract

1. Preheat oven to 275°F.
2. In a large bowl, mix together rolled oats, wheat germ, coconut, sunflower seeds and nuts. In a separate bowl or a glass measuring cup, mix together oil, honey, and flavoring of choice. Pour over oat mixture and stir until lightly evenly mixed.
3. Spread mixture on a 15x10x1 inch-baking pan.
4. Bake for 1 hour stirring every 15 minutes.
5. Cool and break up lumps. Store in an airtight container or plastic bag.
6. If desired add favorite dried fruit after baking.

Makes 18 servings, 1/3 cup each.

Nutritional Information per serving: 220 calories, 12 grams fat, 2 grams saturated fat, 0 mg. cholesterol, 24 grams carbohydrate, 4 grams fiber, 10 mg. sodium. (Analysis uses old-fashioned oats.)
Moving into Nature! (30-90 minutes)

Items needed for this activity:
- Water
- Watch
- Sturdy hiking shoes
- Scavenger hunt list (pencils or pens)
- Compass
- Map of Trail
- First Aid Kit
- Oh Deer Survival List (optional)

Background information for presenter:
Before planning a nature hike, it is important to get information about potential sites from local park and recreation districts, national wildlife refuges, state and national parks and private landowners.

Planning committees should consider the following before finalizing the details:
- Consider the experience of your group; pick a place that will offer a few challenges, but is not too difficult.
- The purpose of a “Get Up & Move Hike” is to get participants physically active. One option is to identify a less strenuous trail and hike at a brisk rate. If your group is pretty fit and gets regular exercise, you may wish to identify a more strenuous trail that may be located in a more rugged environment.
- Important considerations include knowing where you are going, the fitness level of your group, knowing how long you will be gone, considering what type of clothing is needed, and is there a need to bring food, water, maps, and emergency supplies?
- Remember to build time into your schedule to take rest breaks. It is important that participants not become overly tired and stressed on the hike.
- Take a map and a compass and make sure that you know how to use them.
- Make a list of everyone who is going on the hike and leave a copy of the list with all parents.
- Verify that everyone in the group has permission to participate.
- Plan to take a cell phone – you can turn it off, but have it available just in case of an emergency. Before beginning the hike, you may need to check if cellular service is available in the area of your hike.

Step 1: Information to share with club members (3 minutes)
Hiking on nature trails or in the woods can be a wonderful way to learn about the world around us. Remember if you are hiking by yourself— or with a group — you should always follow this code of ethics:
- Don’t litter; pick up litter left by others.
- Be careful with fire.
- Stay on the trails; avoid shortcuts.
- Respect wildlife; don’t disturb animals or their homes.
- Avoid cutting green trees or damaging plant life.
- Close gates if you open them.
- Ask permission each time before hiking on private property.
- Leave the area as you find it.

Let’s go explore nature!

Step 2: Group Activity (30-90 minutes)
Get Up & Move Hike – NOTE – the time required for this activity can vary greatly – depending on what type of trail you select and what type of time you have available for the activity.

As you prepare to begin the hike, confirm that everyone is comfortable with the length and anticipated activity level. Also check that everyone has the supplies or resources that the planning committee identified as necessary for the hike. Note: these items will vary depending on the planned hike.
Optional Hike Activity – While we are hiking today, we want to make sure that everyone is using all of his or her senses. We have created a scavenger hunt list for our hike. You can work alone – or with a partner. To make sure that we don’t disturb nature, we won’t be picking up items and bringing them out of the woods (except for one item – which is any item of litter). Today you are going to focus on looking, listening, smelling, and feeling things. Make sure you hold on to your list – we don’t want to lose it and create litter on the trail.

Step 3: Alternative Group Activity (15 minutes)
Oh Deer – Today we are going to be involved in an activity that will have us up and moving while we learn how food, shelter, and water are essential for survival of wildlife in a woodland.

I’ve marked off two parallel lines on the ground that are 10-20 yards apart. This is our “Habitat” area. First, everyone needs to count off by fours. Be sure to remember your number.
- All the ones should line up on one line – they are the DEER. (Point to a line).
- All of the other numbers (twos, threes, & fours) should line up on the other line. (Point to the other line).
- To begin, the twos are FOOD. They should put their hands on their stomach.
- The threes are SHELTER. They should put their hands on their head.
- The fours are WATER. They should put their hands over their mouth.
- Before we start, the deer need to decide what they are going to be searching for – food, shelter, or water. Deer need these things to survive. When a deer is looking for FOOD, it will put its hands on its stomach; when it is looking for WATER, it will put its hands over its mouth; when it is looking for SHELTER, it will put its hands on its head.
- The game is played in rounds. The first round is the ONLY round when we tell you what you will be. Before each of the following rounds all players must decide what habitat component they will be or what they’ll be looking for. Once the round begins they may not change.
- To begin each round, players stand on their line – facing away from the “Habitat” area. Once they have their hands in place (with their backs to the playing area, no one can see what sign they are making), count to three. At the count of three, all players turn and face the opposite group, continuing to hold their hand signs clearly.
- When the deer see the habitat component they need, they are to run to it. Habitat components cannot move until a deer reaches them.
- Each deer must hold the sign it is looking for until it reaches the habitat component person with the same sign. Each deer that reaches the habitat component takes the “FOOD”, “WATER”, or “SHELTER” back to the deer side of the line. This represents the deer successfully meeting its needs and surviving as a result. Any deer that fails to find its habitat component dies and becomes a part of the habitat. The deer that has died is now a part of the habitat component and is available in the next round as FOOD, WATER, or SHELTER.
- NOTE – a habitat component is only good for one deer, that being the deer that reaches it first. Habitat components MUST STAY on the line until a deer needs them. If no deer needs a particular habitat component that round, it will stay there until the next round. REMEMBER: Habitat component choices may only be changed before a round begins.
- The leader or facilitator should keep track of the number of deer at the beginning of the game and at the end of each round. Record those numbers until you complete 15 rounds of the game (do this at a brisk pace).
- At the end of 15 rounds, gather the players together to discuss the activity. Encourage them to talk about what they experienced and saw.

Get Up & Move!

Some activities adapted from: Blaze the Trail, 4-H Natural Resources Level 3 Project Guide, University of Illinois, University of Illinois Extension; S’mores and More: 4-H Outdoor Cooking and Living Basic Skills Guide, Oregon State University Extension Service; and Oak Woodland Wildlife SERIES Project, University of California, Davis.
# Moving into Nature!

## Scavenger Hunt List

Using you senses, look, listen, smell, and feel to find the following items. Check off the item and document where on the hike you encountered it!

<table>
<thead>
<tr>
<th>Find.....</th>
<th>Item Found</th>
<th>Where found?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gurgle, Gurgle, Gurgle</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Whistling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Something pink or light red</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ruggedness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flapping</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coldness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Softness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cracking or Rustling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Something yellow</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Litter</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Moving into Nature!
Oh Deer Population Chart

Count the number of Deer at the beginning, then record the new number after each round of “Oh Deer.”

<table>
<thead>
<tr>
<th>Habitat Round</th>
<th>Deer Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>
USDA Introduces MyPyramid
In 2005, USDA introduced MyPyramid which replaces the Food Guide Pyramid. An excellent web site with resources for families, kids, and teachers has been created. The address is www.mypyramid.gov. Information related to MyPyramid will be shared in the Get Up and Move! Leader Activity Guide over the next few months. A mini poster for each member may be downloaded at www.mypyramid.gov/downloads/MiniPoster.pdf or at http://teamnutrition.usda.gov/resources/mpk_tips.pdf.

MyPyramid contains six vertical stripes in various colors. The orange stripe represents Grains. With the fall harvest wrapping up, it is fitting that the background information this month focuses on Grains. Any food made from wheat, rice, oats, cornmeal, barley, or other cereal grain is a grain product. Grains are divided into two sub groups – whole grains and refined grains. Whole grains contain the entire grain kernel – the bran, germ, and endosperm. (See below) Refined grains have been milled in a process that removes the bran and germ. This is done to give grains a finer texture and to improve their shelf life, but dietary fiber, iron, and B vitamins are removed. Many refined grains are enriched – or have the B vitamins and iron added back. USDA recommends that Americans eat at least 3 ounces of whole grain products each day. Look for “whole” before the grain name on the list of ingredients or for the Whole Grain Stamp.

The Whole Grains Council has several excellent educational resources on their website at www.wholegrainscouncil.org/EducationMatls.html. “What is a Whole Grain?” contains a graphic of a whole grain, showing the bran, germ, and endosperm along with the definition of a whole grain. Getting Enough Whole Grain provides pictures of whole grain foods and lists serving sizes. The final resource, Count Servings with the Stamp, explains the whole grain stamp now found on food labels.

A roll call suggestion for this month is for each youth to name their favorite breakfast cereal and then indicate whether it is a healthy or less healthy choice.

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. Be sure that the members accurately record their number of minutes.

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 number of minutes of physical activity from September to October?
Now that the weather is getting cooler, what types of physical activity can you do inside your home?

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 individual tallies.

Educational Activity
Tying to our theme of Grains, two activities included in the Get Up and Move! Physical Activity Guide for November are “Upset the Bread Basket” and “The Great Grain Race.” Each activity takes 10 to 15 minutes and can be used for the club/group recreation time or as a part of the club/group program for the month. Remember, although USDA recommends at least 60 minutes of physical activity per day, it can be done in smaller increments. Be sure to count the minutes gained from this activity.

Recipes/Snacks
The recipe/snack for November is Oatmeal Craisin Cookies. These could be prepared as the refreshments for the November meeting and the recipe shared with families to take home. This might be a healthy addition to their holiday cookie selection. The club/group could also make these to share with seniors or other shut-ins during the holiday season. Popcorn is a nutritious whole grain snack that could be substituted for the cookies.

Ties to 4-H Projects
For members enrolled in the Breads and Cereals Project, they may want to download the materials from the Whole Grains Council mentioned above and provide the background information and handouts to club/group members. They may also want to bring in products that have examples of the various whole grain stamps on them. Some pictures of products are also on the web site. Discussion of the different types/levels of stamps would be helpful.

Get Up and Move!

University of Illinois Extension

University of Illinois • U.S. Department of Agriculture • Local Extension Councils Cooperating
University of Illinois Extension provides equal opportunities in programs and employment.
## GRAINS
Make half your grains whole
- Eat at least 3 oz. of whole-grain cereals, breads, crackers, rice, or pasta every day
- 1 oz. is about 1 slice of bread, about 1 cup of breakfast cereal, or 1/2 cup of cooked rice, cereal, or pasta

## VEGETABLES
Vary your veggies
- Eat more dark-green veggies like broccoli, spinach, and other dark leafy greens
- Eat more orange vegetables like carrots and sweet potatoes
- Eat more dry beans and peas like pinto beans, kidney beans, and lentils

## FRUITS
Focus on fruits
- Eat a variety of fruit
- Choose fresh, frozen, canned, or dried fruit
- Go easy on fruit juices

## MILK
Get your calcium-rich foods
- Go low-fat or fat-free when you choose milk, yogurt, and other milk products
- If you don’t or can’t consume milk, choose lactose-free products or other calcium sources such as fortified foods and beverages

## MEAT & BEANS
Go lean with protein
- Choose low-fat or lean meats and poultry
- Bake it, broil it, or grill it
- Vary your protein routine — choose more fish, beans, peas, nuts, and seeds

---

**For a 2,000-calorie diet, you need the amounts below from each food group. To find the amounts that are right for you, go to MyPyramid.gov.**

<table>
<thead>
<tr>
<th>GRAINS</th>
<th>VEGETABLES</th>
<th>FRUITS</th>
<th>MILK</th>
<th>MEAT &amp; BEANS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eat 6 oz. every day</td>
<td>Eat 2 1/2 cups every day</td>
<td>Eat 2 cups every day</td>
<td>Get 3 cups every day; for kids aged 2 to 8, it’s 2</td>
<td>Eat 5 1/2 oz. every day</td>
</tr>
</tbody>
</table>

---

**Find your balance between food and physical activity**
- Be sure to stay within your daily calorie needs.
- Be physically active for at least 30 minutes most days of the week.
- About 60 minutes a day of physical activity may be needed to prevent weight gain.
- For sustaining weight loss, at least 60 to 90 minutes a day of physical activity may be required.
- Children and teenagers should be physically active for 60 minutes every day, or most days.

**Know the limits on fats, sugars, and salt (sodium)**
- Make most of your fat sources from fish, nuts, and vegetable oils.
- Limit solid fats like butter, margarine, shortening, and lard, as well as foods that contain these.
- Check the Nutrition Facts label to keep saturated fats, trans fats, and sodium low.
- Choose food and beverages low in added sugars. Added sugars contribute calories with few, if any, nutrients.

---

[U.S. Department of Agriculture Center for Nutrition Policy and Promotion](https://www.mypyramid.gov)  
April 2005  
CNPP-15  
USDA is an equal opportunity provider and employer.
MyPyramid For Kids
Eat Right. Exercise. Have Fun.
MyPyramid.gov

Grains
Make half your grains whole

Vegetables
Vary your veggies

Fruits
Focus on fruits

Milk
Get your calcium-rich foods

Meat & Beans
Go lean with protein

Oils
Oils are not a food group, but you need some for good health. Get your oils from fish, nuts, and liquid oils such as corn oil, soybean oil, and canola oil.

Find your balance between food and fun
Fats and sugars — know your limits

MyPyramid.gov
U.S. Department of Agriculture
Food and Nutrition Service
USDA is an equal opportunity provider and employer
USDA-30-04-033
**TIPS for Families**

**Eat Right**

1. **Make half your grains whole.** Choose whole-grain foods, such as whole-wheat bread, oatmeal, brown rice, and lowfat popcorn, more often.

2. **Vary your veggies.** Go dark green and orange with your vegetables—eat spinach, broccoli, carrots, and sweet potatoes.

3. **Focus on fruits.** Eat them at meals, and at snack time, too. Choose fresh, frozen, canned, or dried, and go easy on the fruit juice.

4. **Get your calcium-rich foods.** To build strong bones serve lowfat and fat-free milk and other milk products several times a day.

5. **Go lean with protein.** Eat lean or lowfat meat, chicken, turkey, and fish. Also, change your tune with more dry beans and peas. Add chick peas, nuts, or seeds to a salad; pinto beans to a burrito; or kidney beans to soup.

6. **Change your oil.** We all need oil. Get yours from fish, nuts, and liquid oils such as corn, soybean, canola, and olive oil.

7. **Don’t sugarcoat it.** Choose foods and beverages that do not have sugar and caloric sweeteners as one of the first ingredients. Added sugars contribute calories with few, if any, nutrients.

**Exercise**

1. **Set a good example.** Be active and get your family to join you. Have fun together. Play with the kids or pets. Go for a walk, tumble in the leaves, or play catch.

2. **Take the President’s Challenge as a family.** Track your individual physical activities together and earn awards for active lifestyles at www.presidentschallenge.org.

3. **Establish a routine.** Set aside time each day as activity time—walk, jog, skate, cycle, or swim. Adults need at least 30 minutes of physical activity most days of the week; children 60 minutes every day or most days.

4. **Have an activity party.** Make the next birthday party centered on physical activity. Try backyard Olympics, or relay races. Have a bowling or skating party.

5. **Set up a home gym.** Use household items, such as canned foods, as weights. Stairs can substitute for stair machines.

6. **Move it!** Instead of sitting through TV commercials, get up and move. When you talk on the phone, lift weights or walk around. Remember to limit TV watching and computer time.

7. **Give activity gifts.** Give gifts that encourage physical activity—active games or sporting equipment.

**HAVE FUN!**
Each day fill in what physical activity you did and how many minutes you did it.

<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>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Name ____________________________**

**November**

**total minutes of physical activity**

**MyPyramid**

USDA recently announced a new MyPyramid. Color the food groups and examples.

- **Grains**
- **Vegetables**
- **Fruits**
- **Milk**
- **Meat & Beans**

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.
Oatmeal Craisin Cookies

**Ingredients:**
1 cup butter or margarine, softened  
1 cup brown sugar, packed  
1 cup white sugar  
2 eggs  
1 teaspoon vanilla extract  
2 cups quick cooking oats  
2 cups flour  
1 teaspoon baking soda  
1 teaspoon baking powder  
1 teaspoon salt  
1 cup raisins  
1 cup craisins (dried cranberries)

**Directions:**
Beat butter, sugars, eggs and vanilla for 5 minutes.  
In another bowl combine oats, flour baking soda, baking powder and salt.  
Add to butter mixture 1 cup at a time.  
Mix in raisins and craisins.  
Drop by spoonfuls onto greased cookie sheets.  
Bake for 12-14 minutes at 350°F.

Makes four dozen cookies.

**Nutrition information per cookie:**
110 calories, 2.5 g fat, 15 mg cholesterol, 115 mg sodium, 20 g carbohydrate, 1 g sugar.
Get Up & Move!
Physical Activity Series 2: November

Going for the Grain (27 minutes)

Items needed for this activity:
• Signs to post at each of the Stops in the Great Grain Race – 1 set (available on web)
• Grain Group Handout
• Instruction Cards for each team for the Great Grain Race – 1 set per team (available on web)
• Stopwatch or a watch with a second hand.

Background information for presenter:
With the introduction of MyPyramid, everyone is taking a fresh look at the recommendations being shared by USDA. One element that guided the development of MyPyramid, is the view that “one size doesn’t fit all.” In other words, the MyPyramid concept helps individuals—adults and youth—choose the foods and amounts that are appropriate based on their age, gender, and activity level.

In an effort to help educate youth on the recommended nutritional and physical activity information, we are focusing on one specific group today – the grain group.

This lesson plan provides two options for activities focusing on increasing participant knowledge about the grain group. If time is available you may choose to include both activities.

Step 1: Information to share with club members (2 minutes)
Grains come from plants like wheat, corn and oats. These are made into foods that you eat everyday such as bread, cereal, tortillas, crackers, and muffins. Popcorn is a common snack that comes from the grain group. When picking foods to eat from the grain group, you should consider the amount of sugar that has been added. For example, some cereals that you may be most familiar with may have a high sugar content. Be sure to check the food label to know if you are making the best choice.

Step 2: Group Activity (10 minutes)
Upset the “Bread Basket” Game – Many of you may be familiar with the “Upset the Fruit Basket” game – but has anyone ever played “Upset the Bread Basket?” Today we are focusing on the grain group. Most of us eat bread, which is a common food item from the grain group.

We need to form a circle with everyone taking a seat (either in a chair or on the floor). I will come around and have each of you choose either a bread or cereal name (examples: wheat bread, bagel, rice, cereal, etc.)

After everyone has identified a bread or cereal name, choose one person to be the “caller.” That person stands in the middle of the circle. If using chairs – you will need to remove his/her chair. When you say “go,” the “caller” should call out 2-3 bread or cereal names. All participants with those bread or cereal names get up and run to sit in a different spot before the caller gets to their spot. The person who doesn’t get to a seat (or the last one standing if sitting on the floor) becomes the new caller. The caller also has the option of calling “Upset the Bread Basket.” When that happens, everyone jumps up and moves.

The number of cycles that you play the game should depend on the amount of time available, and also the size of your group.
Some of the kids may choose cereals that are heavily sweetened. These still come from the grain group, however they may be a less healthy choice. Use this information as a discussion point after you have finished playing the game. You may also want to use the grain group handout as a discussion guide at the end of this activity to review other foods found in the grain group, which may not have been mentioned.

Step 3: Group Activity (15 minutes)
Great “Grain” Race – There have been several versions of a movie called the “Great Race” and even a reality TV show focused on individuals working together to complete a race. Today, we are going to complete our version of the “Great Grain Race.” To complete this race, you’ll be working as a team. Our teams are either the “Pasta Platoon” or the “Bread Brigade.”

NOTE – if you have a large club or group and want to divide into more teams, other options for team names are: “Whole Wheat Wonders,” “Mighty Muffins,” or “Popcorn Prowlers.”

A course has been created and each team is required to move through the entire course. For safety and space reasons, this will be a timed event. Teams will not move through the course at the same time. Instead, each team will be timed as they move through the different stops.

In the course, there are six required stops. At each of the stops, you’ll receive an Instruction Card that will tell the team what movement they should make as they move to the next stop. For example, when you get to Stop #1 and review the card, it may tell you that your entire team needs to gallop to Stop #2. Each set of instructions will be different. NOTE – you should designate a Team Leader. That individual is responsible for reading the card to the rest of the team and also for holding the card and keeping it until the end of the Great “Grain” Race. All members of your team must be at the stop to hear the instructions before moving on to the next stop.

Remember – you are working as a team so you need to provide encouragement to the other team members. Don’t read the instructions and then move on from a stop without informing all of the team members.

The instructions will not be the same for each team, at each stop, therefore it is important that they read their specific team instructions – not just do what they saw other teams doing.

Once you have reviewed the instructions for completing the race, ask the members of the first team to line up at a START line. Other teams should sit on the ground, out of the identified course. A designated timer should be identified. That individual will time each of team. Once everyone is ready…let the race begin!

Race Course Guidelines – Prior to the activity, identify six different stops. Print, cut apart, and post signs to identify each “stop.” Print copies of the Instruction Cards for each team that provide instructions for moving from stop to stop. Post the Instruction Cards at each stop.

Get Up & Move!
<table>
<thead>
<tr>
<th>Grain Group</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Bagel</td>
<td>Noodles</td>
</tr>
<tr>
<td>Bread</td>
<td>Oatmeal</td>
</tr>
<tr>
<td>Brown rice</td>
<td></td>
</tr>
<tr>
<td>Cereal</td>
<td>Pancake</td>
</tr>
<tr>
<td>Cornbread</td>
<td>Popcorn</td>
</tr>
<tr>
<td>Cornmeal</td>
<td>Rice</td>
</tr>
<tr>
<td>Crackers</td>
<td>Rolls</td>
</tr>
<tr>
<td>Croissant</td>
<td>Rice</td>
</tr>
<tr>
<td>Grits</td>
<td>Sandwich buns</td>
</tr>
<tr>
<td>Macaroni</td>
<td>Spaghetti</td>
</tr>
<tr>
<td>Muffins</td>
<td>Tortillas</td>
</tr>
</tbody>
</table>
Stop

#3

Stop

#4
Stop

#5

Stop

#6
STATION #1
Whole Wheat Wonders
March to Station #2

STATION #2
Whole Wheat Wonders
Hop to Station #3
STATION #3
Whole Wheat Wonders
Dance to Station #4

STATION #4
Whole Wheat Wonders
Skip to Station #5
STATION #5
Whole Wheat Wonders
Jog to Station #6

STATION #6
Whole Wheat Wonders
Gallop to Finish
STATION #1
Mighty Muffins
Dance to Station #2

STATION #2
Mighty Muffins
March to Station #3
STATION #3
Mighty Muffins
Gallop to Station #4

STATION #4
Mighty Muffins
Jog to Station #5
STATION #5
Mighty Muffins
Skip to Station #6

STATION #6
Mighty Muffins
Hop to Finish
STATION #1
Pasta Platoon
Hop to Station #2

STATION #2
Pasta Platoon
Jog to Station #3
STATION #3

Pasta Platoon

Skip to Station #4

STATION #4

Pasta Platoon

Gallop to Station #5
STATION #5
Pasta Platoon
Dance to Station #6

STATION #6
Pasta Platoon
March to the Finish
STATION #1
Bread Brigade
Jog to Station #2

STATION #2
Bread Brigade
Gallop to Station #3
STATION #3
Bread Brigade
March to Station #4

STATION #4
Bread Brigade
Dance to Station #5
STATION #5
Bread Brigade
Hop to Station #6

STATION #6
Bread Brigade
Skip to the Finish
STATION #1
Popcorn Prowlers
Gallop to Station #2

STATION #2
Popcorn Prowlers
Dance to Station #3
STATION #3

Popcorn
Prowlers

Hop to Station #4

STATION #4

Popcorn
Prowlers

March to Station #5
STATION #5
Popcorn
Prowlers
Skip to Station #6

STATION #6
Popcorn
Prowlers
Jog to Finish
MyPyramid
This month we are going to take a close look at MyPyramid for Kids. There is a step-by-step explanation of the key concepts of the MyPyramid. The handout is available at www.mypyramid.gov/kids/index.html under A Close Look at MyPyramid For Kids or at http://teamnutrition.usda.gov/resources/mpk_close.pdf. The six key concepts include:

- Be Physically Active Every Day
- Choose Healthier Foods From Each Food Group
- Make Choices That are Right for You
- Eat More From Some Food Groups Than Others
- Every Color Every Day
- Take One Step at a Time

The very narrow yellow stripe on MyPyramid is for Oils. Oils are not really a food group, but we still need some for good health. We should get oils from nuts, salad dressings, and liquid oils such as corn oil, soybean oil, canola oil, or olive oil. We should limit solid fats like butter, margarine, shortening, and lard. Oils and solid fats contain about 120 calories per tablespoon. Therefore, the amount of oil consumed needs to be limited to balance total calorie intake. For most boys and girls ages 9-13, in addition to the healthy choices you make from the five food groups, you may also consume approximately 5 teaspoons or less than two tablespoons per day of fat from nuts, salad dressings, and liquid oils. These amounts are appropriate for individuals who get less than 30 minutes of moderate physical activity, beyond normal daily activities.

For roll call, ask each youth to name his or her favorite winter sport.

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.

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?
What precautions do you need to take when exercising in cold weather?
How can you fit more regular indoor physical activity into your life?
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 individual tallies. Remember during the busy holiday season, it is important to keep physically active, especially since there are many opportunities to consume extra calories at parties and gatherings. Many households have lots of extra treats on hand.

Educational Activity
“Snowman Fun!” is the theme of the physical activity for December. Three activities are provided for club/group participation. The Snowman Race, the Build-a-Snowman Contest, and the Snowman Stuffing are short physical activities that can be completed during your club recreation or program time. Physical activity can still take place during cold weather but it takes a little more preparation and a few more clothing items.

Recipes/Snacks
Two recipes are included for the month of December. One is Hot and Sweet Tidbits, which would need to be prepared ahead of time to serve at the meeting. The Peppermint Cocoa recipe could be made for the club/group meeting. It also could be mixed and packaged into decorated containers as gifts for seniors or shut ins the community. Be sure to attach a tag with the preparation instructions.

Ties to 4-H Projects
As a December community service project, 4-H clubs/groups might collect mittens, hats, socks, and scarves to donate to needy children. There are often many children who do not have appropriate clothing for the cold weather. Teachers, religious staff members, and social service agency personnel may know of children who need these warm items and could help in the distribution of these items to the appropriate families.

Members enrolled in the Visual Arts project might lead the club/group in making holiday greeting cards for seniors in the community. They might also make gift tags and decorate quart jars to fill with the Peppermint Cocoa mix that could be given seniors and shut ins. This would be a good project for the cold weather months of January and February too.

Get Up and Move!
A Close Look at MyPyramid

MyPyramid for Kids reminds you to be physically active every day, or most days, and to make healthy food choices. Every part of the new symbol has a message for you. Can you figure it out?

Be Physically Active Every Day
The person climbing the stairs reminds you to do something active every day, like running, walking the dog, playing, swimming, biking, or climbing lots of stairs.

Choose Healthier Foods From Each Group
Why are the colored stripes wider at the bottom of the pyramid? Every food group has foods that you should eat more often than others; these foods are at the bottom of the pyramid.

Eat More From Some Food Groups Than Others
Did you notice that some of the color stripes are wider than others? The different sizes remind you to choose more foods from the food groups with the widest stripes.

Every Color Every Day
The colors orange, green, red, yellow, blue, and purple represent the five different food groups plus oils. Remember to eat foods from all food groups every day.

Make Choices That Are Right for You
MyPyramid.gov is a Web site that will give everyone in the family personal ideas on how to eat better and exercise more.

Take One Step at a Time
You do not need to change overnight what you eat and how you exercise. Just start with one new, good thing, and add a new one every day.
Each day fill in what physical activity you did and how many minutes you did it.

<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>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Holiday Treats**

Many high calorie foods are tempting during this time of year. Foods high in sugar and fat are part of MyPyramid, but you are encouraged to eat them sparingly. Let’s take a look at some treats and then decide how much physical activity you’ll need to burn those extra calories.

**Approx. calories***

- sugar cookie (homemade) 36
- chocolate chip cookie (homemade) 46
- chocolate fudge (1 piece - .5 oz.) 55
- divinity (1 piece -.4 oz.) 38
- candy cane (5 oz.) 60
- chocolate covered cherry 75

**Energy Chart**

Calories burned per hour**

- Aerobic Dancing 273
- Basketball (recreational) 225
- Bicycling (6 mph) 120
- Ice Skating (9 mph) 192
- Jogging (5.5 mph) 370
- Jumping rope 375
- Roller Skating (9 mph) 192
- Running in place 325
- Skiing (cross-country) 350
- Swimming (25 yds/min) 138
- Volleyball (recreational) 132
- Walking (2 mph) 120
- Walking (4 mph) 220

*Calorie info from: commercial products and Bowes & Church Food Values of Portions Commonly Used, 16th edition

**Hourly estimates based on values calculated for calories burned per minute for a 75-pound person.
Hot and Sweet Tidbits

1 package (14 ounces) honey-nut round toasted oat cereal
1 package (12 ounces) square corn cereal
8 cups popped popcorn
1 can (11 ½ ounces) mixed nuts, dry roasted
½ cup butter or margarine
½ cup light corn syrup
½ cup small red cinnamon candies
½ cup sugar
1 tablespoon chili powder
¼ teaspoon salt
¼ teaspoon ground red pepper

Preheat oven to 250°F. Spray a large roasting pan with nonstick spray. Combine cereals, popcorn, and nuts in roasting pan. In a medium saucepan, combine butter, corn syrup, cinnamon candies, sugar, chili powder, salt, and red pepper. Stirring constantly, bring to a boil over medium heat. Continue stirring until candies melt. Pour over cereal mixture; stir until well coated. Bake 1 hour, stirring every 15 minutes. Spread on aluminum foil; cool completely. Store in an airtight container.

Yield: about 34 cups snack mix

Note: Do not use mixed nuts if any participants have allergies to nuts.

Peppermint Cocoa

3 cups powdered milk     1/2 cup baking cocoa
1 1/4 cup sugar      1/8 teaspoon salt
8 to 10 peppermint candies, crushed

Stir all ingredients together and store in a wide-mouth, one-quart canning jar or airtight container.

To Make: To make one serving, add 5 to 6 tablespoons of mix to your mug. Add one cup boiling water. Stir. Makes 12 servings.
Get Up & Move!

Physical Activity Series 2: December

Snowman Fun!  (20-40 minutes)

Items needed for this activity:
- Two sets of items to create a “snowman”
  - Stocking Cap
  - Mittens
  - Sunglasses
  - Scarf
  - Boots (large)
  - Belt
  - Suspenders
  - Ear muffs
  - Clown nose
  - Large overcoat (optional)
  - Large overalls (optional)
- Other items that you feel could go on a snowman
- 2 boxes to hold “snowman” clothes
- Balloons (30-50 balloons per team)
- 30 gallon trash bags (need 1 bag per team for the Snowman Stuffing game)
- Timer

Background information for presenter:
Planning outdoor activities can be challenging during winter months. Many “typical” wintertime activities revolve around having snow on the ground. This month you have several options for a fun, hands-on activity that will involve all of the members in some form of physical activity. One of the activities requires “snowy” conditions the others are indoor snowman activities.

Step 1: Information to share with club members (5 minutes)
When being physically active during cold months, it is important that you dress appropriately. Whenever you go outside, it is important to have your head covered, as a great deal of body heat gets lost through an uncovered head. A hat and maybe even earmuffs are best. Hoods do work, however they can interfere with moving and seeing. It is also important to dress in layers for warmth – just don’t wear so many layers that you can’t move easily for fun and safety. If you will be outside for an extended period of time in cold temperatures, consider tying a scarf over your mouth and nose. A scarf can facilitate warming the air that you breathe before it gets into your throat and lungs. If you use a scarf, remember to tuck the ends inside your coat so it doesn’t get caught on something and become a choking hazard. Last – remember mittens or gloves and boots.

The only “man” that doesn’t have to worry about getting too cold is perhaps a snowman. Today we are going to get active doing some activities focusing on snowmen.

Step 2: Group Activity (10 minutes)
Snowman Race: (Prior to the activity, use masking tape to mark both a start/finish line and dressing line for each team).

Who can tell me what you need to make a snowman? (Possible responses might be snow, sticks for arms, rocks or coal for eyes, hat, scarf, etc.) All of those are good responses and we are going to use a few of those items in our Snowman Race. Today we are not going to use real snow in this race; instead each of you is going to “dress” like a snowman.

First I need to have you form two teams (have participants count off to form two teams). Here is a start line for each team. (Point out area.) There is a box of snowman supplies for each team on the other side of...
the “dressing” line of each team. All of the members of each team should line up in single file behind the “start” line.

When I say go (or blow a whistle), the first person from each team should run to the other side of the dressing line, put ALL of the items from their snowman box on over their clothes, complete five jumping jacks, take all of the snowman clothes off, and run back to the start line to tag the hand of the next player. The next person repeats the process.

The team to complete the relay first is the Champion Snowman Dresser!

Optional Variation: When working with a large group, assign youth an item from the snowman box to help dress the participant. Spread the “dresser helpers” as far apart as possible. As the person who is racing/being dressed approaches a helper, the helper must complete 5 jumping jacks before placing the snowman article on the other person.

Step 3: Group Activity (15 minutes)
Build-a-Snowman Contest: This activity can only be done if there is a good covering of snow outdoors. If conditions are good – make sure that all members have the proper outdoor clothing (including gloves, hats, etc.)

Depending on the size of the group, form teams of at least 5 participants who will work as a team to build the first 5-foot snowman. Review common guidelines for building a snowman in case some participants have not had that opportunity. The main point is to explain that they need to start with a small ball or clump of snow and then just start rolling and packing it to form a larger ball. Do require that the entire team help in the process. Tasks will include rolling the balls, helping stack the balls up, finding resources to “dress” their snowman, etc.

The winner will be the first team to create a 5-foot snowman. (It will help if you have a measuring stick on hand).

Another option on this activity would be to identify other categories to evaluate the snowmen. For example, “best dressed;” “sturdiest appearance;” or “most 4-H-like”.

Step 3: Group Activity (10 minutes)
Snowman Stuffing: This can be a fun holiday activity. Prior to starting the activity, members will need to blow up a large supply of balloons and use masking tape to mark both a start line and snowman stuffing location for each team. Depending upon room space, scatter the balloons around the edges of the room or in a container near the starting line.

Divide all of the participants into teams of 4-6 players. This activity involves one participant who plays the role of the snowman, while the other participants are responsible for “stuffing” the snowman with balloons. Once you have identified the snowman, that individual should put the garbage bag on. Two slits should be cut in the sealed end of the bag. The snowman should slip his/her legs through those slits. Team members can help them pull the garbage bag up to the snowman’s armpits (arms outside of the garbage bag) and tape the open ends of the bag across their shoulders – leaving an opening in the front and the back. These two openings will be used to “stuff” the snowman with balloons.

Remind participants that the only balloons that count in this game are the ones that are intact – so balloons popped while stuffing them in the bag don’t count.

Have team members line up behind their starting line. Explain that each participant will quickly get a balloon, race to stuff in the snowman, then return to the starting line to tag the next person. We will set a timer for two minutes and see how many un-popped balloons can be stuffed into the bag before the timer goes off.

The winning team is the team that gets the most intact balloons in the suit during the two-minute time period.

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

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

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

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

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

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

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

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

Educational Activity
Jump into January! is the theme for the Physical Activity for the month. The guide sheet offers three different activities that might be done at your club meeting – “Streets and Alleys” ties to the Citizenship project, “Oranges/Colds/Energy” and “The Top Banana” are related to the Fruit group in MyPyramid. These games help to teach cooperation, communication, and competition. For the January meeting roll call, members also might be asked to share their “healthy lifestyle” New Year’s resolution or goal.

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

Ties to 4-H Projects
Citizenship is popular individual and group project in 4-H. Clubs/groups might make arrangements to visit their county board, city council, or village board meeting in January or February to observe the work of local government officials and see parliamentary procedure in action. Clubs might ask to be on the agenda to talk about the activities that they have been doing.

They might discuss Get Up and Move! and the importance of healthy lifestyles including good nutrition and increased physical activity. The club might share the healthy snack – Magical Fruit Salad from this month’s recipe with the elected body or might consider serving Clementines. Clementines are a member of the orange family and are a seedless mandarin (a small orange with loose skin that resulted from a cross between a mandarin and an orange).
Each day fill in what physical activity you did and how many minutes you did it.

Name ____________________________

<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>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

January total minutes of physical activity

Citrus Fun Facts

• Approximately 141 billion pounds of oranges are grown annually in 114 countries worldwide. The U.S. produces 25 billion pounds of oranges each year.
• The U.S. is the leading producer of grapefruit with 44% of 10.9 billion pounds grown worldwide.
• Florida, California, Texas and Arizona grow most U.S. citrus.
• Citrus fruit is produced by small evergreen trees or tall shrubs. Trees may reach 20-30 feet in height, but most cultivated trees are less than 15 feet tall.
• An orange contains about 50 mg. of Vitamin C, which is about 2/3 of the recommended daily requirement.
• Citrus fruit is never colored artificially. The orange fruit colors orange under the influence of cold temperatures.

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

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

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

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

Makes 8 servings.

Nutrition information per serving: 160 calories, 1 g fat, 110 mg calcium, 36 g carbohydrate, 2 g fiber, 180 mg sodium.
Jump into January! (26 minutes)

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

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

Games that are used in a club or group setting can be positive learning experiences when the focus is on skill development, group interaction and willingness to include and involve all youth.

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

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

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

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

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

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

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

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

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

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

- Divide the participants into two teams.
- Send each team to their “free zone,” explaining that while in this area, a team member is safe and cannot be tagged.
- Explain that they will be playing a game similar to Rock/Paper/Scissors – however since we are focusing on the Fruit Group of MyPyramid this month, we are adapting the game. In this game, **ORANGES** crush **Colds**; **Colds** cut into our **Energy**; and **Energy** requires more **ORANGES**.
- The signs for each are as follows: Oranges = closed fist; Colds = fingers spread out; Energy = flat hand, fingers together.
- Each team should huddle in their free zone and decide as a group which sign they are going to show (ORANGES, Colds, ENERGY).
- Remind them, oranges crush colds, colds cut into our energy, and energy requires more oranges.
- Once the teams have decided on a sign, all of the members of each team meet at the center line and face each other.
- The leader counts 1-2-3, then each team shows their sign.

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

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

Anyone who is tagged joins the other team.

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

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

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

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

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

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

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

**Get Up & Move!**
The Top Banana Says…

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

Top Banana statements:

1. The Top Banana says walk.
2. The Top Banana says jumps up and down.
3. The Top Banana says play basketball (participants pretend).
4. Run in place.
5. The Top Banana says run in place.
6. The Top Banana says eat a banana for a snack (participants pretend to eat banana).
7. Skip in a circle.
8. Eat an orange.
9. The Top Banana says hop from one foot to the other.
10. The Top Banana says swim.
11. The Top Banana says play tennis.
12. Ride a bike.
13. The Top Banana says roller-skate.
14. The Top Banana says dance.
15. Do a jumping jack.
16. The Top Banana says skip in a circle.
17. Jog.
18. The Top Banana says have some grapes for a snack.
19. The Top Banana says turn around.
20. The Top Banana says jump rope.
21. Touch your knees.
22. Turn around.
23. The Top Banana says march.
24. The Top Banana says clap your hands behind your back.
25. Wiggle your fingers.
26. The Top Banana says tap your shoulders.
27. Hoe your garden.
28. The Top Banana says hop all around.
29. The Top Banana says do 10 jumping jacks.
30. The Top Banana says rest and relax.
Welcome to Get Up & Move!

“Health for better living” is the fourth “H” of the 4-H Pledge. To promote healthy living, your child’s 4-H club is participating in the statewide Get Up & Move! initiative. The initiative promotes physical activity and good nutrition as the foundation for building a healthy lifestyle for individuals and families.

As part of Get Up & Move!, youth are encouraged to participate in at least 60 minutes of physical activity each day as recommended by the Dietary Guidelines for Americans. Youth will also learn about nutrition and the importance of eating fruits and vegetables each day. During the club meeting, 4-H’ers participate in an activity to introduce the physical activity and/or nutrition topic each month. An additional activity that is connected with a 4-H project may also be part of the club meeting or a take home activity. Some clubs will also have a nutritious snack.

In order to track physical activity, your child should receive a physical activity calendar. Please encourage your child to fill out the calendar each day with his or her physical activity minutes. 4-H club leaders will be collecting the calendar at the next meeting and recording the number of minutes on a chart. Some clubs are sponsoring a “competition” to see which club member has the most physical activity minutes.

Winter Physical Activity Suggestions
With cold temperatures it may be more difficult to incorporate physical activity into your daily routine. Here are some ideas for physical activity during cold winter months—be sure to include the whole family!

- Walk a few laps in your favorite store, mall or other building that allows public access.
- Park your car a little further away from your place of work or at the store to allow you to walk a little more.
- Shovel snow from your sidewalk or join your child(ren) in building a snowman.
- Go ice skating or roller skating.
- Walk a flight of stairs—five times!
- Walk quickly around the block.
- Go bowling.

Family Activity Challenge
Get your family involved in physical activity! Complete one or both of the activities below, sign the form, and have your child take it to the next 4-H club meeting. Your child may be eligible for recognition for completing the physical activity calendar and family activity challenge activity.

Get Up & Move!
All materials are available at: http://www.4-h.uiuc.edu/opps/move.

Winter Family Activity Challenge (Clip and return at the next 4-H club meeting on _________________)

Our family:
- Participated in a family outdoor activity: ________________________________ (activity?).
- Participated in family physical activity for ____ minutes. What we did: ________________

Parent/Guardian Signature: ________________________________________________
**MyPyramid – Milk, Yogurt, and Cheese Group - Get Your Calcium-Rich Foods**

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

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

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

**Physical Activity Calendars**

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

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

**Reflection Questions:**
- Did you get 60 minutes of moderate activity at least 3 days each week?
- Did you get at least 30 minutes of moderate activity each day?
- Did you get at least 15 minutes of more intense activity, 3 times a week?
- How can you fit more regular physical activity into your life during the cold weather?
- What types of physical activities might you do with your friends?
February Physical Activity Calendars are on the web site at www.4-h.uiuc.edu/opps/move. Please download these and make copies for your members (and leaders). Please be sure to use the Get Up and Move! Club Chart each month to record the individual tallies.

Educational Activity
4-H Winter Olympics is the theme for the Physical Activity this month. The guide sheet offers background about the Olympic Games and two activities that might be done at your club meeting – “Olympic Torch Relay” and “Popcorn Figure Skating.” These games help to teach coordination, cooperation, communication, and competition. For the February meeting roll call, members also might be asked to share their favorite game/sport of the Winter Olympics.

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

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

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

Get Up and Move!
## February

<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>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

**Name** ____________________________

---

### Olympic Winter Sports

From the list provided, write the winter sport next to the equipment.

- ice skating
- skiing
- snowboarding
- hockey
- bobsledding
- curling

---

**February total minutes of physical activity**
S’more Pie

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

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

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

Serves 8.
4-H Winter Olympics (25 minutes)

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

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

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

Step 1: Information to share with club members (5 minutes)
Who can tell me how often the Winter Olympic Games are held? (Every four years.) When the Olympic Games were first started, they were only a summer event. Who can tell me which year the first “Winter” Olympic Games were held? (The 1924 Olympics were held in the French Alps, 60 miles northeast of Grenoble.)

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

Step 2: Group Activity (10 minutes)
Olympic Torch Relay Activity – The Olympic motto is, “Citius, Altius, Fortius,” which means “Swifter, Higher, Stronger.” These fit with our goals for Get Up & Move to promote better physical fitness. In an effort to help all of you be swifter, go higher, and be stronger, we are holding our first Olympic Torch Relay. (Olympic Torches can either be made by the teams, or can be made prior to the activity. Each team needs one
Torch. Attach the tissue paper to the top of the paper towel tube to look like flames.

In this relay, we will be incorporating many of the moves that our Olympians use as they compete in their events.

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

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

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

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

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

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

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

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

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

Speed Skating

(10 arm swings)
Station #2

Figure Skating

(5 figure skating spins)
Station #3

Curling

(10 ice sweeping repetitions)
Station #4

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

Ski Jumping

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

Cross Country

(8 long cross country gliding steps moving in a circle)
**My Pyramid - Grains**
The orange stripe on MyPyramid represents the grain group. Earlier this year, the November Leader Activity Guide introduced this food group. This month we will refresh our memories about grains. Grains are divided into two subgroups – whole grains and refined grains. Whole grains contain the entire grain kernel – the bran, germ, and endosperm. (See the Series 2: November Leader Activity Guide for more information.) Refined grains have been milled and the bran and germ have been removed. Most refined grains are enriched with other minerals and vitamins. Most Americans eat enough grains daily, but few are whole grains. At least half of all grains eaten should be whole grains. Youth ages 9 – 13 should consume 5-6 ounce equivalents daily and 3 of these ounce equivalents should be whole grains. Amounts that count as 1 ounce equivalents include 1 “mini” bagel, 1 regular slice of bread, ½ English muffin, 5 whole wheat crackers, 1 cup flake cereal, or ½ cup cooked rice or pasta. Look for “whole” before the grain name on the list of ingredients.

To help increase the amount of whole grains you eat:
- Snack on whole grain cereals
- Add whole-grain flour when making cookies or other baked treats
- Try whole-grain snack chips
- Eat popcorn (the official Illinois snack) – a whole grain but with little or no added butter.

**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?
What types of physical activity can you do now that spring is approaching?
What new physical activity might you try this month?

**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.
Educational Activity

Get Up and Move During March Madness – 4-H members need to engage in some physical activity during the month of March while all the high school and college basketball tournaments are on TV. This month’s activity guide follows the basketball theme by providing three short activities that can be done at the club meeting – dribbling relay, shooting contest, and tip off activity. Members may even want to challenge their parents and leaders to participate.

Roll Call Idea: Many 4-H members will have school spring break during March. For roll call, ask each member to identify a different physical activity that they will participate in during spring break.

Family Activity – This month the Spring Family Activity Guide is included with the Get Up and Move! materials. This issue includes some spring activity suggestions, information about upcoming summer 4-H camps, and a challenge to get family members involved in physical activity. Have members return the Family Activity Challenge slip to the next club meeting, so that they can report on their family’s physical activities.

Recipes/Snacks

With the focus on the grains group this month and the need to incorporate more whole grains into our diet; Individual Pizzas is the recipe for March. The snack sheet includes a recipe for making your own individual pizza crusts using half whole wheat flour, an alternative option using whole grain English muffins as the pizza crust, and a choice of toppings. The calendar page activity asks members to identify pizza ingredients by food group.

Ties to 4-H Projects

Community Service – Club/groups with Cat, Dog, or Small Pets projects may want to begin planning a community service project that they can implement for their neighborhood or community related to physical fitness. This might include a family walk with their pets; a park clean-up day to be sure that their neighborhoods are safe for pets; or a canvas of the neighborhood to secure pet food or other items for the local humane society.

Some resources on the Illinois 4-H web site at http://www.4-h.uiuc.edu/staff/fieldstaff.html under event planning and risk management to help you with planning include:

- 4-H Activity/Event Planning Checklist
- 4-H Community Service/Fundraising Report Form
- Community Service Project Publicity Form
- Risk Management – Sample Community Service Plan

Get Up and Move!
4-H ACTIVITY/EVENT PLANNING CHECKLIST

This checklist should be used by the chairman of each 4-H Activity/Event Planning Committee.

Activity/Event: ________________________________ Date: ________________

___ Program Development
   ___ Objectives Identified
   ___ Target Audience
   ___ Age Appropriate Activity

___ Planning Committee
   ___ Role Description
   ___ Youth Members
   ___ Adult Members
   ___ Chair
   ___ Unit Staff Contact

___ Logistics
   ___ Date
   ___ Time
   ___ Location
   ___ Site Review
   ___ Food/Refreshments
   ___ Equipment Identified
   ___ Equipment Usage Reviewed
   ___ Resource People
   ___ Transportation

___ Registration Deadline Determined

___ Marketing & Promotion
   ___ Newsletter Article
   ___ News Release
   ___ Radio/TV PSA's
   ___ Media Release Statements Prepared
   ___ Personal Contact
      ___ Members/Families
      ___ 4-H Leaders
      ___ Federation or 4-H Ambassadors
      ___ Community Leaders
      ___ Others
Financial Data
- Event Budget

Risk Management Strategies
- Completed Health Forms for Each Participant
- Insurance
  - Accident/Medical Insurance
  - Vehicle Insurance
  - Liability Insurance
  - Certificate of Insurance Secured
- Emergency Action Plan
- First Aid Kit Available
- Emergency Telephone List
- Availability of Telephone

Transportation
- Mileage Availability
- Car Pool (check valid drivers license and insurance coverage)
- Bus (are they on the “Approved Bus Charter List”)
- Other

Adult Supervision/Volunteers/Teachers
- Volunteer Role Descriptions Created
- Contacts Completed
- Extension Volunteer Application Completed
- Extension Volunteer Application Approved
- Volunteer Screening Process Completed
- Volunteer Screening Application Approved
- Orientation and Training Completed
  - Review Behavioral Guidelines
  - Code of Conduct Developed and Reviewed
- Appropriate Ratio of Youth and Adults Secured
- Evaluations Completed
- Thank You Notes Completed and Sent

Participants
- Role Descriptions Created and Reviewed
- Review Behavioral Guidelines
- Review Code of Conduct
- Completed Informed Consent Forms Returned
- Media Release Forms Returned
- Training Provided for Youth Leadership in Activity
- Training on Safe Use of Equipment Provided
___ Follow-up Publicity
   ___ Activity/Event Review
   ___ Activity/Event Participant Interview
   ___ Local Media Follow-up

___ Evaluation of Event
   ___ Conduct Event/Activity Evaluations (with participants and committee)
   ___ Event/Activity Report and Documentation Filed
   ___ Reflections by participants and volunteers

___ Event/Activity Files
   ___ Develop a File for Each Event/Activity
   ___ Maintain File Copies of Significant Planning and Implantation Information
      ___ Publicity
      ___ Schedules, Registration Forms, Class Rosters, Attendance Sheets, etc.
      ___ Insurance Forms
      ___ Evaluation Forms and Evaluation Summaries

___ Other
   ___ Items for Future Consideration
      a.
      b.
      c.
4-H Community Service/Fundraising Report Form

Please complete this form and return it to the Extension office and to be placed on file one week before the 4-H activity is to be held. This will help us keep track of all 4-H club activities within the county.

Type of Activity: Fundraising  Community Service
Other: ____________________________________________

Date of Activity: ____________________________________________

Where will this activity be held? ____________________________________________

Will adults be present at activity? ____________________________________________

Have you taken out an insurance policy? ____________________________________________
If yes, # of application form __________

What is the purpose of the activity? ____________________________________________
__________________________________________
__________________________________________
__________________________________________

If fundraising, what will the money be used for?  Will any of the money donated be given to charity?
__________________________________________
__________________________________________
__________________________________________

4-H Leader Signature ____________________________ Date: ____________________________

Extension Staff Signature ____________________________ Date: ____________________________

10/00
COMMUNITY SERVICE PROJECT PUBLICITY

CLUB

PROJECT ___________________________ DATE ________________

WHO
(Who is doing the community service? Who is benefiting?)

WHAT
(Describe – in a couple of sentences – what it is that is being done.)

WHERE
(Include a specific street address & city for your project.)

WHEN
(Include date & beginning & ending times.)

WHY
(Why have the youth chosen to be involved in this project?)

HOW
(What is making the project possible?)
Media Outlets
(List television, radio & newspapers information will be sent to. Also include the name, phone & fax numbers of the contact person.)

News releases
Pre-event
(Include the 5 W's and H in your pre-event news releases.)

Post-event
(Tell what was accomplished, who helped, and who benefited.)

Pictures
(Consider using a disposable camera.)

Videotape
(Can anyone videotape the project?)

Letters
(Consider contacting service organizations & others who may want to support the group’s efforts.)

Posters
(Use posters to recruit additional volunteers as needed.)

World Wide Web Sites
(Does your group have access to server space for a World Wide Web site?)
**RISK MANAGEMENT PLAN**  
Activity or Event: SAMPLE COMMUNITY SERVICE PROJECT

## RISK MANAGEMENT STEPS

### GENERAL OPERATIONS

<table>
<thead>
<tr>
<th>Date Completed</th>
<th>Person in Charge</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Age-appropriate activities and assignments have been identified for this event.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Risk analyzed for this event, strategies identified to address these risks and a risk management plan written and shared with staff, volunteers, and youth.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Accident/Medical Insurance taken out on all participants.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Certificate of insurance secured from insurance provider (if needed)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cooperating organizations have liability insurance. (if needed)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>First Aid Kit, Cellular Phone, and List of Emergency Numbers Available During Event.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Emergency action plan is written.</td>
</tr>
</tbody>
</table>

### RISKS TO PERSONNEL

<table>
<thead>
<tr>
<th>Date Completed</th>
<th>Person in Charge</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Role descriptions written and shared with adults and youth in leadership roles.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Guidelines for event are written and shared with staff, volunteers, and youth.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Volunteer applications and the screening process completed on all new volunteers.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Orientation provided for staff, volunteers, and youth.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Adequate number of volunteers secured to chaperon this event. 1:10 (or lower) ratio of adults to youth.</td>
</tr>
</tbody>
</table>

### RISKS TO PARTICIPANTS

<table>
<thead>
<tr>
<th>Date Completed</th>
<th>Person in Charge</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Role descriptions written and shared with participants.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Code of Conduct and Behavior Guidelines shared. Parental Permission/Informed Consent forms are completed for each participant.</td>
</tr>
</tbody>
</table>
Publicity sent to local media to inform public that youth will be conducting this event and to be on the alert for them.

Training provided on the use of equipment and tools. Proficiency of skills by youth has been considered.

If individual youth will be featured in publicity, media release forms are completed by all youth and signed by parents for those under the age of 18.

Medical release or health forms completed by youth participants.

Orientation provided volunteers and youth.

Transportation will be provided only by parents or by screened volunteers who have insurance and a valid license. Insurance and license should be verified. Youth under the age of 18 will not provide transportation.

### RISKS TO PUBLIC

<table>
<thead>
<tr>
<th>Date Completed</th>
<th>Person in Charge</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Publicity sent to local media to alert public that this event will be occurring.</td>
</tr>
</tbody>
</table>

### RISKS TO PROPERTY/BUILDINGS/EQUIPMENT

<table>
<thead>
<tr>
<th>Date Completed</th>
<th>Person in Charge</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Site Review has been completed prior to the activity. Concerns have been addressed and information shared with volunteers.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Equipment and tools for the event have been secured, checked for safety measures, and instructions provided. Adequate insurance to cover damage to major equipment is provided.</td>
</tr>
</tbody>
</table>

### RISKS TO PERPETUATION

<table>
<thead>
<tr>
<th>Date Completed</th>
<th>Person in Charge</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>A risk management plan is in place to help protect the image and perpetuation of the youth program.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Appropriate agency/organization personnel are informed of Community Service activity.</td>
</tr>
</tbody>
</table>
Pizza Portions
List pizza ingredients and toppings below, by food group.

<table>
<thead>
<tr>
<th>Grains</th>
<th>______________________________________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vegetables</th>
<th>______________________________________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Milk</th>
<th>______________________________________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Meat &amp; Beans</th>
<th>______________________________________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fruits</th>
<th>______________________________________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Name ____________________________

March

<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>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.
Pizza Crust

¾ cup lukewarm water
2 Tablespoons sugar
1 package dry active yeast (2-1/4 teaspoons)
1 cup whole wheat flour
1 cup white flour
½ teaspoon salt
1 teaspoon vegetable oil

In a bowl add sugar, yeast, flours, and salt. Whisk together then add the water. Knead for about 10 minutes. Shape dough into a ball and place it in a large bowl coated with oil. Cover and set aside for about an hour or until the dough has doubled in size.

Preheat the oven to 400°F. Prepare baking sheet, rub with small amount of oil and sprinkle with cornmeal.

Divide dough into 8 pieces. Form each piece into a circle 5 to 6 inches in diameter. Place on prepared baking sheet. Bake for about 5 minutes. Add your choice of pizza toppings and bake for about 10 minutes.

English Muffin Pizza

Split whole wheat English muffins. Place choice of toppings on each half. Place on un-greased baking sheet or foil-lined baking sheet for easy clean-up. Bake in 400°F pre-heated oven for 8 to 10 minutes.

Pizza Toppings

Pizza sauce      Sliced pepperoni
Diced ham      Cooked diced chicken
Cooked lean ground beef      Sliced mushrooms
Pineapple tidbits      Chopped onions
Sliced tomatoes      Chopped green peppers
Sliced olives      Shredded cheese

Nutrition Facts

<table>
<thead>
<tr>
<th>Serving Size (37g)</th>
<th>Servings Per Container</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories</td>
<td>130</td>
<td></td>
</tr>
<tr>
<td>Calories from Fat</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>% Daily Value*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Fat</td>
<td>1g</td>
<td>2%</td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>0g</td>
<td>0%</td>
</tr>
<tr>
<td>Trans Fat</td>
<td>0g</td>
<td>0%</td>
</tr>
<tr>
<td>Cholesterol</td>
<td>0mg</td>
<td>0%</td>
</tr>
<tr>
<td>Sodium</td>
<td>150mg</td>
<td>6%</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
<td>27g</td>
<td>9%</td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>3g</td>
<td>12%</td>
</tr>
<tr>
<td>Sugars</td>
<td>4g</td>
<td></td>
</tr>
<tr>
<td>Protein</td>
<td>4g</td>
<td></td>
</tr>
<tr>
<td>Vitamin A</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Vitamin C</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Calcium</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Iron</td>
<td>8%</td>
<td></td>
</tr>
</tbody>
</table>

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

Total Fat: Less Than 65g, Cholesterol: Less Than 300mg, Sodium: Less Than 2,400mg, Total Carbohydrate: 300g, Protein: 4g

Calories per gram:
- Fat 9
- Carbohydrate 4
- Protein 4
Get Up & Move During March Madness  (35 minutes)

Items needed for this activity:
• 3-4 balls, choose either basketballs, or soft rubber balls, depending on the nature of your meeting space. These will be used in Dribbling Relay and Shooting Contest.
• Masking tape to mark a starting line in Dribbling Relay and Shooting Contest. Tape will also be used in Tip Off activity (a 1-2 inch piece per participant)
• Marker
• Orange cones to mark dribbling course (chairs, pillows, etc., can be substituted).
• Youth Basketball Hoop or if none are available, place a box or a tub on a chair or a shelf, for Shooting Contest.
• Large sheet of white paper for Tip Off activity (may need 2 sheets).
• Stopwatch, watch with a second hand, or timer for Shooting Contest.

Background information for presenter:
Get Up & Move is all about making choices; choices about what you eat and choices about what you do. You can choose to sit on the couch and watch television or play video games; or you can choose to “get up & move!” Health experts report that there are many reasons why people choose to be active and stay fit. Encourage youth in your group to talk about why they choose to be active. This is a good way to point out some of the benefits that they may not have thought about. With March being the climax of basketball season, several different activities are outlined that will actively engage participants as they stretch their muscles, exercise their heart muscles, and have fun!

Step 1: Information to share with club members (5 minute)
We sometimes hear reports from health experts who say there are a lot of different reasons for choosing to be active and staying fit. Who can think of one reason why they choose to be active or stay fit? (Possible responses may include: develop a healthier heart, build strong muscles, bones and joints, have increased energy, burn calories, some feel it helps them clear their head or think more clearly).

Being fit is all about being active and moving around. You don’t have to be athletic to be fit. Everyone needs to make their own decision about what they want to do to be active – the important thing is that they choose something that they like to do, so that it won’t seem like a chore.

Today we are going to exercise several groups of muscles. What muscles do you think you use when you are dribbling a ball? You will be using your leg muscles, your arm and shoulder muscles, and also your heart muscles. What about when you are shooting a ball (allow participants to name muscles)? Or, how about when you jump (allow participants to name muscles)? You probably all know that your heart is a muscle. Whenever you play, run and participate in sports, you are exercising your heart muscle. Exercise is a key to making your heart stronger. Your heart needs to be in shape to do the work of pumping blood to all parts of your body. With each heartbeat, blood is sent throughout your body. In fact, each day 2,000 gallons of blood travel through about 60,000 miles of blood vessels, carrying oxygen and nutrients to all of your cells.

Step 2: Group Activity (10 minutes)
Dribbling Relay – Prior to the activity, set up the dribbling course. Use masking tape to mark the beginning point. Use orange cones, chairs or pillows to create obstacles for participants to dribble around. Use either
basketballs or soft rubber balls if your meeting space is not conducive to using a hard basketball.

It is March, and with it comes “March Madness.” Many of you have probably been cheering on your favorite basketball team (allow time for participants to share the names of their favorite teams).

To start this activity, we need to form several teams (form 2-4 teams depending on the size of your group). All of the teams will be lining up behind the start line. Each team gets a ball. Each team also has a set of cones (chairs or pillows – whatever items you’ve brought for obstacles). While dribbling the ball, you must weave in and out of the cones, circle the last cone, and then dribble straight back, passing the ball to the next person in your line when you return. The first team to finish wins.

Modify the Dribbling Contest by having participants dribble with their left hand on the return trip, requiring them to start over if they lose control of their ball, etc.

Step 3: Group Activity (10 minutes)
Shooting Contest – Prior to the activity, set up either children’s basketball hoops (possibly the type that are used with foam balls) or set up boxes or tubs to be used in place of basketball hoops.

In basketball, it is important to not only know how to move the ball (by dribbling), but it is also very important that you be able to shoot the ball. Today we are going to test our basketball shooting abilities. We need to form 2-4 teams (depending on the size of the group). Each team will have 3 minutes (lengthen the time period if you have a very large group) to shoot as many baskets as they can. The teams must stay in line and allow each participant to shoot. After the shooter makes their shot – they must run to the “basket” retrieve their ball and toss it to the next person in line. Someone should be identified to count baskets made by each team. The group leader should use a stopwatch or watch with a second hand to time the activity. The team with the most baskets wins. At the end of this activity ask the participants the following questions:

- How many of you used just your arm and shoulder muscles as you shot the ball?
- How many of you jumped, using your leg muscles as you shot the ball?
Most physical activities require that a combination of muscles be used together.

Step 4: Group Activity (10 minutes)
Tip Off Activity – Prior to the activity tape a large sheet of paper up on the wall. To determine appropriate height, have one or two members of various heights jump to give a perspective of common jumping ability. If the group includes a broad age range, it may be necessary to have sheets of paper posted at different heights.

What is the very first thing that happens at the beginning of a basketball game (the tip off or they jump for the ball)? As a measure of our fitness, we are going to see just how high everyone can jump. Rather than jumping against another person – everyone will be checking their personal jumping ability. This will require you to use nearly all of the muscles in your body. Just using your arm muscles won’t be enough. Even using your arm muscles and your leg muscles won’t get you as high as you really can go. To jump to your greatest potential you’ll need to draw on all of your muscles—beginning with the muscles in your toes and stretching and using muscles up to your fingers. Everyone will get a small piece of masking tape (1-2 inches). You need to write your name on your piece of tape. When it is your turn, you will come up to the “Tipping Paper,” holding your tape in your fingers, you need to jump as high as you can, sticking your tape to the paper as you get to your highest point.

Once the tape has stuck, the activity coordinator should use a marker to identify jump height. The potential exists for future jumpers to knock off the tape so writing names on the paper is a more secure method of documenting the height of individual jumps. If time allows, let participants jump again to see if he/she can jump higher on a second attempt.

Get Up & Move!
Get Up & Move!

It’s time to Get Up & Move!

Warmer temperatures usually mean spending more time in outdoor activities. However, temperatures can still change a lot during the day, so it is important to remind your child(ren) to dress in layers. Jackets and sweatshirts can be removed as physical activity or air temperature increases and then put back on after activities are completed or as temperatures drop. Several loose layers are best.

It’s also time to think about summer activities for your child. Several 4-H camps are located throughout the state and offer multi-day programs for youth. 4-H camps provide many physical activities to choose from, including swimming, canoeing, relay races and other group activities. For schedules and registration information/deadlines, contact your local U of I Extension office or visit: http://www.4-h.uiuc.edu/opps/camping.html

As part of Get Up & Move!, youth are encouraged to participate in at least 60 minutes of physical activity each day as recommended by the Dietary Guidelines for Americans. Please encourage your child to fill out the monthly physical activity calendar each day with his or her physical activity minutes. 4-H club leaders will be collecting the calendar at the next meeting and recording the number of minutes on a chart. Some clubs are sponsoring a “competition” to see which club member has the most physical activity minutes.

Spring Physical Activity Suggestions
During this time of year, many spring and summer sports activities are getting organized and setting practice schedules. There are many activities that the whole family can participate in. Here are some ideas for physical activity during the spring!
- Take your dog for an extra long walk. Be sure to take along materials to clean up after your pet.
- Pick up litter at a local park. Take some extra plastic bags to collect the trash. You may wish to wear gloves to protect your hands.
- Pick up sticks in your yard.
- Sweep the sidewalk.
- Go for a bicycle ride. Be sure everyone is wearing protective gear and follows the rules of the road.
- Walk quickly around the block.
- Have a paper airplane contest or plastic flying disc agility course.

Family Activity Challenge
Get your family involved in physical activity! Complete one or both of the activities below, sign the form, and have your child take it to the next 4-H club meeting. Your child may be eligible for recognition for completing the physical activity calendar and family activity challenge activity.

Get Up & Move!
All materials are available at: http://www.4-h.uiuc.edu/opps/move.

Spring Family Activity Challenge (Clip and return at the next 4-H club meeting on ________________)
Our family:
- Participated in a family outdoor activity: ________________________________ (activity?).
- Participated in family physical activity for ____ minutes. What we did: ________________

Parent/Guardian Signature: ________________________________________________
**My Pyramid - Vegetables**
The **green** stripe on MyPyramid represents the vegetable group. Any vegetable or 100% vegetable juice counts as a member of the vegetable group. Vegetables can be raw or cooked; fresh, frozen, canned, or dried; and may be whole, cut-up, or mashed. Vegetables are organized into 5 sub groups, based on their nutrient content. These include dark green, orange, starchy vegetables, dry beans and peas, and others.

It is important that we vary the vegetables we eat. We need to eat more dark green and orange veggies as well as more dry beans and peas. Girls age 9-13 should consume 2 cups of vegetables daily while boys should consume 2 ½ cups daily. In general, 1 cup of raw or cooked vegetables or vegetable juice, or 2 cups of raw leafy greens can be considered as 1 cup from the vegetable group.

Make vegetables more appealing by serving a low-fat salad dressing as a dip to go with raw broccoli, red and green peppers, celery sticks, or cauliflower. Add color to salads by adding baby carrots, shredded red cabbage, or spinach leaves. Decorate plates or serving dishes with vegetable slices. Keep a bowl of cut-up vegetables in a see-through container in the refrigerator. In addition to carrot and celery sticks, consider broccoli, cauliflower, cucumber slices, and red and green pepper strips.

**Club Roll Call**
Since **TV-Turnoff Week** is generally the last week of April, a roll call suggestion would be to name an activity that you can do this month rather than watching television. To download the fact sheet – “Turn off TV, Turn on a Healthier Lifestyle” go to [http://www.tvturnoff.org/factsheets.htm](http://www.tvturnoff.org/factsheets.htm).

**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 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?
Are you increasing your minutes of physical activity from month to month?
What new physical activity can you do now that day light savings time has arrived?
How can you fit more regular physical activity into your life?
What types of physical activities might you do outdoors this month?
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
Frisbee Fanatics is the theme for the physical activities outlined in the Activity Guide this month. In 2005, clubs and groups were asked to create a new game using the flying discs and submit their ideas to the State 4-H Office. Thanks to the Shumway Eagles 4-H Club in Effingham County for their game! Get out and enjoy spring!

National Volunteer Week is also in April. This is a good time to thank 4-H leaders and others that have assisted with your club or group this year. 4-H members might provide the volunteers with a “healthy snack” or invite them to join them in a physical fitness activity, such as a walk, to thank them for their support.

Recipes/Snacks
The recipe this month is for a healthy dip to use with a variety of vegetables. See the introductory section of this leader guide for ideas. The Vegetable Dip recipe can be found at www.4-h.uiuc.edu/opps/move. A second recipe for Jícama with Lime Juice is included.

Ties to 4-H Projects
With the beginning of spring, it is time to begin thinking about summer camp. Camps provide plenty of opportunities for physical activity. Check out the different camping programs offered by University of Illinois Extension and the 4-H camping associations. The web address is http://www.4-h.uiuc.edu/opps/camping.html. Several of the camps have open houses in the spring and will be mailing registration materials shortly. Many counties also offer Camp Clover day camps for youth ages 8 -12. These three-hour, four day camps are held in various communities across the state. Contact your local Extension office to enroll or to volunteer to assist, if you are an interested teen or adult.

For youth enrolled in the Aerospace project, spring is a good time to get outdoors and launch rockets, fly kites, and try other aerospace activities. Check out the cool web site for kids from NASA: http://www.nasa.gov/audience/forkids/home/index.html. Illinois 4-H will sponsor a Rocket Launch for 4-H members in June in Champaign as part of the State Judging Contests Day. Each county may send up to 10 youth. Participants must bring the Rocket Launch Information Form to the event. For more information on this event, contact your local Extension office or download the information at http://www.4-h.uiuc.edu/events/event051.html#rocketlaunch. A county office staff signature is required on each form. The event may be cancelled in case of rain or unsafe weather conditions.

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.
## April

<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>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

**Name** ____________________________

### Aerospace Races

Catch some breezes outdoors and have aerospace races. Whether you are flying a kite, throwing a plastic flying disc, or flying paper airplanes, be sure to record your physical activity minutes on the calendar. Make designs for the races below.

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

Here is an easy recipe if you are interested in trying jícama.

4 cups jícama (peeled and cut into strips)
¼ cup lime juice
Red chile powder to taste
Salt to taste

Sprinkle jícama with lime juice, chile powder and salt.

Nutrition information per ½ cup serving:
25 calories, 0 g fat, 0 mg cholesterol, 150 mg sodium, and 6 g carbohydrate

Jícama is a white-fleshed tuber that can weight from half a pound to 5 pounds or more. Shaped like a turnip, it has a thin brown skin and crisp, juicy flesh like a fine textured apple. It is bland in flavor and can be used in a variety of ways. It can be added to salads, used in stir-fries or boiled or baked like a potato.

Look for hard unblemished jícama roots that are heavy for their size. Jícama is a good source of vitamin C, and contains some potassium, iron and calcium.
Vegetable Dip

Vegetables and dip make a nutritious, delicious snack any time. Here is a recipe for a quick and easy dip.

1 cup low fat sour cream
1 cup low fat vanilla yogurt
1 package dry ranch salad dressing mix

Mix together all ingredients. Refrigerate for 30 minutes. Serve with a variety of cleaned, cut-up vegetables.

Nutrition information per tablespoon of dip.

<table>
<thead>
<tr>
<th>Nutrition Facts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serving Size (16g)</td>
</tr>
<tr>
<td>Servings Per Container</td>
</tr>
<tr>
<td>Amount Per Serving</td>
</tr>
<tr>
<td>Calories</td>
</tr>
<tr>
<td>% Daily Value*</td>
</tr>
<tr>
<td>Total Fat</td>
</tr>
<tr>
<td>Saturated Fat</td>
</tr>
<tr>
<td>Trans Fat</td>
</tr>
<tr>
<td>Cholesterol</td>
</tr>
<tr>
<td>Sodium</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
</tr>
<tr>
<td>Dietary Fiber</td>
</tr>
<tr>
<td>Sugars</td>
</tr>
<tr>
<td>Protein</td>
</tr>
<tr>
<td>Vitamin A</td>
</tr>
<tr>
<td>Calcium</td>
</tr>
</tbody>
</table>

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs. Calories 2,000 2,500

Select a variety of vegetables. In general, the darker the color the more nutritious the vegetable. Offer at least one dark yellow vegetable such as carrots and one dark green vegetable such as broccoli. Also offer a vegetable that the participants may not be familiar with such as jícama.
Frisbee Fanatics (20 minutes)

Items needed for this activity:
- Frisbees – 5-10 depending on the size of your group
- 3-4 large pieces of paper that can be taped to the wall to use as “targets” when practicing frisbee throw techniques
- Pictures of possible school supplies
- 8-foot basketball hoop, with NO net
- 3-5 markers, (small orange cones, pieces of rope, or paper grocery bags)
- Stopwatch or watch with a second hand
- 3 targets (hula hoops, laundry baskets, pieces of rope, or paper grocery bags)

Background information for presenter:
The frisbee was invented in the late 1940’s when Fred Morrison experimented with discs. Some of the discs were made out of metal while others were made of plastic – a fairly new material at that time. In 1955, the Wham-O Company purchased the rights and molds from Morrison and started manufacturing them. Public interest in the frisbee really took off in the 1960’s and as they say, the rest is history!

Step 1: Information to share with club members (4 minutes)
Why does a frisbee fly? There are actually two factors that influence the flight of a plastic disc, gravity and air. Gravity acts on all objects the same way, it pulls any mass toward the center of the earth. In opposition to that force, air influences the movement of the frisbee when lift is generated by the frisbee’s shaped surfaces as it passes through the air. The air moving over the top of the frisbee flows faster than the air moving underneath it, therefore it soars or flies. This is the same principle that allows airplanes to resist the force of gravity and fly through the air. The frisbee forces air down and the air forces the frisbee up. In addition, it is important to spin the frisbee when it is thrown. This gives the flying disc stability. Throwing a frisbee without any spin will cause it to fall to the ground without going very far. The momentum of the spin allows the frisbee to receive a steady lift from the air as it passes through it. The faster the frisbee spins, the greater its stability.

Safety Reminders – Always use caution when you throw a frisbee. Most frisbees are made of a tough plastic that can hurt someone if the disc hits another person. Be aware of where you are aiming and watch out for individuals who are walking near the playing area.

Step 2: Group Activity (10 minutes)
Prior to the activity, tape several large pieces of paper on a wall at one end of the playing area that can be used as “targets” so participants can practice throwing techniques. Divide participants into equal size groups so that all can practice throwing techniques.

While most of you have probably thrown a frisbee at some point in your life, there are really several different techniques you can use. We are going to start today by learning two of those techniques and giving everyone a chance to practice before beginning an activity.

Regular Backhand Throw – Using whichever hand you are comfortable with, hold the Frisbee with your fingers under the rim and your thumb on top of the disc. Stand sideways, facing the target, bring
your arm toward your body until the frisbee is almost touching your chest. Swing your arm back out, keeping your elbow fairly stationery, pivoting your lower arm until your arm is extended, at which point you release the frisbee toward the target. Just like a golf swing or throwing a ball, it is important to follow through with your arm movement. As you make more attempts, adjust the speed and the angle at which you tilt the frisbee. Tilting it slightly can make the disc fly level or tilting it to the side can make the flight pattern curve.

**Sidearm or Forearm Throw** – Hold the disc with two fingers under the rim, your thumb on top, and your wrist cocked backwards. You will swing from the same side of your body as the arm holding the disc. *For the regular throw, you swing your arm across your body, this time you keep your arm to the side of your body.* Swing your arm downward at about a 30 degree angle to your body. The leading or front edge of the disc should be tilted down. Instead of swinging your arm, this time you snap your wrist to propel the disc. You DO NOT use much force with your arm. It should be a snapping action that only involves your wrist. You may need to practice this throw several times to do it without moving your arm.

**Step 3: Group Activity Options (10 – 20 minutes)**

**Frisbee Basketball** – Get Up & Move frisbees were presented to club members who documented and submitted their monthly minutes of physical activity (minimum of five months of documentation) in 2005. Along with the reward of the frisbee, a request was made for 4-H members to create games or challenge courses using the frisbees. The following game called “Frisbee Basketball,” was submitted by Andrew Lagerhausen, a member of the Shumway Eagles 4-H Club from Effingham County.

The goal of frisbee basketball is to see who can score the most points during the 20-minute game time. The rules for the game are as follows:

1. Frisbee basketball is played using a frisbee and an 8-foot basketball hoop with NO net.
2. Playing time – four 5-minute periods.
3. Team composition – 6 players per team are on the court at a time.
4. Scoring system:
   - Regular basket – 3 points
   - Free throw – 2 points
   - Basket from 3-point line – 4 points
5. Work as a TEAM.
6. Have FUN!

Participants should be divided into teams. Identify one person to serve as the referee. The game should be “called” just as a regular basketball game, with the referee looking for fouls. The players may run with the frisbee, passing it to their teammates and/or shooting baskets. Since it is not an option to “dribble” the frisbee, there will be no traveling calls. In addition to the referee, another person should be identified as both the official timekeeper to time each 5-minute period, and also the score keeper. If there are more than six players on a team, substitutions can be made during play.

**Frisbee on the Move** – Prior to the activity, identify a large open area (preferably outdoors). Secure markers (small orange cones, pieces of rope to lay on the ground, paper grocery bags with some type of weight placed inside in case of windy conditions). Identify a starting line and a finish line. Then identify 3 more “marked” spots of fairly equal distance between the start and the end.

The goal of this game is for all team players to move from the start to the finish line, changing their method of movement at each marker, and throwing the frisbee to others on their team as they go.

Each team will consist of a group of 3-5 players, depending on the total number in the group. Only one team moves at a time, and all players move at once. The players should be spread out, having at least 10-12 feel between them. One person, who is not involved in the play, should be identified as the caller and the official timer.
Description of the play – when the caller says “start,” the timer will start, the first team will leave the “starting line” by walking rapidly, heading toward the first marker. As they are moving, they should throw the frisbee back & forth among their team, counting out loud the number of “caught” frisbees. Once they pass the first marker, they must begin hopping, still tossing the frisbee and counting the number of successful catches. NOTE – the caller may want to call out the new method of movement as the team passes the marker. Once they pass the second marker, they must begin skipping, still tossing the frisbee and counting the number of catches. Once they pass the third marker, they begin running toward the finish, still tossing the frisbee and counting the number of catches. When they ALL cross the finish line, the time is stopped. The caller should record the number of successful catches and add the following points for time:

- 5 points – under 30 seconds
- 4 points – between 31-45 seconds
- 3 points – between 46-60 seconds
- 2 points – over 60 seconds

Add the time score to the number of successful frisbee catches to identify the winning team.

Frisbee on Target! – Prior to the activity, set three different “targets” at varying distances from a designated tossing line. Some suggestions for the targets are hula hoops on the ground, laundry baskets, string or rope positioned in a circle, or large paper grocery bags used as upright targets that can be hit & knocked over.

Throwing a frisbee is fun and being able to throw a frisbee where you want it to go, can be a challenge! In this game, every participant will be attempting to accurately throw the frisbee. The goal is to have participants throw the frisbee (having multiple frisbees on hand will make the game go quicker), and keep track of how many of their throws hit the target. They will have three attempts.

To promote additional physical activity, after each person completes all of their frisbee throws, they should run to each of the targets to retrieve their frisbees. When they reach the targets, they should do the following:
- Target #1 – do 10 jumping jacks
- Target #2 – touch your toes 10 times
- Target #3 – run around target 10 times

When finished, run back to the throwing line and pass the frisbees on to the next participant.

Get Up & Move!
MyPyramid – Meat and Beans Group
The purple stripe on the USDA MyPyramid represents the meat and beans group. All foods made from meat, poultry, fish, dry beans or peas, eggs, nuts, and seeds are considered a part of this group. Dry beans and peas are considered as a part of this group as well as a part of the vegetable group. Most meat and poultry choices should be lean or low-fat. Fish, nuts, and seeds contain healthy oils so choose these items often instead of meat and poultry. Vary your choices with more fish, beans, peas, nuts, and seeds. Girls and boys ages 9 – 13 need a five ounce equivalent of the meat and beans group daily. One ounce equivalents would be one egg, ¼ cup of cooked dry beans, ½ ounce of nuts or seeds, 1 tablespoon of peanut butter, or 1 ounce of meat or poultry. A small lean hamburger is typically 2 – 3 ounces.

For roll call, ask each youth to name his/her favorite food from the meat and beans group.

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?
Have you increased your daily minutes of activity during April? Why or why not?
How can you fit more regular physical activity into your life?
What is your favorite spring time outdoor activity?
How can you increase your minutes of participation in this activity?

May 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 Club Charts should be tallied in August and sent to the State 4-H Office in Champaign. Clubs, completing at least five months of activity who turn in their Club Charts, will receive special recognition.
Educational Activity
Run for Fun is the theme of the May Activity Guide. There is background information on running and stretching. There are also several group activities to get everyone involved in physical activity. Check out “Sharks and Minnows,” “Drop and Pop Race,” and the “Running Obstacle Course.

The American Running Association has a web site that contains fitness articles on a variety of topics. They can be found at www.americanrunning.org. Some of the topics include: Anatomy of a Running Shoe, Get Straight on Shoe Shape, Getting-and Keeping-Children Active, Preventing Obesity in Children, Sending Fitness Messages to Children, and Stretching Can Be Fun! Parents and leaders might want to take the quiz in the fact sheet “Sending Fitness Messages to Children” to see how they rate as a fitness booster. The web site also contains a running shoe database for those looking for a good running shoe.

The American Running Association is sponsoring a One-on-One, Walk and Run Program for families, groups, or schools. The program goal is to increase the physical activity levels of youth in order to lower weight levels, encourage healthier eating habits, and create a more active populace of youth. The program provides for a regimen of daily walking and walking-running to improve physical fitness through a time-based program. 4-H clubs and/or families may want to enroll in this12-week Walk-Run Challenge program and receive a free kit with posters and magnets. The club may also want to challenge other families in the community to participate.

Recipes/Snacks
The May recipe is for Black Bean Dip. The dip can be served with tortilla chips. This fits in well with the meat and bean group discussion. It is also appropriate for the Mexican celebration of Cinco de Mayo. See the May materials in Series One for more information on Cinco de Mayo. The recipe can be found at www.4-h.uiuc.edu/opps/move.

Ties to 4-H Projects
The second Sunday in May is Mother’s Day. For those of you enrolled in 4-H horticulture or plant and soil science projects, you might consider doing some gardening with/for your Mom. This might involve planting herbs in pots that you can set outside the kitchen door; planting flowers around the front entrance, patio, or deck; or planting vegetable plants in a small garden. During the rest of the summer, you will get your exercise by watering and weeding the plants on a regular basis. The average 100-pound person who spends thirty minutes gardening or weeding will expend 90 – 100 calories each time. Your reward will be in having fresh herbs, flowers, or vegetables for your family and in spending quality minutes doing physical activity outdoors.

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

Name ____________________________

May

<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>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

May total minutes of physical activity

Health & Safety Tips for Outdoor Activities

Complete the maze by going through items that will help keep you healthy when outdoors.

Safety Tips
- Wear proper footwear
- Wear proper protective gear
  - bicycle helmet
  - elbow and/or knee pads
- Wear white or light clothing and shoes with reflective strips during evening or night activities

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.
Get Up & Move!

Black Bean Dip

1 teaspoon vegetable oil ½ teaspoon ground cumin
½ cup chopped onion ½ teaspoon chili powder
1 tablespoon minced garlic 1 tablespoon lime juice
1 can black beans (15 oz.), well drained ½ cup shredded reduced-fat Monterey Jack cheese
½ cup diced tomato ½ cup salsa or piquant sauce

In a skillet, sauté the onion and garlic until tender. Add the beans, tomato, salsa, and spices. Heat about 5 minutes or until slightly thickened. Remove from heat. Stir in the lime juice. Sprinkle with cheese and allow to melt. May stir before serving. Serve warm or cold with low-fat tortilla chips.

Makes 12 (¼ cup) servings.

Nutritional Information per serving of dip (does not include chips)

<table>
<thead>
<tr>
<th>Nutrition Facts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serving Size (68g)</td>
</tr>
<tr>
<td>Amount Per Serving</td>
</tr>
<tr>
<td>Calories</td>
</tr>
<tr>
<td>Calories from Fat</td>
</tr>
<tr>
<td>% Daily Value*</td>
</tr>
<tr>
<td>Total Fat</td>
</tr>
<tr>
<td>Saturated Fat</td>
</tr>
<tr>
<td>Trans Fat</td>
</tr>
<tr>
<td>Cholesterol</td>
</tr>
<tr>
<td>Sodium</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
</tr>
<tr>
<td>Dietary Fiber</td>
</tr>
<tr>
<td>Sugars</td>
</tr>
<tr>
<td>Protein</td>
</tr>
<tr>
<td>Vitamin A</td>
</tr>
<tr>
<td>Vitamin C</td>
</tr>
<tr>
<td>Calcium</td>
</tr>
<tr>
<td>Iron</td>
</tr>
</tbody>
</table>

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

| Calories in Fat, Saturated Fat, Cholesterol, Sodium, Total Carbohydrate, Dietary Fiber, and Calories per gram: |
| Fat | Carbohydrate | Protein |
| 2,000 | 2,500 |
| Calories Less Than 65g | 90g |
| Saturated Fat Less Than 20g | 25g |
| Cholesterol Less Than 300mg | 300mg |
| Sodium Less Than 2,400mg | 2,400mg |
| Total Carbohydrate Less Than 300g | 300g |
| Dietary Fiber Less Than 25g | 25g |
| Calories per gram:  Fat | Carbohydrate | Protein |
| 9 | 4 | 4 |
Run for Fun! (20 minutes)

**Items needed for this activity:**
- Obstacle course: cones, large boxes, hula hoops, paper bags, large balls, jump ropes, or other items.
- Stopwatch (optional for Obstacle course)
- Balloons – 2 per participant
- Chair (needs to have a hard seat)

**Background information for presenter:**
Jogging and/or running can be an excellent strategy for increasing daily physical activity. Running is easily accessible to most people – regardless of age, sex, income or fitness level. It can be done in almost any weather or climate, given the proper gear, or event on an inside track. No fancy equipment is needed to run, except for a decent pair of running shoes. Best of all, there’s not much of a learning curve for running – most people know how to do it.

Running burns more calories per minute than many sports and is considered one of the best aerobic exercises. It can be a casual, non-competitive sport done at a pace as fast or slow as a person wishes, or taken to a higher level, with competition in short- and long-distance races.

Not all running has to be distance running. The activities included in this guide are easy-to-coordinate experiences that can generate feelings of success and accomplishment among youth participants.

**Step 1: Information to share with club members (1 minute)**
Running is a good way to increase your minutes of physical activity and is a great aerobic conditioner. Running can also help strengthen your legs, develop greater endurance, ease tension, boost energy, and burn 585-700 calories an hour, depending on your speed and size. Along with the obvious benefits of adding running to your list of physical activities – there also can be a few concerns to keep in mind with running. Running can place increased stress on your joints. Like all fitness activities, it is important to work your way into a routine. Start off running short distances to make sure that your body adjusts to the increase in physical activity.

**Step 2: Group Activity (8 minutes)**
**Leg Stretches**
To prevent muscle injuries, it is good to stretch your leg muscles before beginning a long run or before you begin today’s games. If you participate in organized sports, you may already know some basic muscle stretching exercises. There are many variations to leg stretches and here are a few examples that you can try as a group before beginning the other activities.

*Stretch #1 – Calf Stretch (two options)*
1. Stand with feet shoulder-width apart.
2. Extend one leg behind you, keeping both feet flat on the floor. Your front knee should be bent and rear knee straight.
3. Move your hips forward, keeping your lower back flat. Lean until you feel tension in the calf muscle of the extended leg.
4. Hold for 10 seconds, then relax
5. Stretch the other leg.
6. Repeat.

*Stretch #2 – Calf Stretch*
1. Stand arm’s length distance from a wall, tree, or other support.
2. Put your hands on the wall, keep your back and your legs straight and your heels flat on the floor.
3. Bend your arms and lean forward, trying to touch your chest to the wall.
4. Feel the stretch in your calf muscles.
5. Hold it for a few seconds.
6. Repeat.

NOTE – you can do this one leg at a time, or both together. **DON’T BOUNCE** when you stretch – stretch gently and completely focusing your attention on the calf muscle.

**Stretch #3–Hamstring Stretch (two options)**
1. Sit on the floor with one leg out straight.
2. Bend the other leg at the knee and press the sole of that foot against your opposite inner thigh.
3. Extend your arms as far as possible, grasping the ankle of the extended leg and pulling your upper body down as you exhale. Hold your bent knee close to floor and bend at the waist, keeping your spine fairly straight.
4. Hold 10 seconds, then relax.
5. Stretch the other leg.
6. Repeat.

**Stretch #4 – Hamstring Stretch**
1. Stand about a foot from a wall and place your hands on the wall at shoulder-height, shoulder-width apart.
2. Take a step back while pushing into the wall.
3. Keep your back straight and press your heels into the floor.
4. Hold, then step forward and repeat.

**Stretch #5 – Knee Stretches (Quadriceps)**
1. Stand on your left leg.
2. Reach back and hold your right foot behind you with your left hand.
3. Balance against a wall with your free hand as you gently pull upward on your right foot.
4. You should feel a stretch in your right thigh, not in the knee.
5. Reverse and repeat with your right leg.

NOTE – you should do this gently and do not strain your muscle.

**Step 3: Group Activity (15 minutes)**

**Sharks and Minnows**

*Prior to the activity, identify a large open area. If you have a large number of participants, try to find an area similar to the width of a football field. A smaller space can be used for a smaller group.*

This is an active game, but a good warm up game since it gets everyone involved right from the start. Designate one participant as the shark, the other participants all start as minnows. Have the minnows line up in a straight line on one side of the field, all facing the opposite side. The goal is for the minnows to cross the open space and reach a designated line. The shark will attempt to tag as many minnows as possible. Once tagged, the minnows become sharks. Continue running back and forth until all of the minnows are turned into sharks.

**Drop & Pop Race**

*Prior to activity, identify an open area for participants to run. Mark a start and an end point. Place a chair at the designated “end” line for each team.*

Divide participants into teams of equal numbers. Give each team balloons – one balloon per team member. Participants should inflate the balloons to approximately the same size and tie them. Instruct all of the team members to form a line behind the start point. When the race begins, the first team member of each team runs to the chair, drops the balloon on the chair, then sits on the balloon until it pops. When the balloon pops, the team member runs back to his or her team, tags the next person in line and the race continues until the last team member in each team makes it back to the line. The first team to finish wins.

NOTE – If it is a hot day, the balloons can be filled with water for more fun.

**Running Obstacle Course**

*Prior to the activity, set up an obstacle course for participants to run through. Potential items for the course are included in the supply list provided above.*

Create an obstacle course designed from available resources. The course might involve participants running, hopping, or skipping around markers or cones; crawling through tunnels made from large cardboard boxes; running through a series of hoops; or jumping rope a specific number of times. It works best to have identical items so that two courses can be created, allowing two teams to participate at the same time. If you have more than two teams, include an elimination round in the event or use a stopwatch to time each team.

**Get Up & Move!**
Summer is the Time for Increased Physical Activity

With the advent of summer vacation, many children actually get less physical activity during the summer months. With school out and no physical education classes, potentially unsafe neighborhoods, and the lack of organized physical activities in many areas, youth often choose to stay indoors and watch television, play video games or work on the computer during the warm summer months. Now is the time to try new outdoor activities and to design your own physical activity plan for the summer.

The American Red Cross offers a few tips for preventing heat-related illness. For more information check out the website - [www.redcross.org/services/hss/tips/heat.html](http://www.redcross.org/services/hss/tips/heat.html). Tips include:

- **Dress for heat.** Wear lightweight, light-colored clothing. Wear a hat as well.
- **Drink water.** Carry water or juice with you and drink often, even if you do not feel thirsty. Avoid caffeine.
- **Slow down.** Avoid strenuous activity except in the coolest part of the day, which is usually in the morning before 7:00 a.m.
- **Take regular breaks** when engaged in physical activity on warm days. Take time out to find a cool place. Remember, have fun, but stay cool!

June is traditionally the month that many clubs hold project tours or project displays to get constructive suggestions for improvement of fair exhibits and to practice conference judging. Often clubs will invite families to attend this meeting and have a picnic with games for all family members. Be sure to keep warm weather safety in mind as you conduct these activities. Other good suggestions are available on The National Safe Kids Campaign website at [www.safekids.org](http://www.safekids.org).

**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?
- Do you think you’re getting more or less physical activity now that school is out?
- How can you fit more regular physical activity into your summer days?
- What types of physical activities might you do outdoors now that the weather is warmer?
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. Please be sure to use the Get Up and Move! Club Chart each month to record the individual tallies.

Educational Activity
For a dairy roll call activity, you may want to print off the Dairy Fun Facts and Trivia Sheet found at www.4-h.uiuc.edu/opps/move and cut the statements into individual slips of paper. Each member would be handed a slip of paper prior to the business meeting and then could read their fun fact as a part of roll call.

The Get Up and Move! Physical Activity Guide for June features family picnic games including three-legged races, a watermelon seed spitting contest, and over-under game. These traditional summer favorites are fun, strengthen teamwork skills, and provide minutes of physical activity. These could be done at the June club meeting, camp, or family gatherings.

Recipes/Snacks
The June recipe is for an Ice Cream Treat. The recipe can be found at www.4-h.uiuc.edu/opps/move. This recipe ties in nicely with the June is Dairy Month theme and with hot weather. The recipe is a little higher in calories than some. But eaten in moderation and with 60 minutes of physical activity for the day, most individuals should be able to include this in their food choices for the day.

Ties to 4-H Projects
June is Dairy Month. There are numerous web sites that have dairy information. For a list of dairy month web sites look at http://www.midwestdairy.com (click on June Dairy Month Program). Your dairy cattle, dairy goat, or foods project members may want to take the lead in designing some dairy related activities for your June club meeting, local festival, or community event this month. Perhaps they could prepare ice cream made from goat milk.

Health project members may want to do a short presentation at your July meeting on summer safety or prepare posters about hot weather precautions to display in the local library, grocery store, or at the fair.

Evaluation
The State 4-H Office will again be collecting the Get Up and Move! Club Charts in August. An evaluation survey will also be posted on the web site for your feedback in July. Get Up and Move! is a state 4-H group project and is listed in the Illinois Clover. Clubs may use any of the series of materials.

Get Up and Move!
Dairy Fun Facts and Trivia

The average cow produces enough milk each day to fill six one-gallon jugs, about 55 pounds of milk.

It takes more than 21 pounds of whole milk to make one pound of butter.

The fastest growing variety of cheese produced in the U.S. is Hispanic-style soft cheese.

All 50 states in the United States have dairy farms.

The natural yellow color of butter comes mainly from the beta-carotene found in the grass cows eat.

A typical dairy cow weighs 1400 pounds and consumes about 50 pounds of dry matter each day.

Cheddar cheese is the most popular natural cheese in the U.S.

It takes 12 pounds of whole milk to make one gallon of ice cream.

The average cow drinks from 30-50 gallons of water each day – about a bathtub’s worth.

Large ice cream producing states include California, Indiana, Texas, Pennsylvania, Illinois, and Minnesota.

Super Bowl Sunday rates as the number one day for pizza consumption.

Cows have an acute sense of smell, and can smell something up to six miles away.
It takes more cows to produce milk annually for Pizza Hut cheese (about 170,000) than there are people living in Green Bay, Wisconsin.

The average buyer purchases cheese 15 times at retail each year.

McDonald’s uses approximately four million gallons of low-fat vanilla yogurt each year in its Fruit ‘n’ Yogurt Parfait.

Vanilla is America’s favorite ice cream flavor.

Tank trucks for transporting fluid milk were first introduced in 1914.

Each person in America eats an average of 46 slices of pizza a year.

More ice cream is sold on Sunday than on any other day of the week.

Plastic milk bottles were first introduced in the United States in 1967.

More than 1000 new dairy products are introduced every year.

A cow has four stomachs and 32 teeth.

About 300 varieties of cheese are sold in the U.S.

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

**Name** ____________________________

**June**

**total minutes of physical activity**

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

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

1-1/2 cups (6 ounces) chocolate-covered English toffee candy bars, crushed
8 cups vanilla reduced-fat ice cream, softened
4 cups crispy rice cereal squares, crushed
2 cups whole-grain toasted oat cereal
2/3 cup brown sugar, packed
1/3 cup slivered almonds, toasted
1/3 cup coconut, toasted
2 tablespoons butter, melted

Stir crushed candy into ice cream. Cover and freeze until ready to use.

Combine cereals, brown sugar and remaining ingredients in a large bowl, stirring until well blended. Press half of cereal mixture in bottom of a 9x13-inch baking pan.

Let ice cream stand at room temperature 20 minutes or until softened. Spread softened ice cream mixture over cereal mixture; top with remaining cereal mixture. Cover and freeze 8 hours or overnight. Serves 16. Serving size is ¾ cup.

---

**Nutrition Facts**

<table>
<thead>
<tr>
<th>Serving Size (103g)</th>
<th>Servings Per Container</th>
</tr>
</thead>
<tbody>
<tr>
<td>260 Calories</td>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>% Daily Value*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories 260</td>
<td>12%</td>
</tr>
<tr>
<td>Total Fat 8g</td>
<td>12%</td>
</tr>
<tr>
<td>Saturated Fat 4g</td>
<td>20%</td>
</tr>
<tr>
<td>Trans Fat 0g</td>
<td></td>
</tr>
<tr>
<td>Cholesterol 10mg</td>
<td>3%</td>
</tr>
<tr>
<td>Sodium 180mg</td>
<td>8%</td>
</tr>
<tr>
<td>Total Carbohydrate 45g</td>
<td>15%</td>
</tr>
<tr>
<td>Dietary Fiber 5g</td>
<td>20%</td>
</tr>
<tr>
<td>Sugars 30g</td>
<td></td>
</tr>
<tr>
<td>Protein 4g</td>
<td></td>
</tr>
</tbody>
</table>

Vitamin A 8% • Vitamin C 4%
Calcium 15% • Iron 20%

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

<table>
<thead>
<tr>
<th>Calories</th>
<th>Total Fat</th>
<th>Saturated Fat</th>
<th>Cholesterol</th>
<th>Sodium</th>
<th>Total Carbohydrate</th>
<th>Dietary Fiber</th>
<th>Protein</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,000</td>
<td>Less Than 65g</td>
<td>Less Than 20g</td>
<td>Less Than 300mg</td>
<td>Less Than 300mg</td>
<td>30g</td>
<td>25g</td>
<td></td>
</tr>
<tr>
<td>2,500</td>
<td>Less Than 80g</td>
<td>Less Than 25g</td>
<td>Less Than 330mg</td>
<td>Less Than 330mg</td>
<td>37g</td>
<td>30g</td>
<td></td>
</tr>
</tbody>
</table>

**Calories per gram:**

- Fat: 9
- Carbohydrate: 4
- Protein: 4
Get Up & Move!

Family Picnic Games  (20 minutes)

Items needed for this activity:
- Marker cones (start & finish lines)
- Heavy string or cord; or burlap bags
- Whistle
- Watermelons (with seeds)
- Sharp knife to cut watermelon into wedges
- Paper plates
- Burlap bags or gunny sacks – 1 per participant if possible
- Paper towels or plastic table covering
- Measuring tape
- Felt-tip marker
- Tape (optional)
- Stopwatch
- Balloons (1 per participant)

Background information for presenter:
Nothing says summer quite like a good old-fashioned family picnic. June is a great month to combine a 4-H club project tour with a family picnic. The activities outlined in this Activity Guide are a combination of old and new picnic game options. After reviewing all of the descriptions, choose those activities that will “get members up and moving” while still allowing enough time for in-depth sharing of project learning experiences.

Step 1: Information to share with club members (1 minute)
Now that school is out and you no longer have a designated time each day set aside for physical education (PE), make sure that you build in some planned activities that help you get the 60 minutes of daily physical activity recommended by USDA. One way to celebrate the beginning of summer is to get everyone in the group “up & moving” in a series of picnic games.

Step 2:  Group Activity (15 minutes)
Three-legged Race
Prior to the beginning of the activity, identify a large open area for the race. Create a starting line and a finish line using either marker cones or ropes laid on the ground.

After identifying the race area, all participants should form pairs, as they match up with one other club member. Use either a strong string or cord to tie one leg of each member of the pair together, or use a burlap bag, having both participants place one leg inside the bag.

The goal of this activity is to be the first pair to cross the finish line. After responding to any questions, have all the participants move to the starting line, tie their legs together, and prepare to begin.

Once all of the teams are ready, blow the whistle to begin the race. The first pair to cross the finish line wins!

Over-Under Game
The next game is a relay. Divide the group into teams of equal numbers. Each team will line up behind a starting line with approximately one foot of space in between each participant. In front of the first team member, will be a box (or paper bag) that holds enough balloons for all of the team members. (Note: If you have a large group, consider having balloons inflated before starting the relay.)

The goal of this activity is for the first person in the line to reach into the box (or paper bag), pull out a balloon, blow it up, tie the end so the air cannot escape, then pass the balloon OVER his/her head to the person...
behind him/her. Once the pass is complete
the first person runs to the end of the line.
Meanwhile, the second individual takes the
balloon, and then passes it UNDER or
between his or her legs to the person
behind him or her, and then moves into the
first position, starting another balloon to
pass over his or her head. Each team
member will alternate OVER or UNDER as
the balloon passes to the next person. As
soon as the first person joins the end of the
line and accepts the balloon pass, he/she
must put the balloon on the ground and use
his/her foot to pop the balloon. (If chairs are
available, the balloon can be placed on the
chair and the team member can break the
balloon by sitting on it.) The game continues
with team members alternating between
passing the balloon OVER or UNDER until
one team finishes, and wins the relay.

Gunny Sack Race
Prior to the activity, use marker cones or
rope to identify a starting line and a finish
line. If possible, have enough burlap bags
(gunny sacks) so that each participant can
race at the same time. If you cannot secure
that many sacks, then conduct the race in
“heats.” Randomly identify participants for a
race, involving the number of participants
that equal the number of available sacks.

The goal of this activity is to see who can
hop the fastest while in the burlap bag and
cross the finish line first.

Provide each participant with a sack. Have
participants line up at the starting line and
climb into his/her sack. When all are ready,
give the signal to start. All of the participants
should begin hopping as quickly as they can
toward the finish line. The first one who
crosses the finish line wins. If you are
running several heats, bring back the
winners (or the first and second place
individuals) of each heat for a final race.

Watermelon Seed-Spitting Contest
Watermelon is a great treat on a hot
summer day and since our focus today is on
picnic-related games, a watermelon contest
is fits the bill! Watermelon belongs to which
section of MyPyramid? Participants should
respond Fruit Group. The fruit group is
represented by the red stripe of MyPyramid
and is a good source of many important
vitamins and nutrients.

Prior to the activity – cut watermelon into
large wedges of approximately equal size,
making sure there are seeds in each piece.
Place each of the wedges on a paper plate
on a table. Place a second table in a “T”
position to the first table, with approximately
3 feet between the tables.

On the second table, place the plastic table
covering or lay out 2 lines of paper toweling,
using tape to affix it to the table if
necessary. If using a plastic covering, use a
marker to divide the table in half length-
wise. Starting at the (short) edge of the
table (closest to the watermelon table), use
the measuring tape and marker to mark 6-inch
increments continuing to the opposite
end of the table for each team’s area.

The goal of this activity is a competition
between two teams to see who can spit a
watermelon seed the farthest. One
participant from each team will run to the
watermelon table and pick up one wedge of
watermelon. Each participant then goes to
the edge of his/her team’s side of the
second table, starts eating and has up to 90
seconds to spit up to three seeds onto the
marked area -- seeing how far his or her
seed can go. Seeds that are spit onto the
opponent’s area are forfeited. Using a
marker, circle the seed and write the
participant’s initials or name next to his/her
seed.

After spitting and marking is complete,
participants may take their watermelon
wedge to another area to finish eating,
signaling the next team member to begin
competition.

NOTE – each participant must have his or
her own watermelon wedge.

The team with the most seeds past a
specified mark is declared the winner. The
person who spits the farthest may also be
recognized.

Get Up & Move!
Get Up & Move!

Family Activity Series 2: Summer

It’s time to Get Up & Move!

Aahhh…summer. Freedom from school and fun are all children want to think about after the last school bell rings. However, no one should take a vacation from being safe. The National Safe Kids Campaign (www.safekids.org) provides some tips for safe summer fun:

Ride Safe!: Make sure everyone uses a safety belt or are clicked into a child safety seat.

Swim Safe!: An adult should always supervise children near water. Kids should wear personal floatation devices when on boats, near open bodies of water, and when participating in water sports.

Wheel Safe!: Youth should wear properly-fitting helmets and other protective gear when riding bicycles, scooters, in-line skates or skateboards. Make sure youth know rules of the road and obey traffic laws.

Walk Safe!: Don’t let children under age 10 cross the street alone. Make sure kids wear light-colored clothing, reflective materials and carry a flashlight when it is dark – including dusk and dawn.

Play Safe!: Adults or teens should supervise children at parks – making sure that the playground equipment is safe and there are safe surfaces, such as mulch, gravel, rubber or fine sand. Make sure youth wear appropriate, properly-fitted protective gear when practicing and playing team sports.

Don’t forget the sunscreen to protect skin! And everyone should drink extra water during hot summer activities to stay hydrated and avoid overheating.

As part of Get Up & Move!, youth are encouraged to participate in at least 60 minutes of physical activity each day as recommended by the Dietary Guidelines for Americans. Encourage your child to fill out the monthly physical activity calendar and take to the next 4-H club meeting.

Summer Physical Activity Suggestions
- Go for a swim at a local pool or outdoor recreation area.
- Plant some flowers or some vegetables. Be sure to weed and water the garden throughout the growing season.
- Catch (and release) lightening bugs.
- Go for a walk in a state park or nature area. Don’t forget water and sunscreen.
- Rent a canoe, kayak or paddleboat from a local recreation area.

Family Activity Challenge
Get your family involved in physical activity! Complete one or both of the activities below, sign the form, and have your child take it to the next 4-H club meeting. Your child may be eligible for recognition for completing the physical activity calendar and family activity challenge activity.

Get Up & Move! All materials are available at: http://www.4-h.uiuc.edu/opps/move.

Series 2: Summer

Family Activity Challenge (Clip and return at the next 4-H club meeting on __________________)

Our family:
- Participated in a family outdoor activity: _________________________________ (activity?).
- Participated in a family physical activity for ____ minutes. What we did: _________________

Parent/Guardian Signature: ________________________________________________
<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>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

**August**

**total minutes of physical activity**

**Name** ____________________________

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

---

**Water Fun**

Solve the math problems below to reveal fun water activities and a bonus message below. Ask someone older for help, if needed.

<table>
<thead>
<tr>
<th>20-1</th>
<th>19+4</th>
<th>3+6</th>
<th>15-2</th>
<th>10+3</th>
<th>8+1</th>
<th>7+7</th>
<th>5+2</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-2</td>
<td>10+5</td>
<td>3-2</td>
<td>22-2</td>
<td>4+5</td>
<td>9+5</td>
<td>3+4</td>
<td></td>
</tr>
</tbody>
</table>

Water activity numbers:

| 4-2 | 5+4 | 14-2 | 6+6 | 10+5 | 8+7 | 7+7 | 10+9 |

**KEY:**

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>J</th>
<th>K</th>
<th>L</th>
<th>M</th>
<th>N</th>
<th>O</th>
<th>P</th>
<th>Q</th>
<th>R</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>S</th>
<th>T</th>
<th>U</th>
<th>V</th>
<th>W</th>
<th>X</th>
<th>Y</th>
<th>Z</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
</tr>
</tbody>
</table>

**Bonus:**

<table>
<thead>
<tr>
<th>6+2</th>
<th>9-8</th>
<th>26-4</th>
<th>2+3</th>
<th>9-3</th>
<th>14+7</th>
<th>10+4</th>
</tr>
</thead>
</table>

&

<table>
<thead>
<tr>
<th>20-1</th>
<th>3-2</th>
<th>3+3</th>
<th>9-4</th>
</tr>
</thead>
</table>

| 20-126-5 | 15-2 | 10+3 | 7-2 | 15+3 |

---

University of Illinois • U.S. Department of Agriculture • Local Extension Councils Cooperating

University of Illinois Extension provides equal opportunities in programs and employment.

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