Get Up & Move!

Leader Activity Guide

http://www.4-h.uiuc.edu/opps/move
Get Up & Move Series 3 Leader Activity Guide

This guide contains by month:

• a leader activity guide (includes roll call ideas, ways to expand the health and physical activity information into the community, ideas to tie the theme of physical fitness to other 4-H project areas and activities and/or seasonal festivities)
• educational activity (includes game or activity requiring movement)
• recipe(s) for a nutritious snack
• additional support materials to enhance the activities
• parent newsletter
• family activity
• community activity

These same materials are also available at http://www.4h.uiuc.edu/opps/move.

A supplemental piece, Physical Activity Calendars (LB0312), contains the 12 master calendars that are updated each 4-H year. 4-H volunteers are encouraged to distribute the calendars for each month to their members. 4-H members are then asked to record their daily minutes of physical activity and total their minutes for the week and month. At each monthly 4-H club/group meeting, members should turn their calendars in and record their minutes on the Get Up and Move! 4-H Club Chart.

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**Healthy Breakfast**

We have often heard that breakfast is the most important meal of the day – and it is! Breakfast provides us with the energy to start our day off the right way. In order to get all the benefits of the first meal of the day, we need to make sure we eat healthy, balanced breakfasts. A good breakfast is one that includes fruit, whole-grain foods, and a source of protein. Whole-grain choices include hot and cold cereal, toast, muffins, waffles, and pancakes. Fruit can be fresh, dried, or canned, and 100% fruit juice counts as a serving. Milk and dairy products provide protein, calcium, and B vitamins. Eggs, meat, fish, and their alternatives contain protein as well as iron and vitamins.

Eating a healthy, balanced breakfast is good for everyone, especially children. Breakfast can help children to concentrate better and in turn, do better in school. Children who eat breakfast can show fewer signs of behavioral problems and miss less school than children who skip breakfast. For both educational and nutritional reasons, breakfast is very important in the day of a child!

(Source: U.S. Department of Health and Human Services, U.S. Department of Agriculture, Center for Nutrition Policy and Promotion)

**Club Roll Call:** What did you have for breakfast today?

**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 their 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 will be used for club challenges and evaluations later in the year.

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?
- What types of physical activities might you do with your siblings? Parents?

**Educational Activity**

Each month the Educational 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 activity is the “Healthy Breakfast Relay” and helps youth learn what makes up a healthy breakfast.
Recipes/Snacks
Each month a recipe or snack idea will be provided. Clubs are encouraged to make and serve the recipes at their monthly meeting and to send the recipes home with 4-H families. This month’s recipe is for Basic Nut Bread. This bread can be used for breakfast or dessert and various fruits can be added for extra flavor!

Family Activity
Each month an activity idea will be presented that club members can take home and share with family members. These activities relate to what was learned at club meetings and allow members to share what they learned with those at home. One of this month’s family activities is the Family Omelet Activity. Members are encouraged to ask everyone in their family what ingredients their favorite omelet would include and then make them together! The other family activity for September is the Breakfast Cereal Scavenger Hunt. Using the nutritional information of two cereals (one sweetened, corn- or rice-based and one unsweetened, wheat-based), members and their families will discover which has more fiber, whole grains, and added sugar. They will see that some breakfast cereals are healthier than others!

Community Activity
Each month an activity idea will be presented that members can use to become more involved in their communities, including schools, neighborhoods, and families. Members should be encouraged to complete these optional community activities as often as they would like. This month’s activity is the School Breakfast Survey, in which students can explore and evaluate the breakfast programs at their schools.

Ties to 4-H Projects
One common breakfast group is the dairy group. Members who are interested in Dairy can enroll and learn about dairy cattle, dairy goats, or about dairy food products. In Dairy Foods, members can explore how to plan, prepare, and serve a variety of dairy food dishes and learn how they play a role in a nutritious diet.

All Get Up and Move! materials can be found on the State 4-H website at www.4-h.uiuc.edu/opps/move.

Get Up & Move!

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

09/06
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>
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<th>Friday</th>
<th>Saturday</th>
<th>Weekly Total</th>
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</table>

Name ____________________________________________

September total minutes of physical activity
Get Up & Move!

Basic Nut Bread

¾ cup sugar
2 tablespoons margarine
1 egg
1 1/2 cups lowfat milk
1 cup whole-wheat flour
2 cups all-purpose flour
3 1/2 teaspoon baking powder
1 teaspoon salt
¾ cup chopped nuts

Heat oven to 350˚F. Grease or spray with non-stick spray a 9x5x3-inch loaf pan.


Nutrition facts for Basic Nut Bread:

<table>
<thead>
<tr>
<th>Nutrition Facts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serving Size</td>
</tr>
<tr>
<td>Amount Per Serving</td>
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<tr>
<td>Calories</td>
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<tr>
<td>Protein</td>
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</table>

| Vitamin A 2% | Vitamin C 0% |
| Calcium 4% | Iron 6% |

*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 per gram: Fat 9, Carbohydrate 4, Protein 4

Banana Nut Bread
Follow Basic Nut Bread recipe, except use only ¾ cup milk and add 1 cup mashed bananas.

Orange Nut Bread
Follow Basic Nut Bread recipe, except use only ¾ cup milk. Add 4 teaspoons grated orange peel and ¼ cup orange juice.

Apple Bread
Follow Basic Nut Bread recipe, add 1 teaspoon vanilla and 1 cup apples, peeled, cored and shredded.

Carrot-Orange Bread
Follow Basic Nut Bread recipe, except use 1 cup milk, add ½ cup orange juice, 1 cup grated carrots, 1 teaspoon grated orange peel, 1 teaspoon ground nutmeg and ½ cup raisins.
Get Up & Move!

Healthy Breakfast Relay (20 minutes)

Items needed for this activity:
- Pictures of food items (provided). Each relay team of 4-5 members will need one set of pictures
- 3 paper plates for each team
- MyPyramid poster or website print-out (www.mypyramid.gov)

Activity Set Up:
- Prepare food pictures by cutting out each food item. Each relay team of about 4-5 members should have one set of items.
- Set up the relay area. On one side of the room, place each team’s set of food items in separate piles. On the other side of the room, designate a starting line for the relay teams. Behind the line, set out 3 paper plates for each team.

Step 1: Information to share with club members (10 minutes)
Welcome to a new year in Get Up and Move! Each month our club will be working on being healthier by eating right and being more physically active. First, I want to share with you the MyPyramid food guide (show color poster or print-out). This is published by the U.S. Department of Agriculture, and it tells us what types of foods and how much we need to eat every day. As you can see, we need to be sure we have foods from the Grain group, the Vegetable group, the Fruit group, the Milk group, and the Meat & Bean group. We also need to make sure we limit the amount of fats, sugars, and salt we eat each day.

I also want to share with you the USDA’s Physical Activity Pyramid. Not only do we need to eat in a healthy way, we also need to exercise to be healthy! Kids need at least 60 minutes of moderate activity most days of the week. This would include activities like walking, climbing stairs, and bike riding. It doesn’t matter what activity you are doing – as long as you’re moving. We also need to have fun doing more intense activities that really make us sweat! For example, we can play a game of basketball or run a race. Remember, less time should be spent watching television, using the computer, or playing video games because those activities don’t help our bodies get healthy and strong.

I want everyone here to set a goal to do at least 60 minutes of physical activity each and every day. (Hand out September Physical Activity Calendar, if you haven’t already). You all have a Physical Activity Calendar for the month of September. On here I want you all to record how many minutes of activity you do each day. Try to get at least 60 minutes, but if you don’t on some days, that’s okay. Write down how many minutes you are active. When we meet next month, you should all bring this calendar back, filled out, and I will record everyone’s totals on our Club Chart. We might have some competitions with other clubs to see which group does the most physical activity, so make sure you fill in your calendar and return it every month!
Now, we are going to talk about our topic for the day. Does anyone know what the most important meal of the day is? (Breakfast) That’s right! Breakfast is very important because it gives us the energy we need to get through the day until lunch time. What kinds of things require energy in the morning? (Walking to school, playing in gym class, walking to classes, exercising, studying in school, etc.) In this activity we are going to learn how to put together a nutritious breakfast meal to give you that energy you need.

In order for a breakfast to be healthy, it should have one food from at least three food groups on MyPyramid. Does anyone remember what those groups are? (Grains, Fruits, Vegetables, Milk, Meat and Beans). Great! Now we should all try to eat from three of these groups every morning for breakfast. If I wanted to choose a good breakfast food from the Grain category, what could I choose? (toast, pancakes, French toast, waffle, cereal, etc.) What about from the Meat and Bean group? (peanut butter, ham, turkey, sausage, etc.) Vegetable? (tomato juice, carrots, etc.) Fruit? (apple, banana, orange, etc.) Milk? (glass of milk, cheese, yogurt, etc.)

Great job! Now can someone tell me what a healthy breakfast might be, using three of these foods from different groups? (toast, banana, milk; waffle, peanut butter, milk; wheat toast, yogurt, apple; etc.)

Step 2: Group Activity (10 minutes)
Now we are going to work on putting together a healthy breakfast with a fun game. We are going to get into relay teams. (Number of teams will vary depending on your group size. Try to have 4-5 members per group). Let’s count off 1, 2, 3, 4, 5, 1, 2, 3, 4, 5…..

Great! Now that we are in our teams let’s line up. As you can see, each team has three paper plates, and at the other end of the room are some pictures of different breakfast foods. What I want your team to do is to make three healthy breakfast plates, each with a food from three of the food groups. You should try to do one plate at a time. So the first person on your team will run down to the pictures and find a healthy breakfast food and then run back and put it on your plate. Then he or she will tag the next person in line on your team. The second person will look at the plate and see what food group it needs for a healthy breakfast, and then run down to the pictures to find a food from that group. Then he or she will run back and put it on the plate and tag the next person. Keep doing this until you have three full plates of healthy breakfasts!

Be careful! Not all of the pictures are of healthy foods. And some aren’t even breakfast foods at all!

Now everyone, get in line with your team and get ready to run when I say GO! Ready, GO!

Okay now everyone has made up three breakfast plates. Let’s see what delicious and healthy meals we have. (Go to the first team and read off their plates, making sure they have three food groups represented in any combination. Repeat for other teams). Wow, look at all the different breakfasts we have come up with. There are lots of combinations you can have for a healthy breakfast every day!

Remember, breakfast is the most important meal of the day because it gives us the energy we need to get through the mornings in school or at play! Always make sure you eat breakfast and that you choose foods from three food groups!

Get Up & Move!
Sausage
Orange Juice
Banana
Apple Juice
Get Up & Move!

Parent Newsletter Series 3: September

Healthy Breakfast
This month your child learned about the importance of a healthy breakfast. We have often heard that breakfast is the most important meal of the day – and it is! Breakfast provides us with the energy to start our day off the right way. In order to get all the benefits of the first meal of the day, we need to make sure we eat healthy, balanced breakfasts. A good breakfast is one that includes fruit, whole-grain foods, and a source of protein. Whole-grain choices include hot and cold cereal, toast, muffins, waffles, and pancakes. Fruit can be fresh, dried, or canned, and pure fruit juice counts. Milk and dairy products provide protein, calcium, and vitamin B. Eggs, meat, fish, and their alternatives contain protein as well as iron and vitamins.

In order for a breakfast to be healthy, a good rule of thumb is to include one food from at least three food groups on MyPyramid. For example, whole wheat toast (grain group) with peanut butter (meat and bean group) and a glass of milk (milk group) would be a healthy breakfast combination. As would yogurt (milk group), a banana (fruit group), and a bowl of cereal (grain group). You can even serve soup, sliced lunchmeat, and vegetables. Or make a breakfast drink or smoothie in a blender using low-fat milk, fruit, and yogurt!

Encourage your child to eat a healthy breakfast each day and to choose healthy foods for his or her breakfast! When purchasing cereal, choose unsweetened, cereal over a sweetened one. Look for “whole grains” and fiber-rich cereals. Read the nutrition labels to ensure that the cereal you chose contains nutrients like iron and zinc, and not hydrogenated oils, dyes or artificial colors, or chemical preservatives.

A good breakfast is the best start to every day! Kids who are nutritionally fit are more likely to have the energy, stamina, and self-esteem that enhance their ability to learn, play, and grow!

(Source: U.S. Department of Health & Human Services, U.S. Department of Agriculture Center for Nutrition Policy and Promotion)
Here are some examples of quick breakfasts you can have at home! Don’t forget, a healthy breakfast involves a food from at least 3 of the food groups!

Nutritious Breakfasts

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<tbody>
<tr>
<td>![milk]</td>
<td>![meat]</td>
<td>![vegetable]</td>
<td>![fruit]</td>
</tr>
<tr>
<td>Peanut butter, toasted English muffin, glass of milk</td>
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<tr>
<td>Cold cereal, milk, banana</td>
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<tr>
<td>Heated leftover cheese pizza</td>
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<tr>
<td>Orange wedges, crackers, cheese</td>
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<tr>
<td>Wheat toast, yogurt, apple</td>
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<tr>
<td>Ham &amp; cheese sandwich, glass of chocolate milk</td>
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<tr>
<td>Heated leftover macaroni and cheese, apple</td>
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<tr>
<td>Instant oatmeal, canned peaches, milk</td>
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<tr>
<td>Baby carrots, bagel, mozzarella cheese stick</td>
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<tr>
<td>Tomato soup made with milk, crackers</td>
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</table>

(Source: http://www.nutritionexplorations.org/parents/breakfastchart.asp)
This month’s Family Activity explores one popular breakfast food— the egg*! If anyone in your family has an egg allergy, please note this family activity may not be for you! You can make breakfast smoothies in the blender instead of the activity described here!

There are many ways you can cook an egg—poached, scrambled, over-easy, sunny-side up, hard-boiled, soft-boiled... and the list goes on! One dish that uses eggs is the omelet.

For this family activity, start by asking each member of your family what the ingredients would be in his or her “perfect” omelet or added to scrambled eggs! For example, maybe your big sister likes ham and mushrooms in hers while your mom likes peppers, onions, and cheese in hers! Write them all down on the chart below and compare each person’s list.

<table>
<thead>
<tr>
<th>Name</th>
<th>Perfect ingredients:</th>
</tr>
</thead>
</table>

Which family members like the same ingredient? ____________________________________
______________________________________________________________________________
______________________________________________________________________________

Does anyone like an ingredient that no one else likes? ______________________________
______________________________________________________________________________
______________________________________________________________________________

* Eggs are among the most nutritious foods on earth and can be part of a healthy diet. However, they are perishable just like raw meat, poultry, and fish. Today some unbroken, clean, fresh shell eggs may contain *Salmonella enteritidis* bacteria that can cause food borne illness. While the number of eggs affected is quite small, there have been cases of food borne illness in the last few years. To be safe, eggs must be properly handled, refrigerated, and cooked.
Now, pick one of these “perfect” omelets and make it for breakfast together! Better still make one of everyone’s favorite to enjoy! Depending on the age of the members in the family, you may want to ensure an adult’s presence.

**Whole Egg Omelet:**
- 1 whole egg
- 1 1/2 teaspoon 2% milk
- 1 tablespoon shredded cheddar cheese
- 1 tablespoon chopped mushroom
- 1 tablespoon chopped green pepper

**Egg White Omelet:**
- 2 egg whites
- 1 1/2 teaspoon 2% milk
- 1 tablespoon shredded cheddar cheese
- 1 tablespoon chopped mushroom
- 1 tablespoon chopped green pepper

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**Nutrition Facts**

<table>
<thead>
<tr>
<th>Whole Egg Omelet</th>
<th>Egg White Omelet</th>
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<tr>
<td>Serving Size (91g)</td>
<td>Serving Size (108g)</td>
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<tr>
<td>Calories 100</td>
<td>Calories 90</td>
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<tr>
<td>Calories from Fat 50</td>
<td>Calories from Fat 10</td>
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<tr>
<td>% Daily Value*</td>
<td>% Daily Value*</td>
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<td>Total Fat 8g</td>
<td>Total Fat 1g</td>
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<tr>
<td>Saturated Fat 2g</td>
<td>Saturated Fat 0g</td>
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<tr>
<td>Trans Fat 0g</td>
<td>Trans Fat 0g</td>
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<tr>
<td>Cholesterol 215mg</td>
<td>Cholesterol 0mg</td>
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<tr>
<td>Sodium 115mg</td>
<td>Sodium 160mg</td>
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<tr>
<td>Total Carbohydrate 2g</td>
<td>Total Carbohydrate 2g</td>
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<tr>
<td>Dietary Fiber 0g</td>
<td>Dietary Fiber 0g</td>
</tr>
<tr>
<td>Sugars 1g</td>
<td>Sugars 1g</td>
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<tr>
<td>Protein 9g</td>
<td>Protein 10g</td>
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</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.

**Directions (makes 1 small omelet):**

1. Begin by cracking the egg into a medium bowl. Add milk and blend well with a whisk or fork.

2. With a responsible person’s help, begin heating a small, 8-inch nonstick frying pan over medium-low heat. After 2 minutes of warming, coat the bottom of the pan with canola cooking spray.

3. An adult or older member can pour the beaten egg into the frying pan so that the egg covers the bottom. When the omelet is almost set, add desired topping ingredients. Then loosen the edges with a knife or spatula and shake the pan to loosen the bottom of the omelet.

4. Use a spatula or knife to fold half of the omelet over onto itself and press gently to seal. Slide the omelet onto a plate and serve.

5. Add salt and pepper to taste.

A second family activity you can do is the Breakfast Cereal Scavenger Hunt. This activity will help you learn about what makes a healthy cereal different from an unhealthy one and how you can make sure your cereal is giving you the nutrients and vitamins you need! This activity can be found on the State 4-H web site at [http://www.4-h.uiuc.edu/opps/move/](http://www.4-h.uiuc.edu/opps/move/).
Today you're going on a scavenger hunt for information. Tour the breakfast cereal section of the store and answer the questions below.

**Nutrition Information**

Don’t forget the “5-20” rule when looking at the fiber content on the Nutrition Facts label of breakfast cereals. 5% daily value (DV) or less means the product is low in fiber, and 20% DV or higher means the product is high in fiber.

Choose two brands of cereal that seem to be very different from each other. One should be a sweetened, corn- or rice-based cereal (many of these cereals say “sweetened” on the package), and the other should be an unsweetened, wheat-based cereal. Read the Nutrition Facts labels and ingredient list, and fill in the chart.

<table>
<thead>
<tr>
<th>Whole Grains</th>
<th>Sweetened, corn- or rice-based cereal</th>
<th>Unsweetened, wheat-based cereal</th>
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</thead>
<tbody>
<tr>
<td><strong>1.</strong> How many different words for whole grains are in the list of ingredients? Look for: Whole wheat, whole grain oats, barley, and whole corn.</td>
<td>NAME:</td>
<td>NAME:</td>
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<td><strong>2.</strong> How much fiber is in each serving? (Look under “Total Carbohydrate” on the Nutrition Facts label.)</td>
<td>GRAMS:</td>
<td>GRAMS:</td>
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<tr>
<td></td>
<td>% DV:</td>
<td>% DV:</td>
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3. Which cereal has more “whole grain” words on the ingredient list?

_______________________________________________________________________________________

4. Compare grams of fiber and the % DV for the cereals you listed above. Which cereal has more fiber?

_______________________________________________________________________________________

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**What is a gram?**

- The Nutrition Facts label uses two metric units to measure weight—grams (g) and milligrams (mg).
- These measurements tell you exactly how much of each nutrient is in a serving.
- Grams and milligrams are very small: 1 gram is about the weight of a paper clip and 1,000 mg = 1g.
Choose someone in your group to read this paragraph out loud:

Dietary fiber is important because it helps keep the digestive system healthy. Whole grains are an important source of the fiber your body needs. When you’re choosing a grain food like breakfast cereal, remember: The higher the number of grams of fiber per serving, the better.

<table>
<thead>
<tr>
<th>Added Sugars</th>
<th>Sweetened Cereal</th>
<th>Unsweetened Cereal</th>
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<tr>
<td>5. There are many different ways to say “sugar.” How many different “sugar” words can you find in the list of ingredients? Look for: Sugar, brown sugar, high fructose corn syrup, corn sweetener, dextrose, fruit juice concentrate, malt syrup, maltose, honey, brown sugar molasses, malted corn, and barley syrup.</td>
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<tr>
<td>6. How many grams of sugar are in each serving? (Look under “Total Carbohydrate” on the Nutrition Facts label.)</td>
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<td>7. Which cereal has more “sugar” words on the ingredient list?</td>
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<td>8. Which cereal has fewer grams of sugar?</td>
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<td>9. Find six cereals that you would like to eat that are unsweetened and high in fiber and list their names here:</td>
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<td>Packaged and placement</td>
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<tr>
<td>10. What are some techniques that companies use to decorate cereal boxes?</td>
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<tr>
<td>11. What do you notice about where the cereals are placed on the shelves?</td>
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<tr>
<td>12. What clues help you figure out the main target audience for a particular brand of cereal?</td>
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<td>13. Name one interesting fact you learned about the breakfast cereal aisle. You can think about nutrition content, packaging, or the location of the product on the shelves.</td>
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Congratulations! You have finished the Breakfast Cereal Scavenger Hunt!
This month’s community activity will give you a chance to explore your own school to see if they serve healthy breakfasts to students in the mornings! This would be a good activity to work on alone or with a partner or group of students from your school. If your school does not participate in the school breakfast program, you may want to choose another community activity in the upcoming months.

You will begin by interviewing someone in the office or the cafeteria to see what types of food is served; or you can go to the cafeteria one morning to check it out yourself! Make a list of what foods are served for breakfast in your cafeteria. Next to each food, write down what MyPyramid food group each belongs to. Use another sheet of paper if you need more space.

<table>
<thead>
<tr>
<th>Food Item</th>
<th>MyPyramid Food Group</th>
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How many foods from the grain group did you find? ________________
From the milk group? ________________
From the meat and bean group? ________________
From the fruit group? ________________
From the vegetable group? ________________
Using the foods offered at your school, create four healthy breakfasts! Remember to include one food from at least three different food groups!

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

Do you think your school offers enough healthy choices for breakfast? ______________

Why or why not? ____________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

What other things do you think your school could do to make sure students have a healthy breakfast available to them? ________________________________
__________________________________________________________________________
__________________________________________________________________________
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__________________________________________________________________________

Other activities you can do!

- Write a letter to your school principal or school board explaining what you have learned about breakfast and your school’s breakfast foods. Include suggestions about what you think could be done to make breakfasts at your school healthier.

- Make a poster that shows why healthy breakfasts are so important and what is included in a healthy breakfast. Find out if you can show this poster at the next school board meeting or post it in the school cafeteria! See the State 4-H website for some poster-making tips! (http://www.4-h.uiuc.edu/opps/move/)
Healthy Snacking
Snacking is important for children and adolescents to help meet their energy and nutrient needs for growth and development. However, many parents and health professionals are concerned that snacking is undermining the nutritional quality of children's diets and contributing to children becoming overweight or obese.

Many children eat a large amount of unhealthy snacks, or “once in awhile” snacks. These types of snacks include foods that are high in sugar, such as cookies, candy, and soda, and foods that are high in fat or sodium, like potato chips. While these foods aren’t bad in moderation, large amounts of them can lead to unhealthy kids.

“Everyday” snacks are those that come from the foods groups of MyPyramid. These include raw vegetables, fruits, whole grains, and low-fat dairy products. These foods not only provide children with a snack, but also with the nutrients and vitamins they need.

Club Roll Call: What is your favorite healthy after school snack?

Physical Activity Calendars
Collect the September Physical Activity Calendar 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 or her activity matches the advice from the Physical Activity Pyramid.

Reflection Questions:
Did you see an increase of physical activity over the days in September?
How does getting more physical activity every day make you feel?
How can you fit more regular physical activity into your life?
What types of physical activities might you do with your friends? By yourself?

Pass out the October Physical Activity Calendar.

Educational Activity
This month, there are two educational activities. One is a game in which the youth will be presented with a snack option and must decide whether that snack is one that can be eaten anytime or one that should only be eaten once in awhile. The second activity is “Junk Food Tag.” In this activity members will play the classic game of Tag, but with a twist! Both of these activities will reinforce healthy snacking habits and provide some moderate exercise for members!
Recipes/Snacks
The October snack is Quesadillas. The recipe can be used for club refreshments and can be shared as a take home piece for families. Quesadillas are a great snack food that provide nutrients from three of the MyPyramid food groups.

Family Activity
The October family activity involves an at-home assessment of the snack foods available to kids. In addition to this activity, members are encouraged to go grocery shopping with their parents and pick out one healthy snack item they would like to try for one week.

Community Activity
This month's community activity encourages members to explore three different snack-filled vending machines in different locations in their community. Members will make a list of the snacks offered and determine whether or not they are healthy. Youth will also be encouraged to write a letter to the vending machine owner explaining the benefits of healthy snacking and suggesting ways their company can make snacking healthier.

Ties to 4-H Projects
This month, there are numerous projects that tie-in to our topic. In Sports Nutrition, members can learn about power snacks and foods that are good sources of energy. Microwaving projects will allow members to plan and prepare snacks, including pizza snacks, cheesy popcorn, and granola, and also to safely use a microwave. Because fruits and vegetables make good snacks, members can enroll in the Fruits and Vegetables project.

All Get Up and Move! materials can be found on the State 4-H website at http://www.4-h.uiuc.edu/opps/move.
Snacking ABCs

Make a list of healthy foods that you like to eat as snacks. Can you think one for each letter of the alphabet?

A _______________________
B _______________________
C _______________________
D _______________________E _______________________
F _______________________G _______________________H _______________________I _______________________
J _______________________K _______________________L _______________________M _______________________N _______________________O _______________________
P _______________________
Q _______________________R _______________________S _______________________T _______________________U _______________________
V _______________________
W _______________________X _______________________Y _______________________Z _______________________quarter of cantelope
Get Up & Move!

Quesadillas

8 oz. reduced fat cream cheese
1/2 cup low fat sour cream
1 small package of taco seasonings
1/2 small can of green chilies, chopped
1/2 small can of black olives, chopped
4 large flour tortillas (burrito shells)

Mix the first five ingredients together and spread on tortilla. Roll up each tortilla, refrigerate until ready to serve. Slice into bite-size pieces.

Serves 8

Nutrition Facts

<table>
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<th>Serving Size (69g)</th>
<th>Calories 150</th>
<th>Calories from Fat 70</th>
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<tr>
<td>Amount Per Serving</td>
<td>11%</td>
<td>% Daily Value</td>
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<td>Total Fat 7g</td>
<td>20%</td>
<td>Saturated Fat 4g</td>
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<tr>
<td>Trans Fat 0g</td>
<td>7%</td>
<td>Cholesterol 20mg</td>
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<tr>
<td>Sodium 530mg</td>
<td>22%</td>
<td>Total Carbohydrate 15g</td>
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<tr>
<td>Dietary Fiber 0g</td>
<td>5%</td>
<td>Sugars 3g</td>
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<tr>
<td>Protein 4g</td>
<td>0%</td>
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Vitamin A 10%  •  Vitamin C 0%
Calcium 8%  •  Iron 4%

*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 Less Than 45g  •  Less Than 65g
Saturated Fat Less Than 20g  •  Less Than 25g
Cholesterol Less Than 300mg  •  Less Than 300mg
Sodium Less Than 2,400mg  •  Less Than 2,400mg
Total Carbohydrate Less Than 375g  •  Less Than 375g
Dietary Fiber 25g  •  30g

Calories per gram:
Fat 9  •  Carbohydrate 4  •  Protein 4
Snack Games (25 minutes)

Items needed for this activity:
• 1 “everyday” Sign
• 1 “once in awhile” Sign

Step 1: Information to share with club members (5 minutes)
Everyone loves snacks! And snacking is important! Sometimes our bodies just can’t wait for the next meal and we need a little something to hold us over! We shouldn’t snack on just anything; we need to make sure those snacks we munch on are healthy ones that will give us the energy we need.

First, we are going to talk about “everyday” snacks versus “once in awhile” snacks. What do you think the difference between these two types of snacks is? (One can be eaten every day at snack time and one can only be eaten once in awhile!) That’s right! What types of snacks do you think are healthy to eat every day? (Fruit, Vegetables, Yogurt, Milk, etc.) That’s right! Those are all healthy foods that you can eat every day for a snack. Foods like vegetables and fruit are excellent snack foods because they are not only great-tasting, but they are also part of MyPyramid! Now what about a snack like candy or ice cream or potato chips with dip? Do you think it is healthy to eat those snacks every day? (No!) That’s right! Those types of snacks and other snacks that have lots of sugar, fat, or salt are not snacks we should eat every single day, just once in awhile.

So now that you know WHAT to snack on, let’s talk about when and where to eat snacks! What do you think happens if you eat your snack too close to dinner time? (You won’t be hungry for dinner!) Correct!

When you eat your snack in the afternoon, make sure you’re not eating it too close to dinner time because then you won’t be hungry for a nutritious dinner! A good rule to follow is not to snack for two hours before the next meal.

Now, let’s talk about where we eat snacks. What do you think could happen if you sit down with a bag of potato chips in front of the television to watch your favorite after-school program? (variety of answers can be given). That’s right, if you are watching TV while snacking, you might not even notice if you eat too much! Before you know it, the whole bag might be gone! We can solve this problem in two ways! First of all, you should get into the habit of eating all of your snacks at the table, right where you eat your meals. Try not to snack while watching TV or while on the computer. Second, always measure out your snack before you eat it. If you want to eat half a cup of carrots, measure it and put it on a plate. Then eat it! That way you can keep track of how much you are eating at each snack!

Step 2: Group Activity 1 (10 minutes)
The first activity we are going to do will help you decide whether certain foods would make healthy or unhealthy snacks. I have put an “every day” sign on one side of the room and a sign that says “once in awhile” on the other side. Remember, healthy snacks like fruits and vegetables you can have every day at snack time! You should
only have snacks that are less nutritious, like sweets and chips, once in awhile.

We are all going to start in the middle of the room. Now, when I say the name of a snack, you will have to decide whether it is a snack you can have every day or a snack that you should only eat once in awhile. Then RUN to that side of the room! So for example, if I say “apple with peanut butter,” you would run to the every day side because that is a healthy snack! Are you ready?!?! Let’s all get into the middle of the room!

(Shout out names of snacks from the list below or use your own ideas!)

Apple (everyday)
Soda (once in awhile)
Donut (once in awhile)
Celery with peanut butter (everyday)
Chips and Dip (once in awhile)
Grapes (everyday)
Brownies (once in awhile)
Carrots (everyday)
Ice Cream (once in awhile)
Banana (everyday)
Orange (everyday)
Cookies (once in awhile)
Cheese and crackers (everyday)
Milk shake (once in awhile)
Yogurt (everyday)
Candy (once in awhile)
Granola Bar (everyday)
Cottage cheese with fruit (everyday)

Great job everyone! Are you worn out!? Wasn’t that a fun way to practice telling the difference between snacks you can eat almost everyday and snacks that should be once-in-awhile special treats!?!

Now that you are warmed up, we have one more activity for today!

**Step 2: Group Activity 2 (10 minutes)**
For this activity, we are going to play Tag, but with a twist!

Who knows what happens when you eat a sugary snack, you have energy for awhile, but it goes away FAST! But when you eat healthy snacks, you get energy for a long time! This is because different foods release their energy at different rates. The best snacks provide a constant release of energy for a long time, like fruit does. The worst snacks, like sweets, give you a surge of energy, but leave you feeling even more tired than before you had the snack!

Remember, the whole reason we have snacks in the first place is to gain energy! That’s why we want to eat more of these healthy, everyday snacks and save the sugary ones for special once-in-awhile occasions!

This next game is called Junk Food Tag. I am going to pick (2-4, depending on your group size) members to be Junk Foods and another (2-4, depending on your group size) members to be Healthy Foods, like fruits and veggies! Now, everyone else is a Kid!

What the Junk Foods want to do is tag the Kids. Kids, if you get tagged by a Junk Food, your energy is “zapped,” and you have to sit down right where you are. You cannot get up until you get tagged by a Healthy Food and get your energy back! So the Junk Foods’ job is to tag the Kids while they are running. The Healthy Foods’ job is to tag the Kids who got zapped by the Junk Food so they can keep playing. The Kids’ job is to stay away from the Junk Food! Is everyone ready?! (Pick the Junk Foods and the Healthy Foods). Let’s play!

(After a few minutes of playing, you can stop the members and give them new roles. Try to ensure everyone gets to be a Junk Food or a Healthy Food at least once).
Every Day
Once in awhile
Snacking is important for children and adolescents to help meet their energy and nutrient needs for growth and development. However, many parents and health professionals are concerned that snacking is undermining the nutritional quality of children's diets and contributing to children becoming overweight or obese.

Because of young children's high energy needs, their stomachs' small capacity for food, and their fluctuating appetites, young children need to eat 4 to 6 times a day. However, if children are allowed unrestricted access to snacks, nutrition problems such as excess calorie intake, weight gain, inability to distinguish hunger and fullness, and inadequate nutrient intake may result. To ensure that snacking is nourishing without being a source of excess calories, parents should be aware of when and where children snack and what snacks they consume. Snacks should be offered to children at regularly scheduled times of the day, preferably a couple of hours before the next meal to stave off hunger and avoid spoiling their appetites. At home, snacks should be consumed at a designated place and, to avoid mindless overeating, not consumed while watching television or engaged in other activities.

Snack food choices can affect children's nutrient intake and ultimately their health. Many popular snack foods consumed by children include chips, candy, cookies, and soft drinks. Because these foods can be high in calories, fat, sugar, and/or salt and low in essential nutrients such as calcium, they should be eaten sparingly.

When offering snacks to children, the best approach is to provide a variety of foods from the food groups of MyPyramid - the Milk, Meat/Beans, Vegetable, Fruit, and Grain groups. Parents need to make healthful snacks readily available in children's environment. For healthful snack ideas, see http://www.nutritionexplorations.org. Snacks should supplement, not replace, meals for children and be offered in appropriate serving sizes.

(Source: www.nationaldairycouncil.org)

Healthy Family Snacking Tips

- Keep bowls or baggies of cut-up fruits and vegetables in the refrigerator for easy access by children. You might be surprised that kids will eat them more often that way!
- Set up a consistent time for snacking. Stick to it!
- Eat at the table for snack time, not in front of the TV.
• Watch out for unhealthy snacking behaviors – snacking while reading or watching TV, snacking when bored or unhappy, or snacking too close to meal times.
• Don’t “ban” the potato chips and candy! Just allow children to have them in moderation and only once in awhile!

Some ideas for healthy snacks from the National Dairy Council
Before serving these snacks, please be aware of any food allergies your children may have!

Fruit 'n Milk — Enjoy a bowl of sliced bananas, peaches or nectarines, or berries topped with low-fat milk and a sprinkle of sugar.

Fruit Slush — Blend 3/4 cup of frozen fruit, such as strawberries, bananas or mangos, with 1/2 cup of low-fat milk or vanilla yogurt. Sweeten with 1-2 teaspoons of sugar to taste.

Crunchy Yogurt — Stir 2 to 3 tablespoons of low-fat granola or other whole-grain cereal into a container of low-fat, flavored yogurt.

Salad in a Bag — Place greens and other cut vegetables in a zipper-lock baggie. Add shredded cheese and a small amount of low-fat salad dressing and croutons. Close and "toss." Eat the salad out of the bag with a fork.

Pizza Party — Spread toasted English muffins, French bread or mini bagels with prepared pizza sauce. Add kids’ favorites such as peppers, onions, olives, Canadian bacon, pineapple, broccoli or spinach, and mozzarella, feta or Parmesan cheese. Cook in toaster oven at 350 degrees F until cheese melts.

Nacho Ordinary Snack — Sprinkle baked tortilla chips with pre-shredded cheese. Heat in the microwave oven until cheese melts. Serve with salsa for vitamin C.

Wrap and Roll — Roll kids’ favorite cheese and lean meat in a tortilla spread with low-fat ranch dressing; cut into bite-size portions.

Flavor the Grains — Serve unsweetened cereal with strawberry, chocolate or even orange flavored milk.

Chocolate Peanut Butter Cup — Blend 3/4 cup low-fat chocolate milk with 1 tablespoon creamy peanut butter and a small scoop of frozen, low-fat vanilla yogurt.
Get Up & Move!

Family Activity Series 3: October

This month’s family activity allows your family to evaluate the snacks available in your home and to determine whether or not they are “every day” snacks or “once in awhile” snacks.

First, you will investigate your family’s kitchen! Check the refrigerator, the freezer, the cupboard, the pantry – anywhere you keep snack foods! Make a list of all the snack foods you find. Next to each, write an “E” if it is an every day snack and an “O” if it is a once in awhile snack. Use another sheet of paper if you need to.

____________________________________________________________________________

Overall, are the snack foods in your family’s house healthy or not-so-healthy? Explain. _______
____________________________________________________________________________

Of the “every day” snacks listed above, which ones do you like to eat as a snack? _______
____________________________________________________________________________

At what time of day do you think you could have a snack every day? ________________
____________________________________________________________________________

Healthy Snack Challenge:
The next time your family visits the grocery store, go along and pick out ONE healthy snack you would like to try this week. It can be a vegetable, a fruit, a snack bar, anything!! Have your parents help you determine if it is healthy or not.

What snack item did you pick? ________________________________________________

This week, try to have the snack you picked out at least 3 times. Try to have it at the same time each day and eat it at the table, NOT in front of the TV! Keep track of your progress!!

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<th>Day of Week</th>
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<td>Time of Snack</td>
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Get Up & Move!

This month’s community activity lets you explore different parts of your community and their snacking options! You have probably seen vending machines at stores, buildings, maybe even at your school! Vending machines provide people with in-between meal snacks, but sometimes, the choices that the machines give us are not healthy!

For this activity, find 3 snack vending machines in different buildings. Make a list of the snacks offered and the prices of each item. Use another sheet of paper if needed!

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<th>Vending Machine #1</th>
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In each vending machine are there more healthy or unhealthy snacks? ______________
______________________________________________________________________
______________________________________________________________________

Which types of snacks (healthy or unhealthy) seem to be more expensive, or are they about the same price? __________________________________________________________________________
______________________________________________________________________
______________________________________________________________________

What types of healthier snacks do you think could be offered in vending machines? __________________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

What do you think could be done to get more of the healthier snacks put into vending machines? __________________________________________________________________________
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One thing that you can do is write a letter to the owner of the vending machine or the company the machine comes from telling about the importance of healthy snacking and ways that they could encourage healthy snacking. Some ideas to include could be offering more of the healthier snacks like pretzels, trail mix, raisins, dried fruit and popcorn, making the healthier snacks less expensive than the unhealthy snacks, or removing unhealthy snacks from the vending machine.
Building Healthy Bones—Physical Activity and Calcium
This month’s topic is about having healthy bones and how calcium and physical activity help us to achieve that goal.

Calcium is a mineral that the body needs for numerous functions, including building and maintaining bones and teeth, blood clotting, the transmission of nerve impulses, and the regulation of the heart's rhythm. Ninety-nine percent of the calcium in the human body is stored in the bones and teeth. The remaining one percent is found in the blood and other tissues. The body gets the calcium it needs by eating foods that contain calcium. Good sources include dairy products and dark leafy greens or dried beans.

Osteoporosis, or "porous bones," is the weakening of bones caused by an imbalance between bone building and bone destruction. People typically lose bone as they age, despite consuming the recommended amount of calcium necessary to maintain optimal bone health. An estimated 10 million Americans - 8 million women and 2 million men - have osteoporosis. Preventing osteoporosis depends on two things: making the strongest, densest bones possible during the first 30 years of life and limiting the amount of bone loss in adulthood.

Physical activity that puts some strain or stress on bones causes the bones to retain and possibly even gain density throughout life. Cells within the bone sense this stress and respond by making the bone stronger and denser. Such "weight-bearing" exercises include walking, dancing, jogging, weightlifting, stair-climbing, racquet sports, and hiking. In addition, physical activity doesn't strengthen all bones, just those that are stressed, so you need a variety of exercises or activities to keep all your bones healthy. Another function of physical activity, probably at least as important as its direct effect on bone mass, is its role in increasing muscle strength and coordination. With greater muscle strength, one can often avoid falls and situations that cause fractures. Making physical activity a habit can help maintain balance and avoid falls.


Club Roll Call: What dairy foods have you eaten today?

Physical Activity Calendars
Collect the October Physical Activity Calendar 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 the activity matches the advice from the Physical Activity Pyramid.

Reflection Questions:
Did you see an increase of physical activity over the days in October?
What types of physical activities have you been doing?
Are you getting at least 60 minutes of physical activity every day?
Pass out the **November Physical Activity Calendar**.

**Educational Activity**
This month members will participate in numerous “weight-bearing” activities, which help to strengthen bones. Weight-bearing activities include running, walking, skipping, jumping rope, jumping jacks, push-ups, hopping, and hopscotch. In order to allow members to experience a few different types of weight-bearing activities, the activity this month will be a **weight-bearing relay**.

**Recipes/Snacks**
The November snack is **vegetable cheese soup**, and is perfect for cooler weather! One serving of this snack provides youth with 15% of their recommended daily value of calcium.

**Family Activity**
The November family activities are meant to encourage the consumption of calcium-rich dairy products and participation in weight bearing activities. Families can complete the [3-A-Day of Dairy chart](http://www.4-h.uiuc.edu/opps/move) and are challenged to do fifteen minutes of weight-bearing activity. Another activity families can do together is the “**Digging for Calcium**” Scavenger Hunt to learn what the best dietary sources of calcium are.

**Community Activity**
This month’s community activity encourages members to interview their friends and classmates in order to learn about their broken bone history. Members can then visit the school or local library or use the internet to find out more about those bones!

**Ties to 4-H Projects**
In [Dairy Cattle](http://www.4-h.uiuc.edu/opps/move) projects, members can learn about calcium-rich dairy products and dairy animals. Those enrolled in [Dairy Goats](http://www.4-h.uiuc.edu/opps/move) will explore another source of dairy products – goats’ milk! [Dairy Foods](http://www.4-h.uiuc.edu/opps/move) projects will teach members to plan, prepare, and serve food dishes that include high-calcium foods such as cheese, milk, ice cream, and yogurt. Members will also investigate the role of dairy in a nutritious diet. In [Outdoor Meals](http://www.4-h.uiuc.edu/opps/move), cooking nutritious meals outdoors is explored, as well as participating in hiking and walking, two great weight-bearing activities!

All [Get Up & Move!](http://www.4-h.uiuc.edu/opps/move) materials can be found on the State 4-H website at [http://www.4-h.uiuc.edu/opps/move](http://www.4-h.uiuc.edu/opps/move).
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

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**November**

<table>
<thead>
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<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
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**Bones of the Body**

Find the names of bones in the body that need calcium to stay healthy!

- **FEMUR**
- **FIBULA**
- **HUMERUS**
- **RADIUS**
- **RIBS**
- **SCAPULA**
- **SKULL**
- **STERNUM**
- **TIBIA**
- **ULNA**

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Get Up & Move!

Vegetable Cheese Soup

2 cups water
3 cups chopped mixed vegetables, fresh or frozen
1/4 cup chopped onion
1 teaspoon salt
1/2 teaspoon curry powder (optional)
1 cup skim milk
1 1/2 tablespoons cornstarch
1/2 cup lowfat cheddar or American cheese—cut into small pieces

1. Bring 2 cups water to a boil. Add vegetables, onions, salt and curry powder. Cook, covered, until almost tender.

2. Mix milk and cornstarch together. Add to partially cooked vegetables.

3. Cook over medium heat, stirring often, until thickened.

4. Add cheese and stir until melted. Add more water if too thick.

5. Store leftovers covered in the refrigerator.

Yield: 4 servings

Nutrition Facts

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<thead>
<tr>
<th>Serving Size (402g)</th>
<th>Servings Per Container</th>
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<tbody>
<tr>
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<td></td>
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</tr>
<tr>
<td>Calories</td>
<td>180</td>
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<tr>
<td>Calories from Fat</td>
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<tr>
<td>% Daily Value*</td>
<td></td>
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</tr>
<tr>
<td>Total Fat</td>
<td>2g</td>
<td>3%</td>
</tr>
<tr>
<td>Saturated Fat</td>
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<td>5%</td>
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<tr>
<td>Trans Fat</td>
<td>0g</td>
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<tr>
<td>Cholesterol</td>
<td>5mg</td>
<td>2%</td>
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<tr>
<td>Sodium</td>
<td>790mg</td>
<td>33%</td>
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<tr>
<td>Total Carbohydrate</td>
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<tr>
<td>Dietary Fiber</td>
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<td>28%</td>
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<tr>
<td>Sugars</td>
<td>11g</td>
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</tr>
<tr>
<td>Protein</td>
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*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

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<tr>
<th>Calories</th>
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<th>2,500</th>
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<td>3,000mg</td>
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<tr>
<td>Total Carbohydrate</td>
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</tr>
<tr>
<td>Calories per gram:</td>
<td>Fat 9</td>
<td>Carbohydrate 4</td>
</tr>
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</table>
Get Up & Move!

Physical Activity

Series 3: November

Weight-bearing Relay (30 minutes)

Items needed for this activity:
- stopwatch or timer

Activity set up:
- You will need lots of space for this activity
- Designate a relay area. Mark a starting line on one side and on the other side, mark the turning point with an “x.”

Step 1: Information to share with club members (5 minutes) (Source: www.nih.gov)
Does anyone here have any grandmothers or grandfathers who have recently broken a bone or who have gotten shorter as they’ve grown older? Did you know that those family members may have a condition called “osteoporosis,” which means that their bones don’t have enough calcium and other minerals. Without these nutrients, bones can break very easily.

A number of things are important for building your bones and teeth when you’re young and for keeping them strong all through life. We’re going to talk about two of these things, can you guess what they are? I’ll give you some hints: We do one at every meeting. The other begins with the letter C. Can anyone guess? (Take guesses). That’s right! The first is physical activity and the other is calcium!

In order to keep our bones strong, we need to do what is called weight-bearing physical activity, which is when your body works against gravity. That happens when your feet, legs, or arms are carrying most of your weight. Bones are living tissues in our bodies, and when we do weight-bearing activities, it causes new bone tissue to form, making them stronger! Bones also become stronger when muscles push and tug against them during physical activity. What do you think some examples of weight-bearing activities are? (Guide them to the following responses: running, walking, hopping, jumping, skipping, basketball, soccer, baseball, jump rope, hopscotch, jumping jacks, push-ups, dancing climbing stairs, handstands, cartwheels, lifting weights). Those were some great ideas!

Another way to keep bones strong is by getting enough calcium. Calcium is a mineral that builds strong healthy bones and teeth and keeps them strong all throughout life. Where do we get calcium? (Guide them to food and drinks, especially milk and milk products). That’s right. Milk products – milk, yogurt, and cheese – are the best dietary sources of calcium. However milk products aren’t the only sources of calcium! Some people have trouble digesting milk products and others choose not to consume them. So some companies add calcium to foods. These are called calcium-fortified foods and others choose not to consume them. So some companies add calcium to foods. For example, orange juice can be fortified to contain calcium. Another way to get calcium is by eating non-dairy foods that have smaller amounts of calcium than milk products. For example, dark-green leafy vegetables such as broccoli and spinach, cooked dried beans like soybeans, and almonds all contain calcium. Now, how much calcium do we need? Well, a good rule to remember is the American Dairy Association’s “3-a-day” rule of dairy. You need to eat three servings a day of low-fat milk, yogurt, or cheese to make sure you...
are getting all the calcium your body needs! That’s easy enough, right?!

Step 2: Group Activity 1 (15 minutes)
So now that we know what makes our bones healthy and strong, let’s put it into action! In a little bit, we are going to be doing a relay where each person is going to do a different weight bearing activity. But first, we all need to practice each one!

Everybody is going to learn and practice the five different activities we will be doing in the relay. The first one is skipping! Does everyone know how to skip?? (Pick a youth to demonstrate how to skip). The next one is jumping jacks! Here is how you do a jumping jack. (Pick another youth to show jumping jacks). The third one is galloping. Can someone show us how to gallop? (Pick another youth to show galloping). Then, we have hopping on one foot. (Pick a youth to demonstrate). And finally, jumping with two feet. (Pick a youth to demonstrate). Very good! Those were excellent demonstrations!

(Have all youth form a row on one side of the room. Make sure the area is clear, as they will be moving to the other side of the room). Now, we are all going to do these activities together for two minutes each! When I say “Go!” you will do the activity I say back and forth across the room in a straight line! This isn’t a race! It’s just to get you moving and practicing the different weight-bearing exercises! Be careful not to run into each other!

Ready? The first one we will do is skipping! Go! (Youth will skip back and forth. After two minutes of skipping, stop them!) Great job! You are all great skippers! The next exercise is jumping jacks! Normally we do jumping jacks in place, but for this activity you will have to move forward while doing them! Ready, Go! (Youth will do jumping jacks back and forth. Again, stop them after two minutes). Very good! Are you getting tired yet?! The third one is galloping! Ready, Go! (Stop youth after two minutes). We’re almost there! Next we are going to hop on one foot! If you need your other foot for balance once in awhile, that’s okay! Just make sure you are hopping on one foot while you’re going forward! Ready, Go! (Stop members after two minutes). Okay, last one! Now we are going to jump with two feet! No running starts! Ready, Go! (Members will jump with two feet back and forth. Stop them after two minutes.)

Great job everyone! We just did ten minutes of weight-bearing exercise!

Step 3: Group Activity 2 (10 minutes)
Now I want everyone to get into groups of five people! (If you have extra youth, you can make them a group and have some members of that group go more than once. Or you can add them to other relay teams and add an extra weight-bearing activity such as walking or running).

Now that you are in your teams, I have a job for you. For this relay, we want each person on your team to do a different activity. So I want your team to discuss and decide who is going to do what! You will need a skipper, a jumping jack-er, a galloper, a one-foot hopper, and a two-foot jumper! I will give you all one minute to decide! (After one minute, ask each group if they have one person for each activity.) Okay, let’s line up for the relay in this order: skipper, jumping jack-er, galloper, hopper, and jumper! (If you have a small group of 3 or 4, where some members might go more than once, you may have to help them choose activities and line up. Also, if you have a group of 6 where someone will be walking or running, have the first person in the other groups go twice, skipping the first time and walking or running the second time).

Okay, I think we’re ready! On your marks, get set, GO!

(After relay) Great job everyone! We got a lot of physical activity done today! And had a lot of fun doing it! Let’s see which of those five activities you all liked the best. (Take a poll to see which activity was the favorite).

Get Up & Move!
A Recipe for Healthy Bones
In order for children to have healthy bones, they need enough calcium in their diets and sufficient time spent in regular physical activity. As a parent, you can help ensure your child is getting enough of each of these ingredients to develop and maintain healthy bones!

Calcium is a mineral that the body needs for numerous functions, including building and maintaining bones and teeth, blood clotting, the transmission of nerve impulses, and the regulation of the heart's rhythm. Ninety-nine percent of the calcium in the human body is stored in the bones and teeth. One important way the body gets the calcium it needs is by eating foods that contain calcium. Good sources include dairy products and dark leafy greens or dried beans.

Physical activity that puts some strain or stress on bones causes the bones to retain and possibly even gain density throughout life. Cells within the bone sense this stress and respond by making the bone stronger and denser. Such "weight-bearing" exercises include walking, dancing, jogging, weightlifting, stair-climbing, racquet sports, and hiking. In addition, physical activity doesn't strengthen all bones, just those that are stressed, so you need a variety of exercises or activities to keep all your bones healthy. Another function of physical activity, probably at least as important as its direct effect on bone mass, is its role in increasing muscle strength and coordination. With greater muscle strength, one can often avoid falls and situations that cause fractures. Making physical activity a habit can help maintain balance and avoid falls.

(Sources: [www.nof.org](http://www.nof.org), [www.fore.org](http://www.fore.org), [www.osteo.org](http://www.osteo.org))

Tips for getting more calcium in your child's diet (Source: [www.kidshealth.org](http://www.kidshealth.org))

Add cheese to meals and snacks:
- Put some cheddar in an omelet.
- Add a slice of American, Swiss, or provolone to sandwiches.
- Serve whole-grain crackers with low-fat cheese as an afternoon treat.
- Make grilled cheese sandwiches or slices of cheese appealing by using cookie cutters to create hearts, stars, and favorite animal shapes.
- Top vegetables (especially those that usually prompt an "Ick!" or an "Ew!") with melted low-fat cheese.
Put some pizzazz in regular milk by adding a touch of strawberry or chocolate syrup (which doesn't tack on a significant amount of sugar or calories). Steer clear of store-bought flavored milk drinks, though, which can be packed with unnecessary sugar. For breakfast, add fresh fruit or unsweetened apple butter to cottage cheese.

For dessert or an afternoon snack:
- Serve low-fat or fat-free frozen yogurt topped with fruit.
- Create parfaits with layers of plain yogurt, fruit, and whole-grain cereal.
- Give your child a glass of ice-cold milk to dunk or wash down a couple of favorite whole-grain cookies or graham crackers.

Offer your child plenty of nondairy foods that still pack a calcium punch:
- Add white beans to your child's favorite soups.
- Top salads or cereals with slivered almonds and chickpeas.
- Serve chili with red beans and cheese.
- Pour a tall glass of calcium-fortified juice for breakfast.
- On grocery-shopping excursions, look for calcium-fortified foods, including breads and cereals.
- Serve more dark green leafy vegetables (such as broccoli, kale, collard greens, or Chinese cabbage) with meals.
Get Up & Move!

Family Activity Series 3: November

For this month’s family activity, we challenge your family to build strong, healthy bones! As you learned at this month’s meeting, foods like milk, cheese, and yogurt are high in calcium, which is essential to bone building.

This month, there are two activities you can do with your family. The first is to keep track of everyone’s consumption of dairy products! You can use the chart found on the American Dairy Association’s website at www.3aday.org, or you can make your own! Just write down the names of everyone in your family on the side of a piece of paper and the days of the week across the top. Every day, for each person, you can make three boxes labeled milk, cheese, and yogurt. Each evening, your family can get together to count up how many of each type of dairy food you ate! Your goal should be to eat three of these dairy products per day!

When everyone is done filling in the chart for the evening, do fifteen minutes of weight-bearing activity to strengthen your bones and muscles! You can do one activity for the entire fifteen minutes or you can try more than one activity! Some things you can do include: walking, running, skipping, hopping, jumping rope, jumping jacks, push-ups, and climbing stairs!

Another activity your family can do together the next time you visit the grocery store is the “Digging for Calcium” scavenger hunt (Source: www.nih.gov). You will learn what foods are the best sources of calcium by exploring the Nutrition Facts Label on each item! You can find the “Digging for Calcium” activity on the State 4-H website at http://www.4-h.uiuc.edu/opps/move/.
Extra Take-Home Activity
Scavenger Hunt Guide: Digging for Calcium

Note: The next time you’re at a grocery store with a parent or family member, take this scavenger hunt guide along with you to search for foods and drinks that are sources of calcium.

Step 1
FIND SOURCES OF CALCIUM IN MILK PRODUCTS

Read this paragraph out loud:

Many milk products are good sources of calcium. On the Nutrition Facts label, calcium is listed as a percentage of the daily value (% DV). To figure out how many milligrams of calcium a food has, add a 0 (zero) to the end of the % DV listed on the label. For example, a food with 20% DV of calcium has 200 milligrams of calcium in it. Don’t forget the “5–20” rule when looking at the Nutrition Facts label. 5% DV or less means the product is low in calcium, and 20% DV or more means the product is high in calcium.

Young people ages 9 through 18 should get 1,300 milligrams of calcium a day, so they should choose foods that add up to 130% DV of calcium. It is best to eat calcium-rich foods that are low in fat.

Read the Nutrition Facts label and ingredient list, and fill in the chart.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Whole milk</th>
<th>Fat-free milk</th>
<th>Cheddar cheese</th>
<th>String cheese</th>
<th>Plain fat-free yogurt</th>
<th>Yogurt with fruit flavor</th>
<th>Cottage cheese</th>
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<td>1. What is the % DV of calcium per serving?</td>
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<td>2. How many milligrams of calcium does this food have? (HINT: just add a zero to the % DV.)</td>
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3. Of the milk products listed above, which are considered “high” in calcium (contain 20% DV or more)?

1. ________________ 2. ________________ 3. ________________

STEP 2: FIND SOURCES OF CALCIUM IN NON-DAIRY FOODS

Read this paragraph out loud:
Not everyone likes milk, yogurt, or cheese. Some people have trouble digesting these foods, and others may choose not to eat or drink them. Young people who do not or cannot have milk or milk products still need plenty of calcium. To help people get enough calcium, food companies are adding calcium to certain foods that don’t contain it naturally.

A: Go to the SOY DRINKS SECTION. You might find soy drinks located in the dairy or breakfast cereal aisle. If you can’t find soy drinks, ask someone who works in the store to tell you where they are (if the store does not have a soy drinks section, skip to question #5).

4. Do all of the soy drinks have added calcium?    Yes    No

What clues on the package tell you that calcium may be added?
________________________________________________________________________________________

B: Go to the BREAD SECTION

5. Write the names of two brands of bread that have added calcium.
1. ________________ 2. ________________

What clues on the package tell you that calcium may be added to bread?
________________________________________________________________________________________

C: Go to the JUICE SECTION (frozen or fresh)

6. Write the names of two brands of orange juice that have added calcium.
1. ________________ 2. ________________

What clues on the package tell you that calcium may be added to orange juice?
________________________________________________________________________________________
STEP 3: DON’T FORGET ABOUT OTHER NON-DAIRY FOODS THAT CONTAIN SMALL AMOUNTS OF CALCIUM!

See if you can find any of these foods in the grocery store. Check the Nutrition Facts labels to see how much calcium they contain:

- Canned sardines or salmon with bone
- Collard greens
- Spinach
- Blackstrap molasses
- Bok choy (Chinese cabbage, also called pak choi)
- Canned white beans

Congratulations! You have finished the Digging for Calcium Scavenger Hunt!
Get Up & Move!
Community Activity
Series 3: November

This month’s community activity lets you explore a very important part of your community – your friends and classmates!

Interview ten friends or classmates that have broken any bone in their body – an arm, a leg, a nose – anything! Find out what bone was broken, how old they were when it happened, and how it happened. Be sure to write down all your data!!

After your interviews, answer the following questions.

1. What was the average age when the bones were broken? (Hint: Add up all “age-at-break” values and divide by the number of people you interviewed.) __________________________

2. What was the most common activity that caused a broken bone? Was it sports, falling, accidents, or something else? __________________________________________________

3. What type of bone was broken most often by the people you interviewed? For example, did most people break an arm, a leg, a wrist, or something else? __________________________
   ________________________________________________________________________

Now, find out more about these bones! Go to your school or local library or use the internet to learn more about the bones of the body. Pick one bone to research more in-depth. Answer the following questions about that bone.

1. What bone did you pick? What is the medical term for that bone? ____________________
   ________________________________________________________________________

2. How long is this bone in an average-sized adult? ________________________________

3. What other bones is this bone attached to? ________________________________
   ________________________________________________________________________

4. What muscles move this bone? ______________________________________________
   ________________________________________________________________________

Think about a time you or someone you know has broken a bone. At the next meeting, be prepared to tell this story to the other members. You can even make a poster that tells all about that bone and what a person can do to make it healthy!
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<thead>
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<th>How old when it was broken?</th>
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Protein and Muscle
There are over 600 different muscles in the body that help us to do just about everything. All muscles are made up of the same elastic materials, called muscle fibers. There are thousands of fibers in each muscle, all working to help the muscle to function. There are three types of muscle in the human body: smooth muscle, cardiac muscle, and skeletal muscle. Smooth muscle is sometimes called involuntary muscle. This type of muscle is the type we cannot control. Smooth muscle helps us to perform the activities that happen without us thinking about them, such as breathing and digesting food. The next type of muscle, cardiac muscle, is found in the heart. These thick muscles of the heart contract to pump blood out and then relax to let blood back in after it's circulated through the body. Just like smooth muscle, cardiac muscle works all by itself with no help from the conscious mind. Skeletal muscles are the third type of muscle. These muscles are the ones that help the body move when we want it to. By giving the bones AND our muscles exercise and the nutrients they need, we can have strong and healthy bodies.

In order to keep muscles strong and healthy, we need to eat the right foods and get enough physical activity. One important nutrient for having healthy muscles is protein. Foods like meat, beans, eggs, poultry, cheese, fish, and nuts give us the protein that we need to build our muscles. Protein is also needed for other cells in our body besides muscles. Another way to keep muscles healthy is by getting enough regular exercise. Exercises in which skeletal muscles are used, such as push-ups, bike-riding, running, and stair-climbing, all help to strengthen muscles and make them more powerful.

(Source: www.kidshealth.org)

Club Roll Call: What is your favorite cold-weather activity?

Physical Activity Calendars
Collect the November Physical Activity Calendar 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 or her activity matches the advice from the Physical Activity Pyramid.

Reflection Questions:
Did you see an increase of physical activity over days in November?
What types of physical activity have you been doing indoors since it is colder outside?
How can you prepare for outdoor physical activity during the winter months?
Pass out the **December Physical Activity Calendar**.

**Educational Activity**
In this month’s physical activity, members will participate in four activities that will strengthen their muscles. Two of the exercises (crab walking and push-ups) will help to build arm and shoulder strength. The other two (bounding and flutter kicking) will help build lower body strength. By completing three minutes of each exercise, youth will also get a great aerobic workout.

**Recipes/Snacks**
This month’s recipe is for taco salad. Made with beef, beans, and cheese, one serving of this taco salad contains 16 grams of protein.

**Family Activity**
This month’s family activity is the **Family Push-Up Challenge**! Push-ups are an excellent way to gain upper body strength and are a great activity for the winter months when outdoor exercise isn’t always an option. Families will be challenged to do push-ups every day for two minutes and keep track of how many push-ups they can complete in those two minutes. They can also learn more about the muscles strengthened when doing push-ups by researching at the local library or on the internet.

**Community Activity**
For the December community activity, members can work up a sweat while performing a service for family, friends, and neighbors. Youth can offer to shovel driveways and sidewalks when the snowy weather begins. Make sure they record the minutes on their physical activity calendar. Members can even “charge” their clients for their services – one non-perishable food item for every fifteen minutes of shoveling – and then donate their food items to the local food pantry for the holiday season!

**Ties to 4-H Projects**
Foods that are high in protein can be important to building muscle. Members enrolled in projects such as **Meat Goats, Beef, and Meat and Other Protein Sources** will learn about different animals that provide us with protein-rich meat! Another protein source – soy foods – can be explored in the **Soybeans** project, in which members will learn about the soybean crop. In **Meats Judging**, the different cuts of meat are explored.

All **Get Up and Move**! materials can be found on the State 4-H website at [http://www.4-h.uiuc.edu/opps/move](http://www.4-h.uiuc.edu/opps/move).
Each day fill in what physical activity you did and how many minutes you did it.

Name ____________________________

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<tr>
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December total minutes of physical activity

Protein-Rich Foods

ACROSS
3 Lima ________. 4 Steak is an example of a _______. 6 Squirrels also enjoy this tasty food!

DOWN
1 Can come in Swiss or cheddar. 2 Tuna, trout, and salmon are all types of _______. 4 A dairy drink. 5 A source of protein for vegetarians.
Get Up & Move!

Taco Salad

½ pound lean ground beef
1 tablespoon ground cumin seed (optional)
1 tablespoon chili powder
2 cups cooked kidney or pinto beans
1 head lettuce, torn
1 medium onion, diced
4 tomatoes, diced
1 cup lowfat cheddar cheese, shredded
4 cups light tortilla chips, lightly crushed
1 cup plain nonfat yogurt
1 cup salsa

1. Prepare dressing by mixing the yogurt and salsa together; set aside.

2. Brown ground beef and drain any fat; add beans, cumin and chili powder and heat through.

3. Toss lettuce, tomatoes, onion and cheese in large bowl.

4. Spoon on meat and bean mixture and top with crushed tortilla chips.

Serves 8.

Nutrition Facts

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

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Get Up & Move!

Physical Activity Series 3: December

Strength Stations! (20 minutes)

Items needed for this activity:
- Activity Station Signs (provided)
- About 10 objects of differing shapes and sizes for members to jump over (Choose age-appropriate objects, such as cones, buckets, or boxes; not to exceed 12 inches tall.)

Activity set up:
- Clear an area large enough for four activity stations – crab walking, bounding, push-ups, and flutter kicking. Label each station with a sign.
- For the bounding station, place the 10 objects in a circle, with enough room between them that members can jump over each object while moving around the circle.

Step 1: Information to share with club members (5 minutes)
Did you know our bodies have over 600 muscles? They are all made up of an elastic material almost like that of a rubber band. Some of our muscles we control, but some work without us even thinking about them. We have three types of muscles in our bodies. The first is called smooth muscle. These muscles are involuntary, meaning we can’t control them. The muscles that move the food we eat through our body are smooth muscles. So are the ones that help us to breathe. The second type of muscle is called cardiac muscle, which is found in our hearts. These muscles are very strong and work to pump blood throughout the body. Cardiac muscle is also involuntary. The third type of muscle is called skeletal muscle. These muscles we can control. Skeletal muscle is found all over our body – in our arms, legs, hands, feet, fingers, toes, face, back, and neck.

I want you to roll your head around in a circle. You were just using the skeletal muscles of your back and neck! Now, everyone put on a big smile. You were just using your facial skeletal muscles. When you do things like kick a soccer ball, swing a baseball bat, or run in P.E. class, you are using skeletal muscles!

In order to keep these skeletal muscles strong and healthy, we need to eat the right foods and exercise. One important nutrient for having healthy muscles is protein. In what types of food is protein found? (Wait for responses). That’s right! Foods like meat, beans, eggs, poultry, cheese, fish, and nuts give us the protein that we need. Protein is also needed for use by all of our body’s cells – not just muscles.

Another way to keep our muscles healthy is by getting enough regular physical activity. Exercises in which we use our muscles, such as push-ups,
Bike-riding, running, and stair-climbing, all help to strengthen our muscles and make them more powerful. Stronger muscles can allow us to throw or kick a ball further and run or swim faster!

(Source: www.kidshealth.org)

Step 2: Group Activity 1 (15 minutes)
Today we are going to explore a few different muscle-strengthening activities. We are going to have four different stations so that you can all practice the activities. Two of them will strengthen your arms, and two will strengthen your legs.

Before we start, I will explain and show you a demonstration of each activity. The first one is the crab walk. Maybe some of you have done this in gym class. The crab walk is good for your back, arms, and shoulders. Can I have a volunteer to demonstrate the crab walk? (Ask for volunteer and have him/her demonstrate). For the crab walk, you want to have your body supported by your legs and your arms. You should be facing the ceiling.

Next, you will do what we call flutter kicking. Can I have another demonstrator? For flutter kicks, you will lie on your back with your hands underneath the small of your back. Slowly kick your legs up and down, but don’t let them touch the floor at all!

The third exercise is the push-up. Can someone demonstrate a push-up for us? You can either put your toes or your knees on the floor. Try to keep your body in a straight line from your shoulders to your ankles or knees. Slowly bend your elbows and go down, then straighten your arms and come back up.

The last exercise will be bounding. We jumped with both feet. For this station, I have set out some objects in a circle. You will bound – that means to jump with both feet – over each object, one at a time. This activity will strengthen your legs and test your balance.

Now, let’s all divide up into four groups. (Divide members into four groups with equal numbers. Pick which groups will start at which stations). Now we are all at our starting stations. We will practice this activity for three minutes, and when I say “Move!” your group will move to the next station. Make sure you spread out at your station because we want everyone up and moving at the same time. (Inform members of the order of the stations, according to provided signs).

(Start everyone off at their first station. After three minutes, say “Move!” Repeat until members have done all four stations).

Great job everybody! You have worked really hard to strengthen your muscles today. These activities are ones you can do anytime. Next time you are on the computer or watching television, try to take a “time out” to do a couple of these exercises.

Get Up & Move!
Station #1
Crab Walk
(upper body)

Station #2
Flutter Kick
(lower body)
Station #3
Push-ups
(upper body)

Station #4
Bounding
(lower body)
Protein and Muscle
This month your child learned what it takes to have healthy muscles and the benefits of having them. Muscles are a very important part of the body. The smooth muscles in the body help us to digest foods and breathe. Cardiac muscles help the heart pump our blood. Both of these types of muscle are involuntary, meaning they work without us even thinking about them. Skeletal muscle is the body’s third type of muscle. These muscles are the ones that help the body move when we want it to. Skeletal muscles are kept strong and healthy through regular exercise and by eating a healthy, balanced diet. Foods that are high in protein, such as meat, poultry, cheese, eggs, nuts, and beans are important in maintaining muscle. According to MyPyramid, children should get five ounces of foods from the meat and bean group, which includes meat, beans, nuts, eggs, and poultry. Children should also get three servings per day of foods from the dairy group, which includes milk, cheese, and yogurt. By ensuring your child is getting the appropriate servings from these two food groups, you are ensuring that he or she is getting enough protein. Protein is needed by all cells of the body to perform essential functions, not just muscle cells.

Another important factor in maintaining healthy muscles is physical activity. Exercises that build muscle strength include running, stair-climbing, and swimming. Activities that involve bearing weight, such as push-ups and pull-ups, are also good for building strong muscles. Remember, children should be getting 60 minutes of moderate physical activity most days of the week.

(Source: www.kidshealth.org)

Tips to help you make wise choices from the meat & beans group
(source: www.usda.gov)

Go lean with protein:

- Start with a lean choice:
  - Choose lean cuts of beef. The leanest cuts include round steaks and roasts (round eye, top round, bottom round, round tip), top loin, top sirloin, and chuck shoulder and arm roasts.
  - Choose lean cuts of pork, which include pork loin, tenderloin, center loin, and ham.
  - Choose extra lean ground beef. The label should say at least “90% lean.” You may be able to find ground beef that is 93% or 95% lean.
  - Buy skinless chicken parts, or take off the skin before cooking.
• Buy boneless skinless chicken breasts and turkey cutlets, which are the leanest poultry choices.
• Choose lean turkey, roast beef, ham, or low-fat luncheon meats for sandwiches instead of luncheon meats with more fat, such as regular bologna or salami.

Keep it lean:
• Trim away all of the visible fat from meats and poultry before cooking.
• Broil, grill, roast, poach, or boil meat, poultry, or fish instead of frying.
• Drain off any fat that appears during cooking.
• Skip or limit the breading on meat, poultry, or fish. Breading adds fat and calories. It will also cause the food to soak up more fat during frying.
• Prepare dry beans and peas without added fats.
• Choose and prepare foods without high-fat sauces or gravies.

Vary your protein choices:

• Choose fish more often for lunch or dinner. Look for fish rich in omega-3 fatty acids, such as salmon, trout, and herring.
  Some ideas are:
  • Salmon steak or filet
  • Salmon loaf
  • Grilled or baked trout

• Choose dry beans or peas as a main dish or part of a meal often. Some choices are:
  • Chili with kidney or pinto beans
  • Stir-fried tofu
  • Split pea, lentil, minestrone, or white bean soups
  • Baked beans
  • Black bean enchiladas
  • Garbanzo or kidney beans on a chef’s salad
  • Rice and beans
  • Veggie burgers or garden burgers
  • Hummus (chickpeas) spread on pita bread

• Choose nuts as a snack, on salads, or in main dishes. Use nuts to replace meat or poultry, not in addition, to these items:
  • Use pine nuts in pesto sauce for pasta.
  • Add slivered almonds to steamed vegetables.
  • Add toasted peanuts or cashews to a vegetable stir fry instead of meat.
  • Sprinkle a few nuts on top of low-fat ice cream or frozen yogurt.
  • Add walnuts or pecans to a green salad instead of cheese or meat.
Get Up & Move!

Family Activity Series 3: December

Family Push-Up Challenge!
This month challenge your family to complete the push-up challenge. For two minutes every day, invite your family members to join you in doing push-ups. Each day, record how many each family member completes in the two minutes. You’ll be surprised at how fast the number climbs and at how much stronger you feel by the end of the month!

Another activity your family can do is to go to the local library or use the internet to find out more about the muscles you are strengthening while doing push-ups. Learn the medical terms for the muscles and how they work.

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Get Up & Move!

Community Activity Series 3: December

December is the time for cold weather and snow. But that doesn’t mean you can’t get any outdoor exercise! In this month’s community activity, you will be able to work up a sweat while performing a service for people in your community.

During the month of December, you can offer to shovel the driveways and walkways of family, friends, and neighbors when the snowy weather begins. Be sure to wear appropriate attire for cold weather, including a hat, gloves, and boots. And remember to record these minutes on your physical activity calendar for the month!

December is often a time of giving. You can tie this in to your shoveling activity by “charging” your clients one non-perishable food item for every fifteen minutes of work you do! Find out where your local food pantry or organization that distributes food baskets is located and take everything you earn to them.

No snow yet? You can still get physical activity in while giving. Instead of shoveling, take a walk around your neighborhood and ask for food donations. You will get plenty of exercise walking and carrying those food items.
Whole Grains and Fiber
The term fiber refers to carbohydrates, specifically plant products, that are not digestible by the human body. Fibers can be classified as soluble or insoluble. Soluble fiber partially dissolves in water, while insoluble fiber does not. Sources of soluble fiber include oatmeal, oat bran, nuts and seeds, peas, beans, and fruits such as apples, pears, strawberries, and blueberries. Soluble fiber has been shown to help lower blood cholesterol, which can decrease one’s risk for heart disease. Insoluble fiber from whole grains, wheat bran, carrots, cucumbers, zucchini, and celery aids the body in moving foods through the digestive system and in having normal bowel function.

In addition to lowering the risk of heart disease, diets high in fiber have also been shown to protect against type 2 diabetes. A study done by Harvard School of Public Health showed that diets high in refined foods such as white bread, white rice, refined cereals, and white pasta were twice as likely to lead to diabetes than diets containing high fiber foods.

In order to determine how many grams of fiber a child should have each day, you should add five to the child’s age in years. For example, a ten-year-old should get about 15 grams of fiber each day. Information about the fiber content of foods is found on their nutrition labels.

(Sources: USDA, Harvard School of Public Health, American Heart Association)

Club Roll Call: What is your New Year’s fitness or nutrition resolution?

Physical Activity Calendars
Collect the December Physical Activity Calendar 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 each one’s activity for the past month. Have each individual look closely at his or her calendar to see how his or her activity matches the advice from the Physical Activity Pyramid.

Reflection Questions:
Did you see an increase of physical activity over days in December?
What types of physical activity have you been doing indoors since it is colder outside?
What types of outdoor activity have you been able to do?

Pass out the January Physical Activity Calendar.

Educational Activity
In this month’s physical activity, members will participate in two activities that will get them up and moving and also give them a chance to practice team-building skills. The first activity is “The Human Knot” in which members will work to disentangle themselves by wiggling, turning, stepping over hands, and ducking under arms. In the second activity, members will hold hands, forming a large circle, and work to move a hula hoop all the way around the circle. These activities are sure to be fun and bring members closer together!
Recipes/Snacks
This month's snack features bulgar wheat. Bulgar wheat has been produced and served around the world for thousands of years, eaten by both Chinese and Roman emperors. Today it is most often found in Mediterranean, Indian and Middle Eastern dishes. A serving of whole grain bulgur (half a cup, cooked) has more than four grams of dietary fiber and only a quarter of a gram of fat. It also has a high level of minerals such as calcium, phosphorus and potassium and vitamins A and K. This month's recipe is for **Bulgar Wheat and Vegetables**.

Family Activity
This month's family activity is the **Whole Grain Challenge**. Families will explore the benefits of whole-grain bread and will consider eating it instead of white bread. They are also challenged to replace white rice with whole-grain rice and regular pasta with whole-grain pasta. Another activity families can do is the **Bread Scavenger Hunt**. This will help them learn more about whole-grain options! As a physical activity option, member families can arrange a visit to a local wall-climbing center.

Community Activity
The January community activity encourages members to take a neighborhood survey to see what types of bread people eat the most – whole-grain or white. They are encouraged to create a short presentation about the benefits of whole-grain products and present it to those neighbors and friends who eat white bread in hopes of persuading them to commit to switching for one week. Members can report their findings at the February club meeting. Another option is to give the short presentation at a senior citizen center or club or at a civic group, such as a Rotary or Kiwanis meeting.

Ties to 4-H Projects
This month’s community activity allows those members enrolled in **Public Presentations** to practice their speech skills by talking to neighbors about the importance of whole grain foods. Members can also make posters to take with them on their neighborhood visits to practice their display making skills. Members in **Small Grains** might want to learn more about the parts of a whole grain kernel – the bran, the germ, and the endosperm. Both the 4-H **Breads and Cereals** and **Fruits and Vegetables** projects will allow members to explore these high-fiber foods and dishes they can make using them.

All materials can be found on the State 4-H website at [http://www.4-h.uiuc.edu/opps/move](http://www.4-h.uiuc.edu/opps/move).
### January

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

**Name** ____________________________

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### Fiber-rich Foods

Fill in the blank letters to find food rich in fiber!

- **w_o l_**  wh_a_  b_ea__
- _asp_e_ries
- b_ow_  r_ce
- b_oc_oli
- _arro_s
- al_ond_
- cas_ews
- pr_ne_
- _ppl_
- r_e  br_ad
- oa_mea_
- _ran  fla_e_
- so_bea_s
Bulgur Wheat and Vegetables

Bulgur Wheat
Bulgur is made from several different wheat species, but is most often made from durum wheat. Bulgur comes from wheat kernels that are partially cooked by boiling or steaming, then dried and cracked. Because bulgur is partially cooked, it is fast-cooking.

Bulgur wheat has been produced and served around the world for thousands of years, eaten by both Chinese and Roman emperors. Today it is most often found in Mediterranean, Indian and Middle Eastern dishes. A serving of whole grain bulgur (half a cup, cooked) has more than four grams of dietary fiber and only a quarter of a gram of fat. It also has a high level of minerals such as calcium, phosphorus and potassium and vitamins A and K.

1 medium chopped onion
1 cup chopped broccoli
1 cup shredded carrots
1 small green pepper, chopped
2 tablespoons dried parsley
1 teaspoon vegetable oil
1 1/2 cups dry bulgur
2 cups chicken broth, low-sodium
8 ounces canned chickpeas, drained

Wash and chop onion, broccoli, carrots, and pepper. Heat oil in a large skillet. Add onions and cook until soft.

Add bulgur and stir to coat. Add chicken broth and bring to a boil. Lower heat, add remaining vegetables and chickpeas. Cook for 10 minutes or until the liquid is absorbed.

Add parsley and stir. Serve warm or cold.

Serves 8.
Get Up & Move!

Physical Activity Series 3: January

Team Building Games (25 minutes)

Items needed for this activity:
- 1 hula hoop (additional hula hoops may be helpful if your group is larger than 12-15 people)

Activity set up:
- Set aside a large area, enough for members to stand in a circle

Step 1: Information to share with club members (5 minutes)
How many of you ate an apple today? (Ask members to raise hands). How many ate wheat bread? Beans? Carrots? Oatmeal? Cereal? Other types of fruit? Good! When you ate these foods, did you know that you were eating fiber? Does anyone know where fiber comes from? (Wait for responses). Yes, fiber comes from plants. Actually, fiber is the part of plants that humans can’t digest. It is a very important type of carbohydrate that the body needs.

Fiber helps the body in many ways. It can help guard against diseases such as heart disease. It helps to keep our cholesterol levels low so that our arteries can be clear and our blood can move like it is supposed to. Fiber is also important in preventing a disease called diabetes.

How can you make sure you are getting plenty of fiber in your diet? One way is to stick to the right foods. MyPyramid tells us to eat 1 ½ cups of fruit every day and 2 ½ cups of vegetables. We should also eat about six ounces of grains per day, and make half of them whole grains. By following these rules, you should be getting plenty of fiber per day!

What is a grain? Grains are divided into two groups – whole grains and refined grains. Whole grains contain the entire grain kernel – the bran, germ, and endosperm. Refined grains have been milled, a process that removes the bran and germ. This is done to give grains a finer texture and to improve their shelf life. But milling removes dietary fiber, iron, and B vitamins. Many refined grains are enriched – or have the B vitamins and iron added back. But fiber is not added back to enriched grains.

The USDA recommends that half of the grains we eat are whole grains in order to get all the fiber we need and keep our bodies healthy. Does anyone know what types of grains are whole grains? (Wait for responses). Great! Whole grains include whole-wheat flour, bulgar, oatmeal, whole cornmeal, popcorn, and brown rice. When you eat grain products, like cereal, bread, rice, and pasta, try to make sure the ingredient list includes “whole grain” or “whole wheat.” This will help you ensure that you are getting enough whole grains in your diet!

(Sources: USDA, Harvard School of Public Health, American Heart Association)
Step 2: Group Activity 1 (10 minutes)

Today we are going to do an activity called the Human Knot. This will get you up and moving and let you practice working as a team. I want everyone to stand in a circle facing each other. Next, I want everyone to reach out and grab the hands of two people across from you in the circle. You cannot grab the hands of the person standing next to you and you must be holding two different peoples' hands. (Ensure that everyone has grabbed the hands of two different people). Now, until the game is over, you cannot let go of these hands. This would be breaking the knot.

Okay, the goal of this game is to find a way to “untie the knot” and return to the original circle with everyone still holding hands. You can twist, turn, go under arms, step over hands – anything you need to do to untie the knot except letting go. If you let go, you must rejoin hands and reconnect the circle just like it was before you disconnected.

(Let members attempt to untie the knot.)

Step 3: Group Activity 2 (10 minutes)

Great job everyone! We are going to do another team building activity. I want everyone to stand in a circle again, but this time, I want you to hold hands with the people on either side of you. I am going to place a hula hoop on the arm of (a member). (Disconnect the hands of two members and place a hula hoop over the arm of one. Have them rejoin hands). Now the object of this game is to get the hula hoop all the way around the circle, without letting go of hands or using your hands. You can wiggle, turn, jump, crawl, stretch – or anything else you need to do. Ready, GO!

(Let members get the hula hoop around the circle. If you have time, you can try variations on this game. Some you can try are: everyone has to kneel, keeping one knee on the floor at all times; only one foot touching the floor at any given time; eyes closed, etc. You can even let youth make up their own rules!)
Whole Grains and Fiber
The term fiber refers to carbohydrates, specifically plant products, that are not digestible by the human body. Fibers can be classified as soluble or insoluble. Soluble fiber partially dissolves in water, while insoluble fiber does not. Sources of soluble fiber include oatmeal, oat bran, nuts and seeds, peas, beans, and fruits such as apples, pears, strawberries, and blueberries. Soluble fiber has been shown to help lower blood cholesterol, which can decrease one’s risk for heart disease. Insoluble fiber from whole grains, wheat bran, carrots, cucumbers, zucchini, and celery aids the body in moving foods through the digestive system and in having normal bowel function.

In addition to lowering the risk of heart disease, diets high in fiber have also been shown to protect against type 2 diabetes. A study done by Harvard School of Public Health showed that diets high in refined foods such as white bread, white rice, refined cereals, and white pasta were twice as likely to lead to diabetes than diets containing high fiber foods.

In order to determine how many grams of fiber a child should have each day, you should add five to the child’s age in years. For example, a ten-year-old should get about 15 grams of fiber each day. Information about the fiber content of foods is found on their nutrition labels.

(Sources: USDA, Harvard School of Public Health, American Heart Association)

Making Fiber Part of Your Family’s Diet
Although many kids often cringe at the mere mention of fiber, they’re probably eating fiber every day without even realizing that it’s so good for them. And there are plenty of creative, fun, and even tasty ways to incorporate these fiber-rich foods into your child’s diet.

Breakfast
- Make oatmeal (a whole grain) part of your kids’ morning meals.
- Opt for whole-wheat or other whole-grain cereals that list ingredients such as whole wheat or oats as one of the first few items on the ingredient list.
- Make pancakes with whole-grain (or buckwheat) pancake mix and top with apples, berries, or raisins.
- Serve bran or whole grain waffles topped with fruit.
- Offer whole-wheat bagels or English muffins, instead of white toast.
- Top fiber-rich cereal with apples, oranges, berries, or bananas. Add almonds to pack even more fiber punch.
• Mix your child's favorite cereal with a fiber-rich one or top it with a tablespoon of bran.

Lunch and Dinner
• Make sandwiches with whole-grain breads (rye, oat, or wheat), instead of white.
• Serve whole-grain rolls with dinner, instead of white rolls.
• Use whole-grain spaghetti and other pastas, instead of white.
• Serve wild or brown rice with meals, instead of white rice. Add beans (kidney, black, navy, and pinto) to rice dishes for even more fiber.
• Spice up salads with berries and almonds, chickpeas, cooked artichokes, and beans (kidney, black, navy, or pinto).
• Use whole-grain (corn or whole wheat) soft-taco shells or tortillas to make burritos or wraps. Fill them with eggs and cheese for breakfast; turkey, cheese, lettuce, tomato, and light dressing for lunch; and beans, salsa, taco sauce, and cheese for dinner.
• Add lentils or whole-grain barley to your child's favorite soups.
• Include fresh fruit as part of your child's packed school lunch.

Snacks and Treats
• Bake cookies or muffins using whole-wheat flour, instead of regular. Or use some whole-wheat and some regular flour, so that the texture of your baked treats won't be drastically different from what your child is used to. Add raisins, berries, bananas, or chopped or pureed apples to the mix for even more fiber.
• Add bran to baking items such as cookies and muffins.
• Top whole-wheat crackers with peanut butter or low-fat cheese.
• Offer popcorn - a whole-grain food - as a mid-day treat or while your child watches TV or movies. Aim for popcorn without lots of added fat or sugar. (However, only give popcorn to kids over 4 years old because the popular snack can be a choking hazard.)
• Top ice cream, frozen yogurt, or regular yogurt with whole-grain cereal, berries, or almonds for some added nutrition and crunch.
• Serve apples topped with peanut butter.
• Make fruit salad with pears, apples, bananas, oranges, and berries. Top with almonds for added crunch. Serve as a side dish with meals or alone as a snack.
• Make low-fat breads, muffins, or cookies with canned pumpkin.
• Leave the skins on when giving your child fruits and veggies as snacks or as part of a meal.

(Sources: USDA, Harvard School of Public Health, American Heart Association, www.kidshealth.org)
Get Up & Move!

Family Activity  Series 3:  January

Take the Wheat Bread Challenge!

At this month’s meeting, you learned about the many health benefits of whole grains and fiber. One easy way to get more whole grains and fiber is by eating whole wheat bread instead of white bread. If your family doesn’t eat whole wheat bread or another type of whole-grain bread already, you might want to take the Wheat Bread Challenge this month!

In order to participate in the challenge, all you have to do is switch your regular white bread to a whole-grain bread. Whenever you have a sandwich or toast, you will be getting fewer refined grains and more fiber! Try to get everyone in your family to try this new bread and explain to them the health benefits they are getting! Your family can replace refined pasta and rice with whole-grain products, too!

Another family activity you can do the next time you visit the grocery store is the Bread Scavenger Hunt. In this activity you will use the Nutrition Facts label on bread products and explore the fiber content and ingredients. You will even get to think of ideas for foods you would like to try that use whole-grains! The Bread Scavenger Hunt may be downloaded from http://www.nichd.nih.gov/msy/program_materials.htm and is on pages 186-187 of the “Facilitator’s Guide.”

For a physical activity this month, try an activity that is great for cold weather since it is done indoors. Visit a local wall-climbing facility with your whole family. Check local sporting goods stores and recreational facilities to see if they have a climbing wall. This fun activity will build your strength and stamina and give you a great workout! What other indoor activities can you think of that your family can try?
Today you’re going on a scavenger hunt for information. Tour the bread section and answer the questions below.

**Nutrition Information**

Don’t forget the “5-20” rule when looking at the fiber content on Nutrition Facts label of breads. 5% daily value (DV) or less means the product is low in fiber, and 20% DV or higher means the product is high in fiber.

Choose one loaf of sliced white bread and one loaf of sliced whole-grain bread. Read the Nutrition Facts labels and ingredient lists, and fill in the chart.

<table>
<thead>
<tr>
<th>Breads</th>
<th>White Bread</th>
<th>Whole Grain Bread</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How many words that mean “whole grains” can you find on the ingredient list? Look for: Whole wheat, whole-grain oats, bulgur, whole rye, and whole-grain corn.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. How many words that mean “refined grains” can you find on the ingredient list? Look for: Unbleached flour, wheat flour, enriched flour, and degerminated com meal.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. How much fiber is there per serving? (Look under “Total Carbohydrate” on the Nutrition Facts label.)</td>
<td>GRAMS:</td>
<td>GRAMS:</td>
</tr>
<tr>
<td>%DV:</td>
<td>%DV:</td>
<td></td>
</tr>
</tbody>
</table>

Choose someone in your group to read this paragraph out loud:

Breads made from whole grains have a higher amount of fiber than breads made from refined grains, such as white flour. Dietary fiber is important because it helps keep the digestive system healthy. Whole grains are an important source of the fiber your body needs. When you’re choosing a grain food like bread, remember: The higher the number of grams of fiber per serving, the better.
4. Which bread has more “whole grain” words on the ingredient list?

________________________________________________________________________________________

5. Which bread has more “refined grain” words on the ingredient list?

________________________________________________________________________________________

6. Compare grams of fiber and the % DV for the breads you listed above. Which bread offers more fiber?

________________________________________________________________________________________

7. What type of bread do you and other young people you know usually eat?

________________________________________________________________________________________

8. Find three types of whole-grain breads that you would like to eat, and list their names (English muffins, pita bread, and tortillas are breads, too!)

1: _______________________________ 
2: _______________________________ 
3: _______________________________

Circle the one you will choose the next time you go to the store.

9. Think of and write down one sandwich idea that uses whole-grain bread.

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

10. Name one interesting fact you learned about the bread aisle. You can think about the nutrition content, packaging, or location of the bread on the shelves.

________________________________________________________________________________________

________________________________________________________________________________________

Congratulations! You have finished the Bread Scavenger Hunt!
Get Up & Move!

This month you learned about whole grains and the nutritional value they have over non-whole grains. One common food that you can buy in either form is bread. For this community activity, you will take a survey of people in your community to see which type of bread they usually eat. Tally your results in the boxes below.

Before you take your survey, prepare a short (30 – 60 second) presentation explaining the benefits of whole-grain bread over white bread. When you encounter a person who eats white bread, give your presentation and help them to understand the health benefits of switching to whole-grain bread. Ask them to commit to eating whole-grain bread instead of white bread for one week by signing below! Report back to your next 4-H meeting about how many people you were able to persuade!

<table>
<thead>
<tr>
<th>Whole-grain bread</th>
<th>White Bread</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>Total:</strong></td>
</tr>
</tbody>
</table>

For my health, I pledge to switch to whole-grain bread for one week:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Nutrition Facts Labels
Nutrition Facts labels, which can be found on most food items, are an important resource for consumers. Thanks to Nutrition Facts labels, we get easy-to-read and consistent tables that enable us to quickly find the information we need to maintain a healthy diet. On these labels, we can find information on the amount per serving of saturated fat, cholesterol, dietary fiber, and other nutrients. We can also easily see nutrient reference values. These are expressed as “% Daily Values,” which help us to see how foods fit into an overall diet and standardized serving sizes that make nutritional comparisons of similar products easier.

Some of the facts included in the Nutrition Facts label are serving size and servings per container. The facts listed on the label are for one serving size of the food. Serving sizes can help people understand how much they are eating. The calorie portion of the Nutrition Facts label tells us the amount of energy in the food. People are often interested in this number when trying to lose weight. The percent Daily Values tell us how much of a daily allowance the food provides for a specific nutrient. The daily values are based on an adult’s needs, not a child’s. This is important to note because children may need more or less of certain nutrients depending on their age and size. Fat, cholesterol, and sodium amounts are listed on the Nutrition Facts label so that a person can realize how much of each he/she is getting. These nutrients should be consumed in limited amounts. Nutrients such as potassium, fiber, vitamin A, vitamin C, calcium, and iron are also listed. We need to make sure we get enough of these nutrients.

One good rule to follow is the 5/20 rule, which involves checking the daily value percentages of foods. For nutrients we want less of such as cholesterol and fat, we should choose foods with a low daily value (5% or less). For nutrients we want more of (such as calcium, fiber, iron, and vitamins A and C), we should choose foods with a high daily value (20% or more). By following the 5/20 rule, we can ensure that we are eating the foods that give us the nutrients we need!


Club Roll Call: Name a physical activity you are looking forward to doing once the weather is warmer.

Physical Activity Calendars
Collect the January Physical Activity Calendar 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 each one’s activity for the past month. Have each individual look closely at his or her calendar to see how his or her activity matches the advice from the Physical Activity Pyramid.

Reflection Questions:
Did you see an increase of physical activity over days in January?
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?

Pass out the February Physical Activity Calendar.

**Educational Activity**
This month, members will spend time learning about Nutrition Facts labels and then participate in the Clown Relay. In this fast-paced and fun relay, members will dress up in oversized clothing over their own clothes and dash to the opposite side of the room, where a team member will be waiting to do the same! Leaders will need to supply the articles of clothing and can get creative with silly hats, bandanas, or mittens!

**Recipes/Snacks**
This month's recipe is for Valentine Treat. This heart-shaped snack made with cranberries and cherries (or raisins) is perfect for the February holiday of Valentine's Day!

**Family Activity**
This month, families will explore just what makes up a USDA serving of each food group of MyPyramid. Guidelines are provided to help to visualize what a one-ounce or one-cup serving looks like. Families can also do the Milk and Milk Products Scavenger Hunt the next time they go to the grocery store. In this activity, they will explore the Daily Values of nutrients and use the 5/20 rule.

**Community Activity**
As a community activity, members can make and present a poster that includes information on the nutrients and vitamins discussed this month. Youth can include information about the nutrients themselves, how the body uses them, and good sources of each nutrient. Posters can be displayed and presented at school, the local grocery store, or at the next club meeting.

**Ties to 4-H Projects**
If members are completing this month’s community activity, they can do so as part of Public Presentations, a Communications project. Learn more about the dates of your local Public Presentations Contest and encourage youth to enter the contest using the poster as part of an illustrated speech. In order to learn about vitamins and nutrients that are part of a Nutrition Facts label, members can enroll in Food and Nutrition projects such as Tricks for Treats, Dairy Foods, Breads and Cereals, and Fruits and Vegetables. For youth who enjoyed the Clown Relay, consider the Theatre Arts projects. Members can learn more about topics such as miming, make-up, and costumes. Members enrolled in Theatre Arts may also help to gather supplies for this month’s Clown Relay.

All Get Up and Move! materials can be found on the State 4-H website at [http://www.4-h.uiuc.edu/opps/move](http://www.4-h.uiuc.edu/opps/move).
<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Weekly Total</th>
</tr>
</thead>
</table>

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

**February**

**total minutes of physical activity**

Name ____________________________

Nutrition Facts Label

Unscramble the following words to find things found on a Nutrition Facts Label.

1. etolhecrlo
   _________________
2. toirnpe
   _________________
3. asft
   _________________
4. aorcslie
   _________________
5. suodim
   _________________
6. iitnvam A
   _________________
7. macl cui
   _________________
8. oinr
   _________________
9. tvniiam C
   _________________
10. mtaoun rep nsiveg
    _________________

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

3 tablespoons butter
1 package (10 ounces) large marshmallows
6 cups crisp rice cereal
½ cup raisins or dried cherries
½ cup dried cranberries
Red food coloring

In a large saucepan, combine butter and marshmallows. Cook and stir over medium-low heat until melted.

Remove from the heat; stir in a few drops of red food coloring, the cereal and dried fruit.

Pat into a 15-inch x 10-inch jelly roll pan coated with nonstick cooking spray; cool.

Use heart-shaped cookie cutter to cut into Valentine’s Day treats.

Makes approximately 20 hearts.
Clown Relay (25 minutes)

Items needed for this activity:
- Sample Nutrition Facts label
- For each team, gather 6-10 articles of clothing, including socks, shoes, hats, etc. Divide the clothing "evenly" into piles (i.e. pair of pants in each pile, mittens in each pile, etc.). Make sure the clothes are large enough that the outer layers can fit over the members' own clothes.
- A cone or similar object if using the variation of the game described below.

Activity set up:
- Clear an area for the clown relay. Designate a start and finish line for each team. If using the variation of the game described at the end, for each team, you will need an object, such as a cone, set up on one side of the room and a starting line on the other side.

Step 1: Information to share with club members (15 minutes)
This month’s topic is the Nutrition Facts label. Does anyone know what that is? (Wait for responses). The Nutrition Facts label is information on a package of food that lists the nutrient content of that food or drink. It provides information about serving size, calories, fat, fiber, sugars, protein, and other nutrients. This information is based on a serving size. Can anyone tell us what a serving size is? (Wait for responses). A serving size is a measured amount of food or drink, such as one slice of bread, ½ cup of fruit, or eight ounces of milk. Nutrition recommendations use serving size as a way to help people know how much of different types of food they should eat to get the nutrients they need. But be aware, a serving size listed on a Nutrition Facts label is not always the same as the serving size recommended by the USDA and MyPyramid.

The Nutrition Facts label can help you make food choices by giving you information about the nutrients in a serving of food. You can use the percent daily value to help you determine if there is a lot or a little of a certain nutrient in a serving of food. A good rule to use is what is called the 5/20 rule. If a daily value percent is five or less, that food is low in that nutrient. If the daily value percent is twenty or more, the food is high in that nutrient. Now which nutrients do we need more of and which do we need less of? Let’s find out!

I have here a sample Nutrition Facts label from a whole grain oat cereal. Let’s start at the top. First, you can see that the serving size is one cup. So all of the numbers on the label relate to what is found in one cup of the cereal. The next line says “servings per container about 14.” Does anyone know what this means? (Wait for answers). That’s right!
In one box of cereal there are 14 one-cup servings. Or 14 cups.

Next we see that the number of calories in a serving is 110. This number tells us how much energy is in the food. We can also see that 20 of these calories are from fat. Calories can also come from protein or carbohydrates.

The total fat heading tells us how many grams of fat are in the food. We want this number to be low. The percent daily value of fat for this food is 3%. This means that it contains 3% of our daily fat intake. Since this number is less than five, we say it is low.

Cholesterol and sodium are also nutrients we want to eat in small amounts. This food has no cholesterol (which is good!) and it has nine percent of the daily value of sodium, or salt. This isn't low, but it isn't too high.

This cereal has 3 grams of fiber or 11% of the daily value. Remember last month when we talked about the importance of fiber? That is one nutrient we want to get enough of!

Look at the vitamins and nutrients at the bottom. We see Vitamin A, Vitamin C, Calcium, and Iron. We want to make sure our body gets plenty of these. Look at this label. The whole grain oat cereal has 45% of the daily recommended value of iron. That means it is high in iron.

Besides reading the Nutrition Facts label to make sure we are getting the right nutrients for our bodies, we need to remember that we need to also get at least 60 minutes of physical activity per day. We are going to play a fun game that will give us all some great exercise!

(Sources: USDA, U.S. Department of HHS, NIH, www.kidshealth.org)

Step 2: Group Activity 1 (10 minutes)
For this game we are going to get up and moving and have a good time! We are going to divide into relay teams for the clown relay. (Divide members into teams equaling the quantity of clothing sets. Place half of each team on one side of the room at the starting line and half of each team on the other side at the finish line. Place each pile of clothes at the starting line, in front of the team to which they belong). As you can see, I have given each team a pile of oversized clothes. (Point out articles and note that each team has the same amount and type of clothing).

Now, when I say “GO!” the first person in line from the starting line side will put on each article of clothing from the pile OVER their own clothes. Then they will run down to the other side to the finish line. There, they will take off each article of clothing. Once that person has ALL the items off, the first person in line on that side will put them all on, again OVER their own clothes! They will run to the starting line and take them off. The next person in line at the starting line will put them on and run to the opposite side of the room. Your team will continue like this until everyone has dressed and raced. The first team to have the last person cross the finish line will win!

Variation:
If necessary due to space, you can have the entire team on one side of the room and have members put on the clothes, run around an object, such as a cone, and back to the team before taking off the articles of clothing.

Get Up & Move!
Facilitator's Guide to the Scavenger Hunt
Option 1

Where to Find Serving Size, Fat, Fiber, and Sugar on a Nutrition Facts Label

Toasted Whole Grain Oat Cereal

**Nutrition Facts**

<table>
<thead>
<tr>
<th>Amount/Per Serving</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories</td>
<td>110 Calories from Fat 20</td>
</tr>
<tr>
<td>% DV*</td>
<td>3%</td>
</tr>
<tr>
<td>Total Fat</td>
<td>2g</td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>0%</td>
</tr>
<tr>
<td>Trans Fat</td>
<td>0%</td>
</tr>
<tr>
<td>Cholesterol</td>
<td>0mg</td>
</tr>
<tr>
<td>Sodium</td>
<td>210mg</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
<td>22g</td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>3g</td>
</tr>
<tr>
<td>Sugars</td>
<td>1g</td>
</tr>
<tr>
<td>Protein</td>
<td>3g</td>
</tr>
<tr>
<td>Vitamin A</td>
<td>10%</td>
</tr>
<tr>
<td>Vitamin C</td>
<td>10%</td>
</tr>
<tr>
<td>Calcium</td>
<td>10%</td>
</tr>
<tr>
<td>Iron</td>
<td>45%</td>
</tr>
</tbody>
</table>

*Percent Daily Values (DV) are based on a 2,000 calorie diet.

**INGREDIENTS:** WHOLE GRAIN OATS (INCLUDES THE OAT BRAN), MODIFIED CORN STARCH, CORN STARCH, SUGAR, SALT, CALCIUM CARBONATE, OAT FIBER, TRIPOTASSIUM PHOSPHATE, WHEAT STARCH, VITAMIN E (MIXED TOCOPHEROLS) ADDED TO PRESERVE FRESHNESS. **VITAMINS AND MINERALS:** IRON AND ZINC (MINERAL NUTRIENTS), VITAMIN C (SODIUM ASCORBATE), A B VITAMIN (NIACINAMIDE), VITAMIN B6 (PYRIDOXINE HYDROCHLORIDE), VITAMIN B2 (RIBOFLAVIN), VITAMIN B1 (THIAMIN MONONITRATE), VITAMIN A (PALMITATE), A B VITAMIN (FOLIC ACID), VITAMIN B12, VITAMIN D.
Nutrition Facts Labels
Nutrition Facts labels, which can be found on most food items, are an important resource for consumers. Thanks to Nutrition Facts labels, we get easy-to-read and consistent tables to enable us to quickly find the information we need to maintain a healthy diet. On the labels of each food, we can find information on the amount per serving of saturated fat, cholesterol, dietary fiber, and other nutrients. We can easily see nutrient reference values, expressed as “% Daily Values,” which help us to see how foods fit into an overall diet and standardized serving sizes that make nutritional comparisons of similar products easier. The percent daily values tell us how much of a daily allowance the food provides for a specific nutrient. The daily values are based on an adult’s needs, not a child’s. This is important to note because children may need more or less of certain nutrients depending on their age and size.

Fats, cholesterol, and sodium are listed on the Nutrition Facts label. These nutrients should be consumed in limited amounts. Nutrients such as potassium, fiber, vitamin A, vitamin C, calcium, and iron are also listed. We need to make sure we get enough of these. One good rule to follow is the 5/20 rule, which involves checking the daily value percentages of foods. For nutrients we want less of such as cholesterol and fat, we should choose foods with a low daily value (5% or less). For nutrients we want more of (such as calcium, fiber, iron, and vitamins A and C), we should choose foods with a high daily value (20% or more). By following the 5/20 rule, we can ensure that we are eating the foods that give us the nutrients we need.

- **Check servings and calories.** Look at the serving size and how many servings the package contains. If you consume one serving, the label clearly outlines the nutrients you get. If you double the servings you eat, you double the calories and nutrients, including the % DV.
- **Don’t sugar-coat it.** Since sugars contribute calories with few, if any, nutrients, look for foods and beverages low in added sugars. Read the ingredient list and make sure that added sugars are not one of the first few ingredients. Some names for added sugars (caloric sweeteners) include sucrose, glucose, high-fructose corn syrup, corn syrup, maple syrup, and fructose.
- **Know your fats.** Look for foods low in saturated fats, trans fats, and cholesterol to help reduce the risk of heart disease (5% DV or less is low, 20% DV or more is high). Most of the fats you eat should be polyunsaturated and monounsaturated fats. Keep total fat intake between 20% to 35% of calories per day.
- **Reduce sodium (salt), increase potassium.** Research shows that eating less than 2,300 milligrams of sodium (about 1 tsp of salt) per day might reduce the risk of high blood pressure. Most of the sodium people eat comes from processed foods, not from the salt shaker. Also, look for foods high in potassium (e.g., tomatoes, bananas, potatoes, and orange juice) which counteracts some of sodium’s effects on blood pressure.

(Sources: USDA, U.S. Department of HHS, NIH, www.kidshealth.org)
Get Up & Move!

Family Activity Series 3: February

Portion Sizes
For this month’s family activity, try to keep track of the foods you eat and the amounts you eat each day. Many people may not know the correct portion sizes that the USDA recommends. You can use the following as a guide to know how much you should be consuming of each type of food.

The Grain Group
½ cup cooked rice (1 ounce)………………is the size of a tennis ball
1 cup pasta/spaghetti (2 ounces)………………is the size of a fist

The Vegetable Group
1 cup green salad……………………is the size of a baseball or a fist
½ cup serving…………………………is 6 asparagus spears; 7 or 8 baby carrots or carrot sticks or 1 ear of corn on the cob

The Fruit Group
½ cup of grapes…………………………is 15 grapes
½ cup fresh fruit…………………………is the size of 7 cotton balls
¼ cup raisins…………………………is the size of a large egg

The Milk Group
1 ounce of processed cheese (1/2 cup milk)……..is the size of your thumb
1 cup ice cream (3/4 cup milk)……………………is the size of a baseball

The Meat & Beans Group
2 tablespoons peanut butter……………is the size of a ping-pong ball
3 ounces cooked meat, fish, or poultry…………...is the size of a deck of cards
3 ounces grilled/baked fish……………………..is the size of a checkbook
3 ounces cooked chicken……………………..is a chicken leg and thigh or breast

(Adapted from Ellen Schuster, Oregon State University)

Your family can explore Nutrition Facts labels the next time you are at the grocery store! The Milk and Milk Products Scavenger Hunt will help you explore the Daily Values of nutrients and use the 5/20 rule! This activity can be found on the 4-H website at http://www.4-h.uiuc.edu/opps/move/.
Today you’re going on a scavenger hunt for information! Tour the milk section and answer the questions below.

Scavenger Hunt Guide:
Milk and Milk Products

Tour the milk section and answer the questions below.

Key things to look for in your search:
• Low-fat or fat-free milk products
• Calcium

Don’t forget the “5–20” rule when looking at fat content on the Nutrition Facts label of milk products. 5% daily value (DV) or less means the product is low in fat, and 20% DV or higher means the product is high in fat. When it comes to fat, you want to choose foods that are low on the % DV, not high.

Read the Nutrition Facts label and ingredient list, and fill in the chart.

<table>
<thead>
<tr>
<th>Milk Products</th>
<th>2% Milk</th>
<th>Fat-free milk</th>
<th>Regular cheddar cheese</th>
<th>Reduced-fat cheddar cheese</th>
<th>Regular cottage cheese</th>
<th>Fat-free cottage cheese</th>
<th>Regular cream cheese</th>
<th>Reduced-fat cream cheese</th>
<th>Whole-milk yogurt</th>
<th>Fat-free yogurt</th>
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<tbody>
<tr>
<td>1. What are the total fat grams per serving?</td>
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<td>2. What is the percent daily value (%DV) of fat per serving?</td>
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</tbody>
</table>
3. Of these milk products, which should you choose more often based on fat content?

- Fat-free milk or 2% milk
- Regular cheddar cheese or Reduced-fat cheddar cheese
- Regular cottage cheese or Fat-free cottage cheese
- Reduced-fat cream cheese or Regular cream cheese
- Whole-milk yogurt or Fat-free yogurt

Why?
____________________________________________________________________________________________
____________________________________________________________________________________________

Packaging and placement

4. What words on the milk product package tell you whether the product is low in fat?
_________________________________________________________________________________________

5. What are some techniques that companies use to decorate the packages of milk products?
_________________________________________________________________________________________

6. What clues on the package help you figure out the main target audience?
_________________________________________________________________________________________

7. Name one interesting fact you learned about milk products. You can think about the nutrition content, packaging, or the location of the milk products in the store.
_________________________________________________________________________________________

Bonus: See if you can find calcium on the Nutrition Facts label. Calcium is important for healthy teeth and bones. Pick two of the products you just looked at and answer the questions below:

Name of product 1  
Is the %DV for calcium 5 or less or 20 or more? (circle one)

Name of product 2  
Is the %DV for calcium 5 or less or 20 or more? (circle one)

You’ll learn more about calcium in Lesson 8.

Congratulations! You have finished the Milk and Milk Products Scavenger Hunt!
At this month’s meeting, you learned about how the Nutrition Facts label on a food gives you information on what vitamins and nutrients are present in each food. As a community activity, visit your local library to research what each of these nutrients is and what it does for the body! Below are some ideas and questions to get you started!

Consider making a poster to display your information. You can give a presentation at the next club meeting or at a local civic club meeting, such as Rotary or Kiwanis. You can also ask if you can display your poster at a local grocery store or in the school cafeteria!

**Some ideas to include:**

Calories, Fats, Cholesterol, Sodium, Potassium, Carbohydrates, Protein, Vitamin A, Vitamin C, Calcium, Iron

Which of the above should be limited? Which should we get enough of?

In what foods can the above be found?

How does your body use each nutrient or vitamin? Why is it important to get enough of the nutrients we need?

Can you think of more ideas?
Get Up & Move!

Leader Activity Guide Series 3: March

Aerobic Activity
There are four health-related parts of physical fitness. These include cardiovascular (aerobic) endurance, muscular strength and endurance, muscular flexibility, and body composition. This month, youth will learn about one of these important aspects of fitness—aerobic endurance.

According to MyPyramid, children should get 60 minutes of physical activity per day. Much of that activity should be aerobic in nature. Walking, jogging, bicycling, and swimming are just a few kid-friendly activities that provide aerobic exercise!

Aerobic exercise involves the whole body and gets the heart pumping. This type of exercise is very beneficial to the body. With regular aerobic workouts, the heart becomes stronger and better at delivering oxygen to all parts of the body. And because aerobic exercise involves moving the entire body, all major muscle groups are given a workout as well.

The word aerobic means “with air,” so aerobic activity is an activity that requires oxygen through breathing. When you are engaged in aerobic activity, breathing often quickens because the body needs more oxygen. Another way to tell if a person is getting aerobic exercise is to check his or her pulse, or heart rate. In this month’s physical activity, members will learn how to check his or her pulse to determine how hard his or her body is working during exercise.

(Sources: www.kidshealth.org, USDA, American Heart Association)

Club Roll Call: What is the last thing you did that got your heart pumping?

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

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

Reflection Questions:
Did you see an increase of physical activity over days in February?
What types of physical activity are you looking forward to doing in the warmer weather?
Are you getting at least 30 minutes per day of moderate activity?
Pass out the March Physical Activity Calendar.

**Educational Activity**
This month’s physical activity is **The Pulse Game**. Members will learn about aerobic activity and how to use their pulse to determine their level of aerobic activity. They will also engage in four activities and assess their heart rates after each.

**Recipes/Snacks**
This month’s recipe is for **Trail Mix Bars**, made with oats, nuts, sunflower seeds, and raisins or cherries. This snack can be made before your March 4-H meeting and served as a snack.

**Family Activity**
This month, members’ families are challenged to take a family walk every evening. This is a great way for families to spend time together and get aerobic exercise at the same time. Be sure that members log their walking time on their **Physical Activity Calendars**.

**Community Activity**
One common aerobic activity is walking. Members can help people in their communities by volunteering to take their dogs for a walk! Another activity members can do is interview a local postal worker to discuss his/her job and how it impacts his or her health. Inviting a senior to take a walk is another option for members to choose. They can ask a senior citizen to take a short, leisurely walk to enjoy the spring weather!

**Ties to 4-H Projects**
There are many projects that involve aerobic activity! Members interested in bicycling, a common aerobic activity, can enroll in **Bicycle Adventures** to learn about the parts of a bicycle, safety rules, and bicycle maintenance. In **Outdoor Adventures**, members will explore hiking, another activity that gets the heart pumping. In **Dog** projects, pet grooming, obedience, and related topics will be explored. Members might want to walk to explore nature! They can do so in **Forestry** projects and **Natural Resources** projects. Sports are a popular way to get aerobic activity. In **Sports Nutrition**, members can learn about eating healthy while involved in sports.

All **Get Up and Move** materials can be found on the State 4-H website at [http://www.4-h.uiuc.edu/opps/move](http://www.4-h.uiuc.edu/opps/move).

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Get Up and Move!

[University of Illinois Extension]

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03/07
### Aerobic Activities

Find the names of aerobic activities that get your heart pumping!

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</tr>
</thead>
<tbody>
<tr>
<td>BASKETBALL</td>
<td>BIKING</td>
<td>HIKEING</td>
<td>JUMPING ROPE</td>
<td>ROLLERBLADING</td>
<td>RUNNING</td>
<td>SOCCER</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

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Get Up & Move!

Trail Mix Bars

- 1 1/4 cups quick-cooking rolled oats
- 1/3 cup coarsely chopped walnuts or pecans
- 2/3 cup brown sugar, packed
- 1/4 teaspoon ground cinnamon
- 1/2 cup semisweet chocolate pieces
- 1/2 cup packaged biscuit mix
- 1/3 cup dried cherries or raisins
- 1/4 cup shelled sunflower seeds
- 1 egg
- 2 tablespoons lowfat milk
- 2 tablespoons vegetable oil
- 1 teaspoon vanilla

Mix all dry ingredients together in a large bowl. Add slightly beaten egg, milk, oil and vanilla. Stir until combined.

Spray an 8-inch x 8-inch baking pan with non-stick spray.

Spread mixture in pan.

Bake at 375°F for 25 minutes or until edges are brown.

Cool in pan on a wire rack. Cut into bars.

Makes 16 bars.

Nutrition Facts

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<th>Serving Size</th>
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<td>% Daily Value*</td>
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<td>70</td>
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<tr>
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<tr>
<td>Protein</td>
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</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 per gram: |
|-------------------|-----------------|
| Fat              | Carbohydrate   |
| 9                | 4               |
| 4                | 1               |

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Get Up & Move!
Physical Activity Series 3: March

The Pulse Game (20 minutes)

Items needed for this activity:
- Pulse Game sheets (one for each member. Download from http://www.4-h.uiuc.edu/opps/move and scroll to March)
- Pencils/Pens (one for each member)
- Stopwatch or watch with a second hand

Activity set up:
- A large, open area is needed where each member has space to run in place, and to pretend to jump rope in place

Step 1: Information to share with club members (10 minutes)
Today we are going to learn about aerobic activity. Does anyone know what that means? (Wait for responses). Aerobic activity is any type of activity that gets our bodies moving, our hearts pumping, and our breathing quicker. Aerobic activity has many benefits to the body. Because we use our whole bodies in aerobic exercises, we are making our bones and muscles strong in our arms and legs. More importantly, we are making our hearts stronger. When our heart gets pumping from exercise, it is working harder to get the oxygen to our muscles. When we exercise our bodies, we exercise our hearts, too! This exercise makes it stronger, which is very important.

What types of exercises are aerobic exercises? Remember, aerobic exercises are those that get your whole body moving and get your heart beating faster! (Wait for responses). That’s right! Exercises like walking, running, biking, dancing, jumping rope, and swimming are all aerobic exercises we can do.

Does anyone know what a pulse is? (Wait for responses). Your pulse, or sometimes called your heart rate, is the throbbing of arteries as the heart pumps blood through them. It tells us how fast our heart is beating and can give you information about how hard your body is working. Does anyone know how to take a pulse? (Wait for responses). That’s right! If you’ve been to the doctor, they have probably taken your pulse. You take your pulse by putting your index and middle finger on the inside of your wrist or on the side of your neck, and counting the number of beats per minute that you feel.

(Hand out Pulse Game sheets and pencils). A Resting Heart Rate is the number of times a person’s heart is beating per minute when that person has not been moving. The resting heart rate is different from your exertion heart rate, which we’ll take later. Let’s practice by taking our resting heart rate together. (Demonstrate and guide members).
Here is how we’ll do it. Sit down quietly and relax. Put your index and middle finger on the inside of your wrist of your opposite hand, below your thumb. Or
place your fingers on the side of your neck. Now feel for your pulse! Make sure you don’t use your thumb because it has its own pulse. I am going to count six seconds on a stopwatch while you count your pulse rate. When I say “go,” begin silently counting the number of beats you feel. When I say “stop,” stop counting. (Make sure all members have found their pulse. Help them if necessary). Okay, let’s take our resting pulse rate. Go. (Let six seconds pass). Stop. Good. Now on your papers, write down the number you counted in the box (point to appropriate box). Now we are going to add a zero to that number to get our heart beats per minute. This is your resting heart rate. The average resting heart rate for youth and adults is anywhere from 60 to 100 beats per minute. Everyone’s resting heart rate is different, and your heart rate can change during the day depending on what activities you are doing.

(If time allows, explain exercise intensity to members and have them fill in the level of intensity their resting heart rate is at. Low intensity is an activity in which the heart rate is below 120 beats per minute. Moderate intensity activities cause the heart to beat between 120 and 150 beats per minute. Vigorous intensity activities are those in which the heart is beating more than 150 beats per minute.)

Great job everyone! What did you discover about the different physical activities? (Wait for responses). Which got your heart moving the most? (Wait for responses). The least? (Wait for responses). Do you think that the same activity could be moderate or vigorous depending on how you do it? (Wait for responses). Right! The way you do an activity affects how hard it is. For example, if you walk slowly, your body might be working a little, but if you walk very quickly, your body will work harder. A good way to tell how vigorously you are exercising is to note how fast you are breathing or to take your pulse.

Great job everyone!

Get Up & Move!

Step 2: Group Activity 1 (10 minutes)
Next, we are going to try out different kinds of physical activities to see how they affect your heart rate. You will do each activity for two minutes and then you will immediately take your pulse. I will keep time to let you know when to start and stop each activity, and when to take your pulse.

(For each activity:
Tell members when to start and stop each activity. Each should be done for two minutes. Then instruct them to take their pulse for six seconds while you keep the time. Have them write their pulse in the appropriate box on their sheet and calculate their beats per minute and intensity level. The activities are: walking (around room or in place), sit-ups or standing knee-lifts, running in place, pretending to jump rope in place).
The Pulse Game

Step 1. Resting Pulse
To figure out your resting pulse rate:
• Sit down and relax.
• Count the number of beats in your pulse for 6 seconds.
• Then multiply by 10 to get your 1-minute pulse.
• Then, figure out the level of intensity you used to do this activity.

A resting heart rate for youth older than age 10 and adults is usually between 60 to 100 pulse beats per minute.

Step 2. Activity Pulse Game
To figure out your pulse rate for each activity, take your pulse after you do the activity and count the number of beats for 6 seconds. Then multiply by 10 to get your 1-minute pulse rate.

*Levels of Intensity
• Low Intensity: fewer than 120 beats per minute
• Moderate Intensity: between 120 and 150 beats per minute
• Vigorous Intensity: more than 150 beats per minute
Aerobic Activity
According to MyPyramid, children should get 60 minutes of physical activity per day. Much of that activity should be aerobic in nature. Walking, jogging, bicycling, and swimming are just a few kid-friendly activities that provide aerobic exercise!

Aerobic exercise involves the whole body and gets the heart pumping. This type of exercise is very beneficial to the body. With regular aerobic workouts, the heart becomes stronger and better at delivering oxygen to all parts of the body. And because aerobic exercise involves moving the entire body, all major muscle groups are given a workout as well.

The word aerobic means “with air,” so aerobic activity is an activity that requires oxygen through breathing. When you are engaged in aerobic activity, breathing often quickens because the body needs more oxygen. Another way to tell if a person is getting aerobic exercise is to check his or her pulse, or heart rate. In this month’s physical activity, members learned how to check their pulse to determine how hard their bodies are working during exercise.

By understanding the importance of being physically active, parents can model fun and healthy habits that will last a lifetime.

Here are some tips:

- Help your child participate in a variety of activities that are right for his or her age.
- Establish a regular schedule for physical activity.
- Encourage physical activities over watching television, playing video games, and being on the computer. Limit your child’s time spent doing these sedentary activities, and encourage him or her to take frequent activity breaks to stretch and move around.
- Incorporate activity into daily routines, such as taking the stairs instead of the elevator.
- Embrace a healthier lifestyle yourself, so you’ll be a positive role model for your family.
- Find a fun, family aerobic activity, so your entire family can enjoy exercise together!

(Sources: www.kidshealth.org, USDA, American Heart Association)
Family Walking Challenge

One great way to get aerobic activity is to walk! A great way to spend time together as a family is to walk together!

This month’s Family Activity is the Family Walking Challenge! For the next month, set a family goal to go for a walk each day. Your walk can be in the morning, before everyone goes his/her separate ways, in the afternoon, or in the evening after dinner. It doesn’t matter when you walk, just that you walk!

The USDA recommends that every person should get at least 60 minutes of physical activity per day. If you haven’t gotten any activity that day, go for a long walk. If you have met your 60 minute goal for that day, take a shorter walk. Remember to log your time onto the March Physical Activity Calendar! You can also use the chart below to keep track of your family’s walking!

<table>
<thead>
<tr>
<th>Day</th>
<th>Amount of time walked</th>
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Aerobic Activity
As you learned at this month’s meeting, walking is a great way to **Get Up and Move!** Walking on your own is great for exercise, but why not use it as a way to provide service to others while getting your exercise?

This month, volunteer your services as a dog-walker! Many neighbors and friends would love some help keeping their dogs exercised and wouldn’t you love to make a new, furry friend? Be sure to ask the owners of the dogs you walk about the dog’s temperament and if they have had all of their shots! Only walk one dog at a time unless the owners tell you otherwise because not all dogs walk well in a group!

Another activity you can do this month is talk with a community member who you think does a lot of aerobic activity. You can interview an aerobics instructor at a local gym, a postal worker who walks to deliver mail every day, a P.E. teacher, or anyone else that gets his or her heart pumping every day! Find out what benefits he/she has gotten from being physically active and how he/she feels.

Is there a senior citizen that would love to take a walk? If so, invite him or her to join you in a short, leisurely stroll! Tell each other your favorite things about springtime and the warm weather!
Vary your fruits and vegetables!
Eating two to three cups of vegetables and one and a half to two cups of fruit per day is part of an important plan for healthier living. It is also important to eat a variety of colors of fruits and vegetables. Deeply hued fruits and vegetables provide the wide range of vitamins, minerals, fiber, and phytochemicals (plant chemicals with disease preventative properties) your body needs to maintain good health and energy levels and reduce the risk of cancer and heart disease. Many of the phytochemicals and other compounds that make fruits and vegetables such healthy foods also give them their color. Within each color group, each fruit and vegetable has benefits of its own. So, eat from each color group daily and try for variety within the color groups!

The color groups and some of their benefits are listed below:

- Blue/Purple: memory function, healthy aging
- Green: vision health, strong bones and teeth
- White: heart health, healthy cholesterol
- Yellow/Orange: heart health, vision health, immune system health
- Red: heart health, memory function

This month, members will learn about the importance of eating a variety of fruits and vegetables and the benefits that each color group has! They will also be challenged to eat foods of different colors every day!

(Source: www.5aday.org, USDA)

Club Roll Call: What is your favorite fruit or vegetable and what color is it?

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

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

Reflection Questions:
Did you see an increase of physical activity over days in March?
Have you been able to exercise outdoors in the warmer weather?
What activities do you do in P.E. class? Do you remember to record those minutes on your calendar?

Pass out the April Physical Activity Calendar.
Educational Activity
In this month’s physical activity, members will learn about the benefits of eating a rainbow of fruits and vegetables. They will participate in a physical activity called Rainbow Run, in which they will use their knowledge of some common and not-so-common fruits and vegetables. When the leader calls out the name of a fruit or vegetable, members will have to run to the appropriate area of the room or field that corresponds to the color of that vegetable or fruit.

Recipes/Snacks
The April snack is a yogurt sundae that can be topped with granola, nuts, and fruits of every color. One serving of this snack provides youth with 20% of their recommended daily value of calcium.

Family Activity
This month’s family activity is the Five A Day The Color Way Challenge in which members and their families can keep track of the colorful fruits and vegetables they eat each day. This activity will encourage families to eat a variety of fruits and vegetables, thereby getting the benefits from all the color groups. Another activity families can do is go on a Rainbow Walk. After a spring rain shower, families can take a walk to see if they can find a rainbow in the sky.

Community Activity
This month’s community encourages members to get out into their communities and interview someone who keeps a vegetable garden. Members can learn what vegetables are planted in gardens, how to take care of them, and what food dishes you can make. Members interested in becoming a Junior Master Gardener can talk with an Extension Master Gardener to learn more about having a garden. Youth can also explore the Plant a Row for the Hungry program, in which gardeners plant an extra row in their gardens and donate the food to their local food bank.

Ties to 4-H Projects
Color is found everywhere in the world! Members can explore colors in many different projects. In Clothing and Textiles projects, members will use colors and patterns to make items such as lunch bags, mittens, vests, and other clothing articles. Projects in Interior Design also explore color in the context of decorating. In Food and Nutrition projects, members will learn about foods of all colors. In Fruits and Vegetables, youth can expand upon their knowledge learned at this month’s meeting. Beautiful colors are found in nature. Members can explore nature in projects like Forestry, Geology, Horticulture, and Natural Resources. Visual Arts and Photography projects encourage youth to use color creatively.

All Get Up and Move! materials can be found on the State 4-H website at http://www.4-h.uiuc.edu/opps/move.

Get Up and Move!

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

Name ____________________________

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

Fruit and Vegetable Color Groups

Name the color group that each fruit or vegetable belongs to!

Red
Blue/Purple
Green
White
Yellow/Orange

Potatoes ______________________
Blueberries ___________________
Lemon ________________________
Avocados ____________________
Raisins ______________________
Lettuce ______________________
Watermelon ________________
Dates ________________________
Sweet corn _________________
Strawberries _______________
Cantaloupe _________________
Peas ________________________
Plums _______________________
Pears _______________________
Raspberries ___________________

April

total minutes of physical activity
Get Up & Move!

Yogurt Fruit Sundae

Lowfat vanilla flavored yogurt – ½ cup per person
Fresh, canned or frozen fruit, chopped – ¼ cup per person
Lowfat granola – 2 tablespoons per person
Chopped nuts – ½ tablespoon per person

Place yogurt in small dish. Top with fruit, granola and nuts. Offer a variety of fruits. Each person can make his/her own sundaes.

Nutrition Facts

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Vitamin A 10%       Vitamin C 40%
Calcium 20%          Iron 2%

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

Calories           2,000  2,500
Total Fat          Less Than 65g  80g
Saturated Fat      Less Than 20g  26g
Cholesterol        Less Than 300mg 300mg
Sodium             Less Than 2,400mg 2,400mg
Total Carbohydrate Less Than 300g 375g
Dietary Fiber      25g  30g

Calories per gram:  Fat 9  Carbohydrate 4  Protein 4

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04/07
Rainbow Run! (20 minutes)

Items needed for this activity:
- List of fruits and vegetables from color groups (provided in this activity guide)
- Signs to designate color areas

Activity set up:
- A large area (inside or outside) where members can run back and forth between five color stations
- Label each color station with the provided color sign (blue/purple, green, white, yellow/orange, and red)

Step 1: Information to share with club members (5 minutes)
Eating five or more servings of colorful fruits and vegetables a day is part of an important plan for healthier living. Deeply-hued fruits and vegetables provide a wide range of vitamins, minerals, fiber, and phytochemicals your body needs to maintain good health and energy levels and reduce the risk of cancer and heart disease. Many of the phytochemicals and other compounds that make fruits and vegetables such healthy foods also give them their color. And, within each color group, each fruit and vegetable has benefits of its own. So, eat from each color group daily and try for variety within the color groups!

(The color groups and their benefits are listed below. Explain each color group’s benefit to members.)

Blue/Purple: memory function, healthy aging
Green: vision health, strong bones and teeth
White: heart health, healthy cholesterol
Yellow/Orange: heart health, vision health, immune system health
Red: heart health, memory function

Great! Now that we know what these foods do for us, let’s see which foods belong to which groups.

(Source: www.5aday.org)

Step 2: Group Activity 1 (10 minutes)
For this activity, we are going to use the five areas of the room that are labeled with signs stating different color groups. (Point out areas and signs).

Now, I am going to call out some different fruits and vegetables, one at a time. I want you each to move to the area of the room that matches the color of the food I call out. Some of these foods are common and you will know the color right away, but some are harder. We can learn about those foods together.

(You can vary this activity by having members run, walk, skip, gallop, hop, dance, or move in another way to the areas. After you call out a food name,
you can add the movement you want them to do.)

**Foods:**
- Blueberries (Blue/Purple)
- Avocados (Green)
- Cauliflower (White)
- Cherries (Red)
- Plums (Blue/Purple)
- Celery (Green)
- Pineapple (Yellow/Orange)
- Beets (Red)
- Carrots (Yellow/Orange)
- Spinach (Green)
- Mangoes (Yellow/Orange)
- Pomegranate (Red)
- Eggplant (Blue/Purple)
- Broccoli (Green)
- Radishes (Red)
- Dates (White)
- Peaches (Yellow/Orange)
- Onions (White)
- Kiwifruit (Green)
- Cranberries (Red)
- Elderberries (Blue/Purple)
- Arugula (Green)
- Pumpkin (Yellow/Orange)
- Tomatoes (Red)
- Peas (Green)

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.

Now, what about fruits? Can I have the 9 to 18 year old girls and the 9 to 13 year old boys raise their hands? You all need 1 ½ cups of fruit per day. Now, can the 14 to 18 year old boys raise their hands? You need 2 cups of fruit per day.

What counts as a cup of fruit? In general, 1 cup of fruit or 100% fruit juice, or ½ cup of dried fruit can be considered as 1 cup from the fruit group.

Great job everyone! Now we know how much fruit and vegetables we need each day. Remember to get all your servings in and try to eat a rainbow of fruits and vegetables each day to get all the benefits they give us!

Keep getting 60 minutes of physical activity each day! Exercise is another important part of being healthy!

**Get Up & Move!**

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Step 3: Information to share with club members (5 minutes)

Great job everyone! We really got up and moving for that activity.

Now, let’s review MyPyramid quickly to make sure we all remember how many fruits and vegetable servings we need each day.

We’ll start with vegetables. Raise your hand if you are a girl aged 9 to 13. You need 2 cups of vegetables per day. Now raise your hand if you are a girl aged 14 to 18 OR a boy aged 9 to 13. You need 2 ½ cups of vegetables per day. Raise your hand if you are a boy aged 14 to 18. You need 3 cups of vegetables per day.
Blue/Purple
Green
White
Yellow/Orange
Red
Five A Day The Color Way!

Five a Day The Color Way is a great way to combine good nutrition and fun for your child.

Eating five or more servings of colorful fruits and vegetables a day is part of an important plan for healthier living. Deeply-hued fruits and vegetables provide the wide range of vitamins, minerals, fiber, and phytochemicals (plant chemicals with disease preventative properties) your body needs to maintain good health and energy levels and reduce the risk of cancer and heart disease. Many of the phytochemicals and other compounds that make fruits and vegetables such healthy foods also give them their color. And, within each color group, each fruit and vegetable has benefits of its own. So, eat from each color group daily and try for variety within the color groups!

The color groups and their benefits are listed below:
- Blue/Purple: memory function, healthy aging
- Green: vision health, strong bones and teeth
- White: heart health, healthy cholesterol
- Yellow/Orange: heart health, vision health, immune system health
- Red: heart health, memory function

The USDA Food Guide Pyramid recommends five to nine servings of fruits and vegetables every day. Older children and teenage girls need at least seven servings and teenage boys need at least nine servings. Do your children eat enough fruits and vegetables?

Here are some suggestions to increase your family’s intake!
- Add some grapes to your chicken salad.
- Keep a bowl of fresh fruit on the counter or table for easy snacking. Include fruits from the different color groups.
- Add purple, red, or yellow peppers to salads.
- Add apple slices or blueberries to your pancake batter.
- Have berries handy to add to cereals or serve for dessert or snacks.
- Try peas in macaroni and cheese or steamed broccoli on a baked potato.
- Encourage variety by letting children pick out a new fruit or vegetable at the grocery store.
- Add vegetables to spaghetti sauces, chili, or soups.
Get Up & Move!

Family Activity Series 3: April

Take the Five A Day The Color Way Challenge!

In order to keep track of the rainbow of fruits and vegetables you eat each day, use the Five A Day The Color Way chart. You can find the link at the Illinois 4-H Website, http://www.4-h.uiuc.edu/opps/move/. Use a chart for each member of the family to ensure that you are getting a colorful variety of fruits and vegetables.

Another family activity your family can do is to try new fruits and vegetables! On the 4-H website, you will find a list of fruits and vegetables sorted by color group. Pick out a fruit or vegetable you have never tried before and try it! Your family can look up how to cook and eat that particular food together.

Rainbow Walk

Since April is a time for showers, you might also get to see a rainbow! After one of these spring showers, go on a family walk in search of a rainbow. Don’t forget to record these walking minutes on your physical activity calendar. When you get home from your walk, look up what makes a rainbow in the sky with your family.
April is a month in which a lot of people plant their vegetable gardens! The last frost of the winter has usually come and gone, and the weather is warming up!! Some common vegetables that are planted in vegetable gardens are carrots, radishes, tomatoes, green peppers, broccoli, spinach, lettuce, eggplants, cauliflower, green beans, and corn.

As a community activity this month, find community members who have a vegetable garden and interview them about what vegetables they plant and how they do it. Analyze the plants in their gardens and decide if they plant a rainbow. Maybe you can even get a lesson in gardening.

Contact your local Extension office to get the name of someone in your community who is an U of I Extension Master Gardener. Contact this person and ask him/her to share his/her knowledge with you. You could even look into becoming a Junior Master Gardener yourself!

Explore the Plant a Row for the Hungry program, in which gardeners plant an extra row in their garden and donate the food to their local food bank. Does your community have someone who plants a row for the hungry? If so, ask them if you can help with growing the vegetables or delivering them to the food bank!
Outdoor Exercising Safety
The warm weather brings lots of opportunities to Get Up and Move! outside. We all need to take special precautions when we play outside, whether it's at home in the yard, on a walk, at the local swimming pool or lake, or on a bike ride. This month, members will learn some basic safety precautions to keep themselves healthy and safe while exercising outdoors. Areas that will be covered are:

- Pedestrian safety
- Bike safety
- Safety in the pool
- Sun safety

Club Roll Call: What is one outdoor activity rule that you follow?

Physical Activity Calendars
Collect the April Physical Activity Calendar 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 or her activity matches the advice from the Physical Activity Pyramid.

Reflection Questions:
Did you see an increase of physical activity over days in April?
Did you get at least 30 minutes of moderate activity each day?
Did you get at least 15 minutes of intense activity, 3 times a week?
What new activities do you think you can try for the month of May?

Pass out the May Physical Activity Calendar.

Educational Activity
This month’s physical activity is called Driving School. Members will pretend to be the drivers of automobiles or bicycles and move around the activity area. Leaders will call out the provided traffic commands, and members will have to respond by changing the way they are moving. Members involved in a “collision” will have to report to the Body Shop, where they will have to do ten jumping jacks before they can rejoin the traffic. This fun activity will teach members some basic traffic rules and also get them up and moving!
Recipes/Snacks
This month’s snack is **Dessert Nachos**. Nachos are a popular Cinco de Mayo dish. Instead of cheese, tomatoes, and sour cream, this recipe uses coconut, fruit, and vanilla yogurt, making it ideal for this time of year!

Family Activity
Members and their families can explore Illinois on their bicycles. This month’s family activity is a **family bike ride** around the neighborhood, community, or state. Families can review the rules of bicycling together and the proper hand signals to use before they leave. Also provided in the family activity guide is a link to maps of Illinois bike trails.

Community Activity
A variety of projects can be done for this month’s community activity. Members can explore the possibility of attending or assisting with a safety class offered by their local park district or police department. They can also volunteer their time to help clean up a local bike path. Enrolling in swimming lessons is a way to help members to stay safe in the water and to learn water safety rules. Courses given by local agencies in first aid, CPR, and aquatics are available for youth to become better able to act in safety situations. All of these activities will help members to get out into their communities and explore safety.

Ties to 4-H Projects
Members will learn about safety in outdoor activity through a variety of projects. Bicycling safety topics, such as learning street signs, signaling, safe driving, night driving, and wet conditions, are topics in the various **Bicycle Adventures** projects. In **Outdoor Adventures**, youth can explore safety while hiking and camping. They can also learn weather safety, first aid, and safe cooking. Members interested in **Performing Arts** can create a skit about safety and how to be safe while doing various activities. Youth enrolled in **Visual Arts** can make a poster that explains some important safety concepts.

All Get Up and Move! materials can be found on the State 4-H website at [http://www.4-h.uiuc.edu/opps/move](http://www.4-h.uiuc.edu/opps/move).

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**Get Up and Move!**

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05/07
Each day fill in what physical activity you did and how many minutes you did it.

**Name**

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**May**

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**Bicycle Safety Maze**

Help the bicycle find its way safely through the maze!

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

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Get Up & Move!

Dessert Nachos

6 6-inch flour tortillas (whole wheat may be used)
5 cups fresh strawberries, divided
2 tablespoons orange juice
3 tablespoons sugar, divided
¼ teaspoon ground cinnamon
16 ounces low fat vanilla yogurt
1 cup shredded coconut

Make tortilla chips: Cut tortillas into triangles, lay them on a baking sheet, and spray with cooking spray. Combine 2 tablespoons of sugar and cinnamon, sprinkle evenly over the tops of the tortillas and bake for 12 minutes or until crisp at 350°F.

Strawberry sauce: Combine 3 cups of fresh strawberries, cleaned and hulled, 2 tablespoons orange juice and 1 tablespoon sugar in a blender. Puree the ingredients until smooth.

To serve: Place cooled chips on a plate. Set out separate bowls containing strawberry sauce, vanilla yogurt, 2 cups of chopped strawberries and 1 cup of shredded coconut. Individuals may prepare and enjoy their own Dessert Nachos.

Serves 10.
Get Up & Move!

Physical Activity Series 3: May

Driving School! (20-25 minutes)

Activity set up:
- Clear a large area with enough room for members to move around for this activity
- (Optional) Tape or rope to designate a “Body Shop” area

Step 1: Information to share with club members (10-15 minutes)
As the weather warms up, you are probably exercising and playing outside more than you did in the winter. How many of you have played outside in the past week? What activities have you done outside? (Ask a few members for responses). Great! It sounds like you are doing some fun things outside.

When we exercise outside, we need to make sure we follow some rules so that we are safe. First we are going to talk about some basic safety rules.

Who can tell me what a pedestrian is? That’s right! A pedestrian is someone who is on foot, as opposed to being on a bike or in a car. When you are a pedestrian, you need to follow certain rules. What are some of these rules? (Guide members’ responses to the following:
- stop at curb before crossing a street
- cross at intersections and use traffic signals and crosswalks
- look both ways before crossing (left, right, and left again)
- walk on sidewalks when possible (if there are no sidewalks, walk on the left side, facing traffic)
- don’t play in streets or parking lots

Another popular summer activity for kids is bike riding. When you ride a bicycle, you need to take special precautions to be safe. What rules are there for bicycle safety? (Guide members’ responses to the following:
- Observe traffic signs
- Know hand signals (right – left arm bent and raised; left – extending left arm straight out to side; stop – left arm bent and down)
- Ride single-file on streets and highways
- Make sure your bike is in good condition
- Wear light-colored clothing or reflective tape, especially at night
- Always wear a helmet
- Ride smart! Watch out for uneven surfaces, rocks, pedestrians, and cars

Swimming is another fun activity that keeps you cool and gives you exercise. Whether you swim in a pool or a lake, you need to follow some special rules. What are some of these rules? (Guide responses to the following:
- Always swim with a buddy, never alone
- Never run, push, or jump on others around water
- If you are not a strong swimmer, wear a life jacket when you are in or near an open body of water
- Learn to swim
- Swim only within designated safe areas
- Always obey the lifeguard on duty
- Before diving into water, be sure it is deep enough
Do not be in or near water during thunderstorms or lightning.

Sunshine is a welcome change from a cold, dark winter. However, the sun and its rays can also be dangerous if precautions aren’t taken. Let’s go over some sun safety rules together.

- When playing outside, always wear a sunscreen with SPF 15 or higher. Apply liberally and reapply every two hours or after swimming.
- Wear sunglasses! The sun’s rays can harm your eyes, too.
- Limit sun exposure between 10 a.m. and 4 p.m. These are the hours in which the sun’s rays are strongest.
- Cover up and wear a hat.
- Drink lots of fluids to keep from getting dehydrated.
- If you feel nauseated, faint, or ill while out in the sun, go indoors. Watch out for heat exhaustion and other heat-related illnesses.
- Treat your sunburns, if you get one. Stay out of the sun and use aloe vera gel. Take a cool bath or apply cool compresses to your skin.

(Sources: www.kidshealth.org, www.safekids.org)

Step 2: Group Activity (10 minutes)
Today’s activity is called Driving School. We are going to pretend we are the drivers of cars or bicycles, moving all around the room. I will call out commands for everyone to obey, since we know an important safety rule is following traffic signals and rules.

I want everyone to hold their hands in front of them as if they are holding the steering wheel of a car or handlebars of a bicycle. When I say “green light,” you will pretend to be cars or bikes and walk at a normal pace around the room. When I call out traffic commands, you must obey them! You cannot collide with other drivers. If you touch another driver at all, you are part of a collision. You must report to the “Body Shop” (Designate a Body Shop area off to the side and out of the way. You may even tape or rope off this area). While in the Body Shop, those involved in the collision must do repair work by doing ten jumping jacks. You must also shake hands with the other driver and say “I’m sorry. Please drive safely.” Then you can exit the Body Shop and continue playing.

Start game by saying “green light,” which means walk at a normal pace. Every 30 to 45 seconds, call out the commands below in any order. Follow each command with its instruction.

Commands:

Green Light – walk at a normal pace
Yellow Light – move slowly
Red Light – stop
School zone – skip
Neighborhood – march
Highway – run
Reverse – move backwards, making beeping sounds
Emergency vehicle – move to the side of the activity area and wait for the next command
One way – move clockwise
Oil slick – make quick turns to avoid pretend “oil slicks”
Pot hole – leap
Tunnel – duck as you walk
Flat tire – hop on one foot
Traffic jam – move closer to other members and shuffle your feet slowly

(Source: National Institute of Child Health and Human Development)

Get Up & Move!
Outdoor Safety
The warm weather brings lots of opportunities to Get Up and Move! outside. But we all need to take special precautions when we play outside. One potential source of danger is the sun. We all need some sun exposure; it’s our primary source of vitamin D, which helps our bodies absorb calcium. It doesn’t take much time in the sun for most people to get the vitamin D they need, and unprotected exposure to the sun’s ultraviolet (UV) rays can cause skin damage, eye damage, immune system suppression, and even cancer. It’s important that parents teach their children how to enjoy fun in the sun safely.

- Avoid the strongest rays of the day
  - Avoid being in the sun for prolonged times when it’s highest overhead and therefore the strongest (normally from 10 a.m to 4 p.m.). If your child is in the sun between these hours, use sunscreen.
  - Beware of “invisible sun.” Even on cloudy, cool, or overcast days, UV rays travel through the clouds and burn the skin.

- Cover up
  - Bring along a wide umbrella or a pop-up tent to play in. Have your child wear a light-colored long-sleeved shirt if it’s not too hot.
  - Don’t forget about sunglasses! They can protect the eyes from UV rays.

- Use sunscreen
  - Use sunscreen whenever your child will be in the sun.
  - Apply sunscreen about 30 minutes before going outside. Don’t forget about lips, hands, ears, feet, shoulders, and behind the neck. Lift up bathing suit straps and apply sunscreen underneath them.
  - Don’t try to stretch out a bottle of sunscreen. Apply sunscreen generously and don’t skimp!
  - Reapply sunscreen often, approximately every 2 to 3 hours or after your child is sweating or swimming.
  - Use waterproof sunscreen if your child will be around water or swimming. Water reflects and intensifies the sun’s rays.

- Know how to treat a sunburn
  - Have your child take a cool bath or apply cool, wet compresses to the skin.
  - Apply pure aloe vera gel to any sunburned areas to relieve pain and help the healing process.
  - Give your child a pain reliever like acetaminophen or ibuprofen.
  - Apply topical moisturizing cream to rehydrate the skin. For severely burned areas, apply a thin layer of 1% hydrocortisone cream. Do not use petroleum-based products or products with benzocaine.
  - Keep your child in the shade until the sunburn is healed.

(Sources: www.epa.gov, www.kidshealth.org)
Get Up & Move!  
Family Activity Series 3: May

Bike riding is a great way to exercise in the warm weather. For this month’s family activity, go on a bike ride together.

Before you start, review all bicycle safety rules, including:
- All traffic signs and rules
- Know hand signals:
- Ride single-file on streets and highways
- Make sure your bike is in good condition
- Wear light-colored clothing or reflective tape, especially at night
- Always wear a helmet
- Ride smart! Watch out for uneven surfaces, rocks, pedestrians, and cars

Before you leave, practice bike safety in your driveway by creating safety scenarios. Set the scene by drawing a street and crosswalks with chalk. Create props for stop signs, motor vehicles, and other obstacles you might face while riding your bikes on a real street. Examples:

- Practice stopping at stop signs and using hand signals when turning.
- Cross the “street.” When crossing, make sure to walk, not ride, your bike.

Pick a safe route! Do you have a local bike path or large park in your area to which you can ride? For a bike trail in your area, please see [http://www.dot.state.il.us/bikemap/STATE.HTM](http://www.dot.state.il.us/bikemap/STATE.HTM).

Have fun and be safe!
Community Safety Activities
There are a number of activities you can do this month that involve your community. Here are some ideas.

- Call your local park district or police station to find out if they offer a class for youth about safety. Many police departments have a public safety division that gives safety presentations on pedestrian safety, bicycle safety, and water safety. Attend one of these safety presentations or ask if you can be a part of it somehow.

- Does your local park department help to keep area bike paths looking nice? See if you can help to clean up the bike path by removing trash and other debris. This is a great service activity that will keep your community’s bike paths looking clean.

- Learning to swim can help you to be safe in the water. Enroll in swimming lessons at your local pool. You can learn how to swim underwater, swim on top of the water, float, and dive safely.

- Take a safety course. Agencies like the American Red Cross offer classes to youth in first aid, CPR, aquatics, and water safety classes. You can learn to be safe and to help others to stay safe!
Sports Nutrition
Many of today’s youth are involved in extracurricular sports activities. Because so many young people are athletes, this month’s topic focuses on sports nutrition. All children need to eat balanced meals and have a healthy diet. Should that balance change if a child is on a sports team or working out? Maybe. Children should eat the right mix of foods to support their higher levels of activity, but that mix might not be much different from what is considered a healthy diet. Eating for sports should be an extension of healthy eating for life.

Sports nutrition is for everyone, not just those who are on a sports team. Even those not involved in rigorous activity through a sport need energy for daily activities and exercise. We all need to be concerned about having healthy bones, strong muscles, and a healthy cardiovascular system. While athletes or very active people may need more calories than less active people and more water because of the loss of water through perspiration, athletes do not need to eat a lot of extra protein or special kinds of protein. Athletes also do not need special sports drinks or pills to give them more energy.

(Sources: www.kidshealth.org, USDA, 4-H Sports Nutrition Guide)

Club Roll Call: What sports do you enjoy playing (on a team or on your own)?

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

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

Reflection Questions:
Did you see an increase of physical activity over days in May?
Did you get at least 30 minutes of moderate activity each day?
What kinds of activity are you getting?
Do you think you’re getting enough physical activity? Why?
How can you fit more short periods of regular physical activity into your life?

Pass out the June Physical Activity Calendar.
**Educational Activity**
In this month’s physical activity, members will participate in some common drills used by athletes in various sports. Youth will practice dribbling a basketball, vertical jumping, knee lifts, and arm circles. These activities will help members to get various body parts moving and also to experience some drills that athletes use to perfect their skills.

**Recipes/Snacks**
This month’s snack features a high energy snack made with oats, soy nuts or peanuts, and fruit. With 3 grams of fiber, one serving of this snack provides 12% of the daily recommended amount of fiber. Young athletes are sure to replenish their energy with this snack!

**Family Activity**
For this month’s family activity, members are encouraged to participate in sports with their families. They can engage in a sport they already play together, such as basketball in the driveway, or they can try a new sport for the day! Possibilities for activities include playing tennis at a local court, volleyball at a local recreation center, and soccer! Before playing the sport, members are encouraged to visit the local library or use the internet to learn the rules of the sport they are interested in trying.

**Community Activity**
As a community activity this month, members can contact a favorite athlete to see what he or she does to keep fit and active and what he or she eats to stay healthy! These athletes can be professional athletes, local team athletes, or even high school athletes! To write to an athlete, members can use a sports magazine, game program, or the internet to find the address. Another activity a member can do is to visit a high school or college team sports practice to see what sports teams at that level are like. Members can talk to the team members or to the coaches for valuable insight about being part of a team.

**Ties to 4-H Projects**
A number of 4-H Projects tie into this month’s topic of sports and nutrition. Bicycle Adventures and Outdoor Adventures are two project topics in which members will learn about healthy ways to exercise. In the Food and Nutrition projects, the groups of MyPyramid can be explored in Dairy Foods, Breads and Cereals, Fruits and Vegetables, and Meat and Other Protein Sources. In Sports Nutrition, members will learn about power snacks, foods that are good sources of energy, and food and fitness topics. Since sports events and stories are often in the news, members enrolled in Journalism can read and compare these stories, or even write one of their own.

All Get Up and Move! materials can be found on the State 4-H website at [http://www.4-h.uiuc.edu/opps/move](http://www.4-h.uiuc.edu/opps/move).

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

Name ____________________________

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

Sports

Name the sport represented in each of the pictures below.

- [ ]
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June

total minutes of physical activity

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

3 cups oat square cereal
1 1/2 cups quick cooking oats
1/3 cup roasted soy nuts or dry roasted peanuts
1/4 cup honey
2 tablespoons vegetable oil
1 cup dried fruit
1/2 cup mini candy-coated milk chocolate candies

In a large bowl, combine cereal, oats, and nuts.

In a small bowl, combine honey and oil; mix well. Add to cereal mixture; mix well.

Spread oat mixture in single layer on 15-1/2 x 10-1/2 x 1-inch rimmed baking sheet sprayed with cooking spray.

At 350°F bake 12 to 15 minutes, stirring three times during baking. Remove from oven; stir to loosen mixture from pan. Cool completely in pan on wire rack.

Stir in dried fruit and candy.

Makes 14 1/2-cup servings.
Sports Drills (25 minutes)

Items needed for this activity:
- Stopwatch or timer
- Cones or other objects for members to run around for stations #1 and #3
- Basketballs (enough for ¼ of members)
- Drill station signs (provided)

Activity set up:
- Set up four areas for the drill stations. For stations #1 and #3, members will need enough space to run to one end of the room or field and back. For stations #2 and #4, enough space is needed for members at those stations to spread out and complete the activities.

Step 1: Information to share with club members (5 minutes)
Sports nutrition is for everyone, not just athletes or those who want to be athletes. If you spend some of your time in active playing, then you have a healthy, active lifestyle. Athletes and active people need to eat a nutritious diet to keep fit. But this diet isn’t much different from the diet everyone else needs to eat! In order to have a healthy diet, we need to make sure we are following MyPyramid and getting all the foods we need every single day.

We talk a lot about energy and how we need lots of energy to be active. All living things need a steady source of energy just to stay alive! The energy in foods is measured in calories. The nutrients that can provide calories are carbohydrates, protein, and fat. Carbohydrates are the most easily used source of energy for the body. The body prefers to use this energy source whenever possible. Fat and protein can also be used for energy, but the body prefers to store fat for future energy use.

There are three main types of carbohydrates: sugar, starch, and fiber. Only starch and sugar give us energy. Foods like bread, rice, cereal, and pasta are high in starch. That’s why you feel energetic after eating them! We also get carbohydrates from fruits and vegetables. It is important to have these foods in our diets as well!

Athletes usually eat an energy-packed meal or snack three or more hours before competing in their game or meet. There are no special foods that athletes can eat before an event to give them extra energy. The best kind of meal they can eat is one that has a lot of carbohydrate and fluid with smaller amounts of protein and fat. They get some energy from this meal, but most of their energy for their game comes from the food they eat in the days before.

Now, we are going to talk about some sports nutrition myths. Who can tell me what a myth is? (Members should give responses). That’s right! A myth is something that many people may have heard and may believe, but which isn’t really true. I am going to read some statements about athletes and sports nutrition, and I want you all to tell me if they are true statements or myths.

1. Athletes should eat a lot of extra protein or special kinds of protein. (Myth – athletes should follow MyPyramid for their food intake)
2. Athletes might need more water because water is lost through perspiration (sweating). (True – athletes should drink water before, during, and after exercise to rehydrate themselves)

3. Athletes need special sports drinks or special pills to give them more energy. (Myth – athletes do not need these things; however, they do need proper nutrition and lots of water!)

(Sources: www.kidshealth.org, USDA, 4-H Sports Nutrition Guide)

Step 2: Group Activity 1 (20 minutes)
In this month's activity, we are going to explore some different sports! Some of these sports you might have heard of or even played yourself! Others might be new to you.

One thing that athletes do during their practices is what is called a drill. They might do many different types of drills that help them practice. In a drill, an athlete practices a certain skill that they use in their sport. A basketball player might do a dribbling drill to practice ball-handling skills or a passing drill to practice their passing skills.

What kinds of drills do you think athletes in the following activities could do?

- Tennis player
- Volleyball player
- Swimmer
- Relay runner
- Golfer

Great ideas everyone! For our activity today, we are going to practice some of the drills that athletes do to help them with certain skills! We are going to divide into 4 groups and each group will start at a different station. You will spend five minutes at each station. When I say “Change!” you will rotate to the next station!

(Divide members into four groups, explain the order of the stations and rotation, and give a brief explanation/demonstration of each of the four stations, as outlined below. Once the stations have been explained, assign each group to a different station. Tell members to begin the drill at each station. After five minutes, say “Change!” and guide members through stations until they have completed all four.)

Station #1: Basketball dribbling
Members will practice dribbling a basketball by weaving through cones set up by the leader or by dribbling to one end of the room and back. Members can go all at once, two at a time, or one at a time, depending on your group size and space available. Dribbling a basketball will help members to get moving while working on their hand-eye coordination.

Station #2: Volleyball jumping
One important skill that volleyball players have is being able to jump high! In order to practice this, members will do vertical jumps, where they will stand in one place and jump as high as they can. Make sure members are spread out enough so that they are not too close to each other.

Station #3: Soccer Knee Lifts
For this drill, members will run to one end of the room and back raising their knees high with each step. You can set up a cone or other object to run around and members can go all at once, two at a time, or one at a time, depending on group size and space available.

Station #4: Arm Circles
Many sports, such as tennis, baseball, and softball require strong arms and shoulders! For this drill, members will do both large and small arm circles, in the forward direction and the reverse direction. Members should spread out enough so that they do not get in each other's way.

Get Up & Move!
Station #1
Basketball
Dribbling

Station #2
Volleyball
Jumping
Station #3
Soccer Knee Lifts

Station #4
Arm Circles
Sports Nutrition
Many of today’s youth are involved in extracurricular sports activities. Because so many young people are athletes, this month’s topic focuses on sports nutrition. All children need to eat balanced meals and have a healthy diet. But should that balance change if your child is on a sports team or working out? Maybe. Children should eat the right mix of foods to support their higher levels of activity, but that mix might not be much different than what is considered a healthy diet. Eating for sports should be an extension of healthy eating for life.

Sports nutrition is for everyone, not just those who are on a sports team. Even those not involved in rigorous activity through a sport need energy for daily activities and exercise. We all need to be concerned about having healthy bones, strong muscles, and a healthy cardiovascular system. While athletes or very active people may need more calories than less active people and more water because of the loss of water through perspiration, athletes do not need to eat a lot of extra protein or special kinds of protein. Athletes also do not need special sports drinks or pills to give them more energy.

If your child is eating healthy, well-balanced meals and snacks, your child is probably getting the nutrients that he or she needs to perform well in sports. MyPyramid can provide you with guidance on what kinds of foods and drinks should be included in your child’s well-balanced meals and snacks. But children who are involved in strenuous endurance sports like cross-country running or competitive swimming, which involve 1 ½ to 2 hours of activity at a time, may need to consume more food to keep up with their increased energy demands.

It is important that any child is getting the following nutrients: vitamins and minerals, such as calcium and iron; protein from meat and poultry, dairy products, and nuts; and carbohydrates for energy. For a young athlete, carbohydrates are an important source of fuel. Without carbohydrates, your child may be running on empty. When choosing carbohydrates, look for whole-grain foods that are less processed. It is also important that young athletes drink plenty of fluid to avoid any heat illnesses or dehydration. It’s a good idea for your child to drink water or other fluids throughout the day, but especially before, during, and after periods of extended physical activity.

(Sources: www.kidshealth.org, USDA, 4-H Sports Nutrition Guide)
Get Up & Move!

Family Activity Series 3: June

Sports
One popular way to stay active is to participate in sports! Many young people are on school-sponsored sports teams, but that is not the only way you can be involved! Many people play sports on their own, whether it is by playing basketball in the driveway or soccer with their friends! In this month’s family activity, your family will learn about some new sports and try them out!

In what sports do you and your family already participate together?
______________________________________________________________________
______________________________________________________________________

What sports would you and your family like to participate in together?
______________________________________________________________________
______________________________________________________________________

Choose one of these new sports from your list of sports in which you would like to participate! As a family, visit the local library or use the internet to explore that sport and how it is played. You can find out the rules and how to keep score!

After learning about the sport, go and try it out! You can visit the local park, a nearby field, a recreation center, or local courts! This month, make a family goal to try out two new sports! Below are some examples of sports you can explore.

Tennis    Volleyball    Badminton
Racquetball    Swimming    Hockey
Basketball    Track & Field    Baseball
Softball    Tetherball    Golf
Bowling    Soccer    Lacrosse
Cricket    Field Hockey    Kickball
Sports in the Community
Sports are everywhere in our world! You have probably seen a professional sports game on television (or even in person!) and your local high school or junior high school most likely has its own sports teams! Sports are a great way for individuals to stay active and be a part of a team. For this month’s community activity, you can explore the sports teams and athletes in your area. Below are some ideas for community activities.

- Visit a practice, game, or meet or a sports team at your local high school. If you are already on a high school team, visit a practice of a sport that is different from your own! Talk with the coach of the team and some of the athletes to find out what their sport means to them. What are the practices like? Maybe you can even participate in one of the practices to see for yourself. Present what you find out and your experience at the next club meeting.

- Contact your favorite athlete to see what he or she does to keep fit and active and what he or she eats to stay healthy! These athletes can be professional athletes, local team athletes, or even high school athletes. To find the address of an athlete to whom you would like to write, you can use a sports magazine, game program, or the internet. Present any information you find out at the next club meeting.

- Sporting news and events are often in the newspaper’s sports section. If you are interested in Journalism, you can read and compare newspaper stories or articles from a sporting magazine. You can also go to a local sporting event and write an article about it for your local newspaper or school paper.
What do you do with your Summer Time?
When school ends for the year, children are often faced with more free time to fill each day. Long days at home during summer months can often lead to the phrases “I'm bored,” or “There's nothing to do.” Too often, this summer time is filled with sedentary activities, such as playing video games, watching television, or using the computer. The goal of this month's lesson is to increase members' awareness of how they are spending their summer time and how they can stay active, even when P.E. classes are over for the year!

During the summer, the hot weather can pose a challenge to children. Many youth would rather stay in the air-conditioned indoors than be outside biking, running, or playing. When the proper precautions to stay hydrated and cool are taken, outdoor exercise can be fun! This month, members will discuss what outdoor activities they can do and how to make them bearable in the heat.

Sometimes, going outdoors is not an option for children. This doesn't mean that physical activity has to be replaced. This month, you will discuss with members some activities they can do indoors to stay active!

Club Roll Call: What is your favorite hot weather activity?

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

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

Reflection Questions:
Did you see an increase of physical activity over days in June?
Did you get at least 30 minutes of moderate activity each day?
Did you get at least 15 minutes of intense activity, 3 times a week?
How is exercising in hot weather different from exercising in cold weather?
What activities do you participate in now that school is out?

Pass out the July Physical Activity Calendar.

Educational Activity
In this month’s physical activity, members can participate in some common summer outdoor activities: hopscotch, four-square, cold potato, and jump rope splash. These
activities are so much fun they might just take children’s minds off the heat! When doing the cold potato and jump rope splash games, you will need an outdoor space. Hopscotch and four-square can be done outdoors or indoors if you have enough room.

Recipes/Snacks
This month’s snack features peaches, a popular summer-time fruit. Made with oats, Peach Crisp provides 3 grams of fiber. It also provides a serving of fruit. Peach crisp makes a perfect dessert for a summer meal or cookout!

Family Activity
This month’s family activity is the family hike. Hiking is a great summer activity for families to do together. Not only will family members get exercise, they will also explore nature and make lasting memories. This month’s family activity guide provides some tips and suggestions for a safe, successful family hike.

Community Activity
Because children often have more time in the summer, why not do more community service? Projects like pet washes, car washes, and lawn watering are great ways to provide a service to friends and neighbors, all while keeping active! This month, members can also explore their communities to see what summer time activities are available to them. They can contact local park districts, school districts, churches, libraries, or other groups and find out if they can join any summer clubs or day camps. Contact your county’s Extension office to see if a Camp Clover is being offered near you. These activities often have large physical activity components and are a great way to stay active in the summer.

Ties to 4-H Projects
Many 4-H projects provide members with a way to spend their summer time. With the State Fair approaching in August, some members may have fair-related projects to work on. In Bicycle Adventures, one popular summer activity – bike-riding – is explored, while in Outdoor Adventures, hiking, backpacking, and camping topics are covered. Those members who complete the family hiking activity may be interested in completing an Outdoor Adventures or Outdoor Meals project or one in Forestry, Geology, or Natural Resources. Members can also spend their summer time learning about Clothing, Sewing and Textiles, Computers, Electricity, or Aerospace. Members interested in holding the pet wash discussed in this month’s community activity may be interested in Cat or Dog projects. Projects in Photography, Woodworking, Interior Design, and Performing Arts also provide summer time learning and fun.

All materials can be found on the State 4-H website at http://www.4-h.uiuc.edu/opps/move.

Get Up and Move!
### Summer Activity ABCs

Make a list of summer physical activities that you enjoy!

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

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

**Name**  

**July total minutes of physical activity**
Peach Crisp

4 peaches (4 cups sliced)
2 tablespoons margarine or butter
3/4 cup quick-cooking oats
1/2 cup sugar
1/4 cup flour
2 teaspoons cinnamon
1 teaspoon lemon juice

Slice peaches, spread in 8-inch baking dish. Sprinkle with lemon juice.

Melt margarine, mix in oats, sugar, flour, and cinnamon. Stir until well blended.

Sprinkle the oat mixture on top of the peaches.

Bake for 20 minutes until bubbly.

Serves 6.
Get Up & Move!

Summer Activities (25 minutes)

Items needed for this activity:
• Sidewalk chalk
• Small rocks or bean bags
• 1 kickball or four-square ball
• Masking tape (for indoor activities)
• Water balloons
• Long jump rope (at least one)
• Plastic or paper cups
• Water source (sink, hose, etc.)
• Safety pin to poke holes in water balloons

Activity set up:
• You will need four activity areas, for the following activities:
  o In the hopscotch area, you will need to use chalk or masking tape to make a hopscotch game.
  o In the four-square area, you will need to use chalk or masking tape to make a four-square game area.
  o In the jump rope splash area, you will need cups filled with water and room for a game of jump rope.
  o In the cold potato area, you will need five to ten water balloons and enough space for members to stand in a circle.

• You do not need to do all four activities if it is not feasible for your club due to size or space constraints. You may choose to do just one, two, or three.

Step 1: Information to share with club members (5 minutes)
Now that school is done for the year and we are in the middle of the summer, how has your physical activity changed? Do you think you are getting more or less physical activity? (Take responses). Why do you think that is the case? (Take responses).

Now that you are not in school, you have an extra seven hours of the day to fill! How do most of you fill that time? (Take responses). Do you find you are watching more television? Playing more video games? Using the computer more? Maybe you aren’t getting as much physical activity now that P.E. is over or your sports team practices have ended.

During the summer, you are more responsible for filling your time than you were in the school year. You get to make more of the decisions about what activities you do! It is important to make sure you are filling it with enough healthy activity, such as eating right and being physically active. Let’s talk about what physical activities you think you could do to fill your summer time healthfully!

What activities do you think you could do indoors? (Take responses). That’s right! Things like push-ups, jumping jacks, knee lifts, and vertical jumps can
help you get your heart pumping inside. When you’re doing something like watching television or playing a video game, you should take frequent breaks and do one of these activities to keep your body moving.

What about outdoors? Summer is a great time to participate in outdoor activities. What physical activities can you do outdoors? (Take responses).

Let’s discuss some important things to remember about outdoor activity. When playing outside during the summer, we have to take extra precautions because the weather can be very hot. One way to keep your body cool and hydrated is by drinking a lot of water before, during, and after exercise. As we talked about in May, you should also make sure to wear sunscreen to protect yourself from the harmful rays of the sun. And if you are playing outside and you start to feel dizzy, faint, or sick, go indoors and tell an adult! You might be experiencing a heat-related illness.

One fun way to keep cool in the heat is by playing water games. Let’s brainstorm some water games that you have played before or would like to play outdoors. (Take responses).

Great job! We have talked about many activities that you can do in the summer. Now we are going to play some popular summer games to give you some more ideas of what you can do on your own at home.

Step 2: Group Activity 1 (20 minutes) (For the group activity, you can organize the members according to what works best for your club. You may want to have half the club doing one activity while the other half does another activity. Or if you have a smaller group, all members can do the same activity together. Two of the activities (Jump Rope Splash and Cold Potato) involve water and work best outdoors. Hopscotch and four-square can be done indoors using masking tape instead of chalk, as described above).

Activity #1: Hopscotch
Draw a hopscotch game on a paved surface with sidewalk chalk (or tape in an indoor setting). Have members play according to instructions below.

1. Start by tossing a rock or bean bag into box 1.
2. Hop into box 2, landing with a single foot. (Skipping box 1 where the rock is located.)
3. Hop into box 3, landing on a single foot; then simultaneously into boxes 4 and 5 with both feet (one in each box). Hop into box 6 (single foot), then into boxes 7 and 8 (both feet – one in each box).
4. Jump while turning around, and land in boxes 7 and 8.
5. Hop all the way back to box 2 (landing on one foot in single boxes and two feet in boxes side by side), and then pick up the rock or bean bag from box 1. Then, hop out of the pattern.
6. Throw the rock or bean bag into the next numbered box. (Round 2, rock is tossed in box 2, etc.) Be sure to remind youth to skip over the box containing the rock or bean bag.
Activity #2: Four-square
1. Draw a 6- to 10-foot square on a paved surface with sidewalk chalk.
2. Divide the larger square into four smaller squares, number the squares 1 to 4, and have one child stand in each block.
3. The player in square 4 serves the ball by bouncing it in his square and tapping the ball into another square.
4. The player in that space must tap the ball (after one bounce) into another child's area, and so on, until someone misses the ball, lets the ball bounce twice, or sends it out of the grid.
5. The player who misses the ball steps out and the remaining players rotate up through the numbered squares. If you are playing with more than four players, a new player enters the game at square 1. The player who is out waits in line to re-enter the game once square 1 is open again.
6. Whoever is now in square 4 serves the ball to resume play.

Activity #3: Jump Rope Splash
1. Have two members hold each end of a long jump rope.
2. One at a time, have other members jump rope while holding a cup of water in their hands as they jump a set number of times.
3. Whoever spills the least water wins.
You can make this game more complicated by having members run into the rope, turn circles while jumping, etc.

Activity #4: Cold Potato
1. Have an adult use a safety pin to poke a hole in a water balloon, so that it has a slow leak.
2. Have players stand in a circle and toss the balloon around across the circle. The idea is not to be the one holding the balloon when it runs out of water!

Get Up & Move!
Summer Time
When school ends for the year, children are often faced with more free time to fill each day. Long days at home during summer months can often lead to the phrases “I’m bored,” or “There’s nothing to do.” Too often, this summer time is filled with sedentary activities such as playing video games, watching television, or using the computer. The goal of this month’s lesson is to increase members’ awareness of how they are spending their summer time, and how they can stay active, even when P.E. classes are over for the year!

During the summer, the hot weather can pose a challenge to children. Many youth would rather stay in the air-conditioned indoors than be outside biking, running, or playing. But when the proper precautions to stay hydrated and cool are taken, outdoor exercise can be fun! Here are some tips to keep your child healthy and safe while exercising outdoors:

- Make sure your child drinks plenty of water before, during, and after outdoor activity to keep his or her body hydrated and cool.
- Use sunscreen whenever your child will be in the sun.
- If your child begins to feel faint, dizzy, or ill, get them indoors immediately! He or she may be experiencing a heat-related illness.

Sometimes, going outdoors is not an option for children. But this doesn’t mean that physical activity has to be replaced. This month, discuss with your children some activities they can do indoors to stay active!

As a parent, you can encourage your child to stay physically active in the summer. Discourage long intervals of television watching, video game playing, and computer use. Explore the option of enrolling your child in a summer day camp through your local park district, school, or library. Contact your county Extension office to see if a Camp Clover is offered near you. Or look into summer sports teams. When possible, spend time doing physical activities as a family. Go for evening walks, take trips to a local swimming pool, or go on bike rides together!
Get Up & Move!

Family Activity

Series 3: July

Family Hike

Select a route
Part of the fun of going hiking is choosing the route. It’s a good idea to get the whole family involved at this stage. Consider: What will you see when you’re walking? Are there places to rest along the way? How busy is your route? For safety reasons, be sure to thoroughly research your plan. Choose a route that’s the right length and terrain for the youngest child. Ask the local park employees and get maps where necessary. Know what plants and animals you will need to watch out for on your hike. To start, a shorter, well-marked route is generally the best option. Lots of city parks have excellent shorter walking routes to explore.

Make it fun
Keep in mind this isn’t just a walk, it’s an exploration. Here are ways to keep the kids enjoying putting one foot in front of the other.

- Halfway or three-quarters along, plan an “energy stop” that will allow everyone to refuel with a drink, snack or lunch.
- If you’re walking in a city park, collect a couple of items like pine cones, rocks and sticks to make crafts later. If you’re in a national park or conservation area, the general rule is to leave everything as you found it, so taking items for crafts will likely not be an option.
- Keep young hikers busy by encouraging them to count how many of a particular animal, flower or tree they see along the way. Singing songs also makes the journey fun, especially hiking or camping tunes.
- If you have a digital camera, take it along. You can encourage the kids to take pictures for a handmade book or story board. Inexpensive disposable cameras are also an option.
- In preparation for your walk, talk about what kinds of wildlife you might encounter, or head to the library to get a book and read about it.

Be safe and be comfortable
- Get each member of the family a whistle.
- Clearly explain the rules of the trail before you go. Depending on your route, these might include that everyone has to stick together (no going ahead or lagging behind), that children cannot touch certain things and that you should use your whistle if you lose sight of the group.
- Everyone should wear a hat, sunscreen and sun glasses. Also, be sure to take insect repellent.
- Take lots of water. One quart per person is the general rule for adults. Do not drink any water from streams along the route. Bring energy snacks such as granola bars or trail mix for the whole family.
- Have proper footwear.
Get Up & Move!
Community Activity  Series 3: July

Summer Time Activities

How are you spending your summer time? One way to find out is to keep an activity journal! For one week, keep track of all the activities you do and for how long. Keep track of all activities, including things like watching television, playing basketball, or riding your bicycle. At the end of the week, look at your activity journal and review how you spend your summer time. Is there anything you can replace with something more active? Is there any way to decrease the amount of time you spend doing sedentary activities?

Doing community service activities is a great way to use your summer time! Try some of the following activities for those in your family or neighborhood.

- Hold a pet wash! Ask your neighbors with cats or dogs if you can help them by giving their pet a bath. This is a great way to keep cool in the hot weather, too!
- Wash cars! Take a walk around your neighborhood with a bucket, soap, and sponges. Ask your neighbors if you can wash their cars for them!
- Water lawns! Another service you can provide to neighbors is to water their lawns or flowers. In the summer, many plants need to be watered daily because of the hot weather. See if you can help out a neighbor by providing this service.

Find a Summer Program

What summer-time programs are available to you? You can get involved in your community by participating in summer programs and events. Check with your local park district, library, church, or school to find out about day camps and clubs. Contact your county Extension office to see if a Camp Clover is offered near you. You may be able to find a reading club, a sports team, a theater group, or another group that interests you! These programs are great ways to use your time this summer learning new things, making new friends, and having fun!
### August

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

**Name ___________________________________________**

### International Foods

Match each of the following foods to its country of origin (listed below). Use a helper or the library!

1. Tacos __________
2. Goulash __________
3. Jan Hagels __________
4. Lefse __________
5. Frikadeller __________
6. Waterzooi __________
7. Minestrone __________
8. Bratwurst __________
9. Moussaka __________
10. Peking duck __________

- a. Belgium
- b. Greece
- c. Holland
- d. Mexico
- e. China
- f. Italy
- g. Norway
- h. Hungary
- i. Germany
- j. Denmark