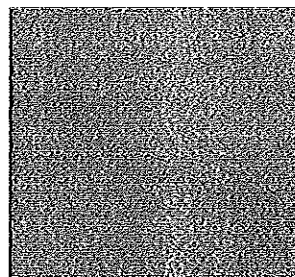
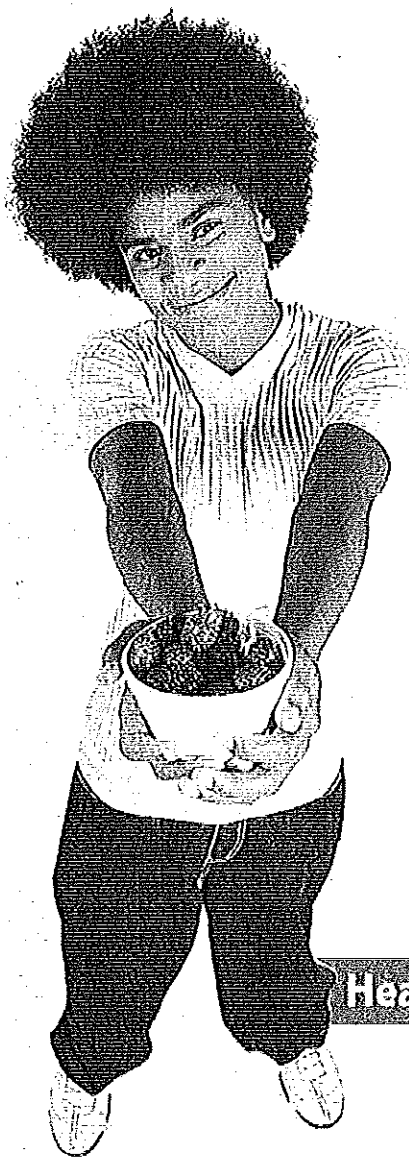


# Up for the Challenge

## Lifetime Fitness, Healthy Decisions



**Health, Fitness, and Nutrition Curriculum**

4-H/Army Youth Development Project

## **Up for the Challenge:**

Lifetime Fitness, Healthy Decisions

---

The *Up for the Challenge: Lifetime Fitness, Healthy Decisions* curriculum is a support piece for the Army Child, Youth and School Services Program. The material is based upon work supported by the 4-H / Army Youth Development Project, a partnership of the U.S. Army Child, Youth and School Services, and 4-H National Headquarters, National Institute of Food and Agriculture, U.S. Department of Agriculture, and the University of Maryland Extension, under special project number 2004-48606-03085.

This curriculum comes with a resource list in Appendix B containing suggestions for educational teaching materials. This does not imply Army or 4-H endorsement of these products, or the vendors thereof. Army CYS staff and other users should use their discretion in substituting or replacing these items.

Copyright 2006, 2012. AMWRF. All rights reserved. Photocopying or reproduction strictly prohibited except within the Department of Defense and National 4-H.

Updated in 2012 by the University of Maryland Extension.

## Acknowledgements

Project Director	Debra Bowman, PhD, Extension Specialist, 4-H Youth Development, Volunteer Development, Maryland Cooperative Extension
Assistant Project Director	Rebecca Davis, Extension Educator, 4-H Youth Development, Maryland Cooperative Extension
Principal Authors from the Maryland Cooperative Extension	Cassandra Corridon, Extension Educator, Family & Consumer Sciences Rebecca Davis, Extension Educator, 4-H Youth Development Karol Dyson, Extension Educator, 4-H Youth Development Dianne Miiller, Extension Educator, Family & Consumer Sciences
Contributing Authors from the Maryland Cooperative Extension	Laurie Morris, Extension Educator, 4-H Youth Development Sandi Roberts, Extension Education, 4-H Youth Development
Designer and Editor	Darcy Richards, The Creative Field, Frederick, Maryland
Army Project Leads	Donna M. McGrath Deb Marple
Army Content and Editorial Review Board	Darrin Allen Virginia Brown Nancy Campbell Kevin Montgomery Joan Resau
Special thanks to:	M. -A. Lucas, Director, Army Child & Youth Services Sharon K.B. Wright (retired), National Program Leader Cooperative State Research, Education, and Extension Service 2005 Maryland 4-H Operation Military Kids Home Front Challenge Camp Kim West, Faculty Extension Assistant, 4-H Youth Development, Operation: Military Kids Program Coordinator and Camp Director Denise Frebertshauser, Extension Specialist, 4-H Camping and Environmental Sciences Program and Camp Evaluator  <i>Up for the Challenge</i> was updated in 2012 by: Rebecca Davis Karol Dyson Sandy Corridon University of Maryland Extension

## **Up for the Challenge:**

Lifetime Fitness, Healthy Decisions

---

# Contents

<b>Acknowledgements .....</b>	<b>3</b>
<b>Introduction .....</b>	<b>9</b>
<b>Chapter 1 Back to Basics .....</b>	<b>15</b>
Lesson 1: Get in the Movement Groove .....	16
Lesson 2: MyPlate - The Beginning Challenge .....	22
Lesson 3: The Importance of Good Hygiene .....	25
Lesson 4: In Beat - The Heartbeat .....	29
Lesson 5: Think Your Drink .....	36
Lesson 6: Muscle Mania - Move it or Lose It .....	41
Lesson 7: Picking Protein .....	46
Lesson 8: Flexibility is Fabulous .....	50
Lesson 9: Eating Rainbows .....	54
Lesson 10: Grainy Brainy .....	59
<b>Chapter 2 Healthy Decisions for Living Well .....</b>	<b>65</b>
Lesson 1: Body Image .....	66
Lesson 2: Calories In - Calories Out .....	70
Lesson 3: Do You See What I See? .....	79
<b>Chapter 3 Fueling the Body .....</b>	<b>89</b>
Lesson 1: Nutrient Knowledge .....	90
Lesson 2: Break It Up - Breakfast First! .....	95
Lesson 3: Snack Attack .....	99
Lesson 4: Vegetarianism In A Nutshell .....	104
Lesson 5: The Truth About Vitamins, Steroids, & Supplements .....	108
Lesson 6: Energy Drinks and Foods .....	118
<b>Chapter 4 Consumer Challenge .....</b>	<b>129</b>
Lesson 1: Selling or Telling .....	130
Lesson 2: Which Sport, Which Shoe? .....	135
Lesson 3: Label Lingo .....	137
Lesson 4: Media Mania .....	141
Lesson 5: Eating Out .....	145
Lesson 6: New And Unusual Foods .....	151
Lesson 7: It's All About Size .....	154
<b>Chapter 5 Activity for Life .....</b>	<b>159</b>
Lesson 1: Walk Your Way To Fitness .....	160
Lesson 2: Let's Play Outside .....	167
Lesson 3: Jump Into Fitness .....	171
Lesson 4: Dancing For All Seasons .....	178
Lesson 5: Cooperative Play .....	187
Lesson 6: Planning A Wellness Event .....	191
<b>Appendix A Handouts .....</b>	<b>195</b>
Using MyPlate In Your Life 9 - 13 Year-Olds .....	196

## **Up for the Challenge:**

Lifetime Fitness, Healthy Decisions

Using MyPlate In Your Life - Teens.....	200
Recipe: MyPlate Kabobs .....	204
Heart Rate Log .....	205
Can You Guess How Much Fat Is In Each Cup Of Milk? .....	206
Recipe: Three Fruit Drinks .....	207
Recipe: Make Your Own Yogurt .....	208
Ice Cream Personality Test.....	209
How Much Meat And Beans? .....	210
Recipe: Let's Try Black Bean and Corn Salsa .....	211
Recipe: Fresh Spinach and Cilantro Salad .....	212
Recipe: Walnut Hummus Dip with Apple .....	213
Recipe: Good For You And Tastes Good Too Bean Tacos .....	214
Veggie Plant Parts .....	215
You Can Eat A Rainbow .....	216
Recipe: Rainbow Fruit Kabobs .....	217
Recipe: Crunchy Vegetable Burrito Banditos.....	218
What Are Whole Grains? .....	219
What Is A Whole Grain? .....	220
Making A Model Of The Digestive System .....	221
How Many Grains? .....	222
Recipe: Bread In A Bag .....	223
Helping Terry .....	224
Calories Burned During One Hour Of Exercise.....	225
Famous Person Body Chart – Youth Perceptions .....	233
Eating Disorders Fact Sheet.....	234
Measure Your Frame Size Ruler.....	236
Sample Label for Macaroni and Cheese.....	237
The Big 6.....	238
Recipe: MyPlate Salsa .....	239
Building Better Breakfasts .....	240
Recipe: Four Fun Breakfasts .....	241
Recipe: Banana Split Cereal.....	242
Recipe: MyPlate Pita Pizza .....	243
Recipe: Tacos .....	244
Recipe: Hummus .....	245
Losing Meat, But Keeping a Child's Diet Balanced.....	246
Recipe: Homemade Sports Drink.....	250
Finding Good Food on the Internet.....	251
Buying Shoes: Construction, Fit/Comfort, and Price.....	252
Athletic Shoe Situations .....	254
Working On The Macaroni and Cheese Label .....	255
Label Scavenger Quest .....	256
Trans Fat Worksheet .....	257
Advertising Sells! .....	258

## **Up for the Challenge:**

### **Lifetime Fitness, Healthy Decisions**

---

Ten Tips For Choosing Healthier Food When Eating Out .....	259
Fast Food - Line 'Em Up .....	260
Recipe: Toaster Oven Pizza.....	261
Clarifying Menu Muddle.....	262
Eating Out and Eating In – Go Lean With Protein .....	263
Where's The Fat? .....	265
New Foods Taste Test.....	267
Recipe: Insect Infested Log .....	268
Recipe: Savory School Paste.....	269
Recipe: Garbage Pasta Salad .....	270
Recipe: Crazy Mix Veggie Burgers .....	271
Portion Control: Sizing It Up! .....	272
Serving Size Card .....	273
A Measured Serving .....	274
Goal Setting Worksheet – School Age Youth.....	284
Goal Setting Worksheet – Middle School and Teen .....	285
Progressive Walking Marathon Log.....	286
<b>Appendix B Resource List .....</b>	<b>287</b>
<b>Index .....</b>	<b>289</b>

## **Up for the Challenge:**

Lifetime Fitness, Healthy Decisions

---



## Introduction

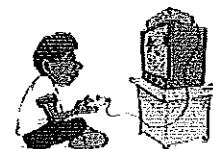
### A Growing Nation

The American population often makes unhealthy decisions concerning physical activity, health, and nutrition. These decisions occur in all communities and in people of all ages. The result of these choices is that more than half of the total population is overweight or obese.

According to the Surgeon General, Health and Human Services, being overweight is a risk factor for health conditions seen more frequently in children such as increased blood pressure (hypertension), Type II diabetes, increased total cholesterol, insulin resistance, sleep apnea, bowed legs, joint problems, back pain, early puberty, depression, anxiety and weight cycling. These problems often stay with those who are overweight throughout their lives.

The 2010 Dietary Guidelines for Americans report that an alarming 32% of American youth are overweight and 17% are obese. This percentage is even higher among minority youth populations.

Children who are properly nourished and physically fit are more likely to be active in their school classrooms and achieve higher standardized test scores. Unfortunately, we find that youth are increasingly sedentary. They often engage in activities that are technology-driven and require little physical exertion.



Physical education may be limited or nonexistent in many schools. Many children eat too many processed foods containing too much sugar and fat. According to the 2010 Dietary Guidelines for Americans, approximately 23% of the total daily calorie intake for youth comes from snacks. Unfortunately, today's popular snacks have more calories, fat and sugar than ever before.

### Strengthening Fitness and Health

*Up for the Challenge:* Lifetime Fitness, Healthy Decisions is a resource for Army Child, Youth and School Services (CYSS) to use to strengthen the baseline programming for Sports, Fitness and Health activities. This document is the Instructor Guide for Sports Directors and can be used as part of the CYSS Sports and Fitness Program Initiative: Get Fit, Be Strong, which is a comprehensive health, fitness and wellness campaign to increase children and youth's physical activity and teach healthy lifestyle practices.

*Up for the Challenge* provides learning that is specific to a child's individual needs and goals within a non-competitive setting. The mission of 4-H is to develop life skills in youth. Through participation in activities, lessons, discussions and application of ideas presented in the *Up for the Challenge* curriculum, youth will strengthen their technical, communication, social, and emotional skills.

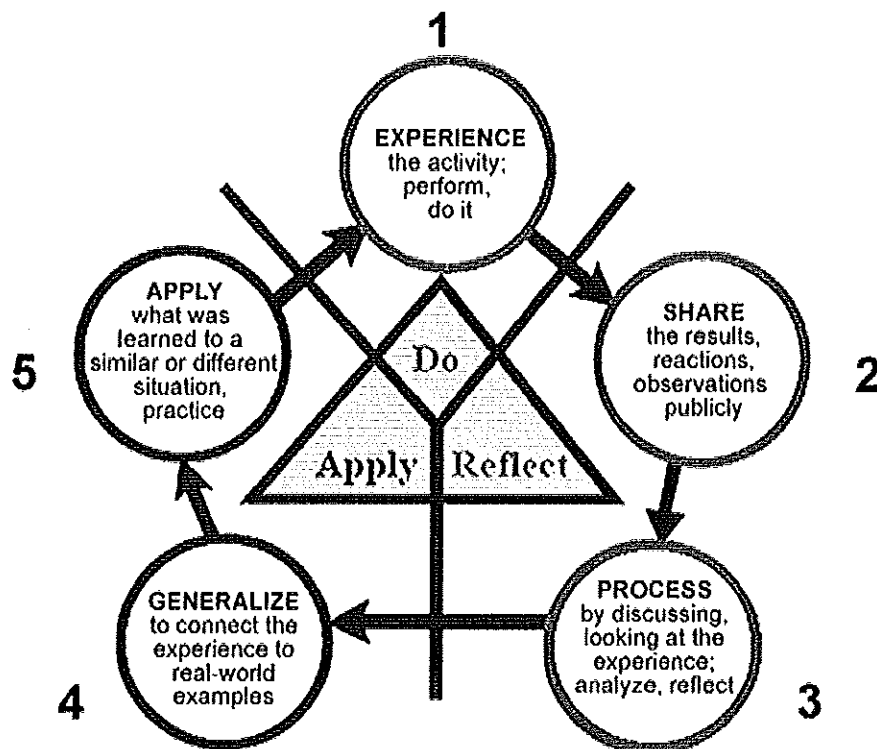
The core method used by 4-H to educate youth is "learning by doing." In recent years, 4-H has adopted a formal model to depict this process called the National 4-H Experiential Learning Model. This model is based on a 5-step learning process that includes the following steps:

1. Experience the project or activity with minimal guidance from an adult
2. Share reactions and observations with others about the experience

3. Process or analyze the experience to determine what was most important
4. Generalize the experience to connect it to real world experiences
5. Apply the knowledge and skills learned to other similar life situations.

In experiential learning, youth are presented with a question, problem, situation, or activity. Instead of being told the answers, they must make sense of it for themselves. The graphic below depicts the process.

## Experiential Learning Model



Parents know the eating and health habits of their children and the challenges youth face in their community. They can also be the most effective teachers and advocates of behavior changes in their children. Sports directors and after-school care providers face a challenge informing families about how they can get involved to support this curriculum and help their children develop healthy lifestyles. Program facilitators will need to develop an outreach strategy that realistically accounts for time pressures and job responsibilities of all families.

This curriculum is designed to answer four key questions:

- How can we help children and youth shift to healthier habits that can last a lifetime?
- How can we prevent eating problems and overweight youth?
- How can we reduce sedentary time by building physical activity into a child's or youth's day?
- How can we help each child and youth to be healthier at their current size?

*Up for the Challenge* takes a wellness approach -- encouraging youth to be active and make healthy decisions throughout their lifetime. There is no need for alarm, blame, or criticism. Wellness is not about perfection or achieving certain numbers. It is about overall health and well-being, including physical, mental and social well-being, and not merely the absence of disease or infirmity.



Wellness is like a tripod. It works best if all legs are equally balanced. Wellness is achieved when the mind and body work together to make decisions that benefit the whole. The three legs are: physical activity, good nutrition, and healthy lifestyle choices. The *Up for the Challenge* curriculum provides Sports Directors and youth educators with information to help children make healthy choices in all three areas.

## **Up for the Challenge Objectives**

The objective of this curriculum is to provide Sports Directors and youth development workers with tools to create an educational experience that allows them to:

- Assess youth's personal goals
- Plan physical activities for youth, especially those not athletically inclined
- Eliminate practices that may humiliate youth
- Incorporate other related curriculum such as the Boys and Girls Club of America's Triple Play<sup>1</sup> into programming
- Provide a variety of healthy choices: lifestyle, eating, and physical activity
- Provide developmentally appropriate nutrition concepts
- Model positive, simple, consistent nutrition and physical activity messages
- Focus on knowledge and skills to make healthy personal decisions
- Teach self management skills for monitoring goals
- Teach cooperation, fair play, responsible participation and the joy of being active
- Promote and encourage healthy lifestyles through activities

The *Up for the Challenge* curriculum includes fitness, nutrition, and health lessons for each of three age groups: School Age - Kindergarten to 5<sup>th</sup> grade; Middle school - 6<sup>th</sup> to 8<sup>th</sup> grade; Teen - 9<sup>th</sup> grade and older. The five chapters in this curriculum are:

Chapter 1 – Back to Basics

Chapter 2 – Healthy Decisions for Living Well

Chapter 3 – Fueling the Body

Chapter 4 – Consumer Challenge

Chapter 5 – Activity for Life

Each lesson provides expected youth outcomes, instructor essential information, preparation instructions, supplies, lesson time, handouts, and opportunities for reflection. Also included are

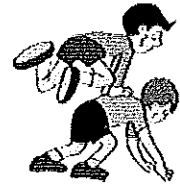
---

<sup>1</sup> Triple Play is an initiative of the Boys and Girls Clubs of America. Its aim is empowering young people to make informed decisions about their physical, emotional and social well-being.

activities for youth to do independently. These activities encourage support from a parent, caring adult, or sibling. Each lesson has at least one Technology Challenge to apply the lesson to another situation. Instructors should consider the lessons in this Instructor Guide to be just the beginning in creating a wellness program that is fun and interesting for youth and staff.

#### PHYSICAL ACTIVITY

Physical activity is important for youth. The United States Department of Health and Human Services' 2008 Physical Activity Guidelines for Americans recommend that children and teenagers get 60 minutes of moderate or vigorous physical activity everyday to help control weight, build muscular strength, achieve aerobic fitness (heart and lung capacity), and increase bone mass through weight-bearing activities. That may sound ambitious, but this hour of activity does not have to be completed all at one time. For example, a 10-year-old child might achieve this goal in one day by walking the dog for 15 minutes, playing soccer for 30 minutes, and running and jumping on the playground for 15 minutes. Broken down this way, it seems manageable.



This curriculum includes three types of physical activity:

- **Aerobic or cardiovascular** - Aerobic activity increases the heart and breathing rates and burns calories. Examples of aerobic activities include walking at a brisk pace, competitive soccer or basketball, bicycling or swimming.
- **Strength training and weight-bearing** - This type of activity helps to build strong bones and muscles by working the musculoskeletal system against gravity or weights. Examples of weight-bearing or strength-building exercises for children include rope climbing, pull-ups, push-ups, walking, running, and typical playground activity. Weight training is not recommended for youth before puberty.
- **Flexibility and balance** - These activities reduce the risk of injury and should be incorporated into every moderate or vigorous activity, particularly as a cool-down. Examples of flexibility exercises include stretching, yoga, and martial arts.

Ideally, children should have a combination of these types of activities throughout the week. After school programs can provide an informal, safe environment to support daily physical activity.



## Notes to Instructors

There are many web site references in *Up for the Challenge* in the Technology Challenge sections and in other lesson components. Although all the web site addresses were checked at the time of publication, web sites frequently move, change, or disappear.

Instructors should check all web sites to be used in a lesson before directing youth to go there. If a web site is no longer available, the instructor may find a substitute and note it in the guide.

### LESSON COMPONENTS

Each lesson includes one or more of the following components:

- Preparation (set up, supplies and educational materials)
- Outcomes
- Instructor Essential Information
- Discussion
- Activities
- Now We're Cookin'
- Reflect
- Apply
- Technology Challenge

Lesson components may be broken out by age groups, or one or more age groups may be combined. Each lesson has one or more outcomes describing the objectives for that lesson.

Lesson Outcomes are marked with age group icons as follows:



All Ages



School Age





Middle School



Middle School + Teen



Teen

Most of the handouts used in the lessons can be found in Appendix A and will be identified with an  symbol. Ordering information for other handouts and suggested teaching materials is available in a Resources List in Appendix B. These resources will be indicated by an  symbol.

In the *Preparation* column, the instructor will find a description of how to get ready for the lesson. It includes:

- Preparation time
- Supplies
- Handouts & Books (also recipes, charts, and brochures)
- Set Up

Instructors should review each lesson in its entirety before teaching to be sure to include all the lesson components for a specific age group. For some lessons, the class will benefit by having older children and youth involved in setting up and leading some of the activities.

The duration and intensity of exercises in fitness lessons may need to be adjusted to

accommodate different fitness levels of youth. The instructor should always provide water breaks during these activities. The breaks should be more frequent in warm weather.

**Evaluation**

University of Maryland Extension has developed evaluation tools for use with *Up for the Challenge*. Visit [www.maryland4h.org](http://www.maryland4h.org) and search for *Up for the Challenge*.

# Chapter 1 Back to Basics

## Introduction

Chapter 1 introduces best practices in the areas of eating and exercising. It makes extensive use of *MyPlate* as the basis for choosing the types and amounts of foods eaten. Youth learn how to create a healthy diet by learning the daily requirements for each food group. Back to Basics is designed to acquaint youth with the fundamentals of exercise including aerobic, bone and muscle strengthening, and flexibility activities. A variety of activities and games are used to illustrate these types of physical exercise.

One of the most critical lessons in maintaining overall good health is The Importance of Good Hygiene. Youth learn proper handwashing and how often it is needed during ordinary daily activities.

Instructors will find both nutrition and physical activities marked specifically for each age group. Frequently the Middle School and Teen groups are combined. The lesson includes discussions and activities to do independently, which helps to reinforce the learning.

## Lesson Summary

- |   |           |
|---|-----------|
| 1. Get in the Movement Groove - Introduction to Physical Activity | Fitness   |
| 2. MyPlate - The Beginning Challenge - Introduction to Nutrition  | Nutrition |
| 3. The Importance of Good Hygiene                                 | Nutrition |
| 4. In Beat - The Heartbeat  | Fitness   |
| 5. Think Your Drink   | Nutrition |
| 6. Muscle Mania: Move it or Lose It                               | Fitness   |
| 7. Picking Protein  | Nutrition |
| 8. Flexibility is Fabulous  | Fitness   |
| 9. Eating Rainbows  | Nutrition |
| 10. Grainy Brainy   | Nutrition |

## Lesson 1: Get in the Movement Groove

### Introduction to Physical Activity


#### PREPARATION

⌚ 5 minutes

#### SET UP

- ❑ Before lesson begins, set up easel or use walls to hang self-stick easel paper
- ❑ Set up CD player
- ❑ Have youth sit in semi-circle around easel or wall

#### SUPPLIES

- ❑ Easel and markers
- ❑ Activity Pyramid 
- ❑ CD player
- ❑ A variety of upbeat and relaxing music
- ❑ Jump ropes, balls, hula-hoops, etc.

#### Outcomes (School Age)

The purpose of this lesson is to have the children:

- Explore the benefits of exercise
- Identify why participation in exercise/physical activity is important
- Share activities they can do with friends and families
- Understand the three types of physical activity
- Participate in a warm-up and cool-down activity
- Participate in a cooperative physical activity



#### Discussion

**DO** (School Age) ⌚ 10 minutes

? Ask: Why is physical activity good for you? Use an easel to record answers. Have children share ideas. Possible answers: stronger bodies, better at sports, staying healthy, disease prevention, feel better.

? Ask: What physical activities do you do on a regular basis? Possible answers: dancing, tumbling, soccer, T-ball, walking the dog, swimming, playing outside.



Talk about the importance of warming up muscles before beginning exercise and cooling down afterward. It reduces risk for injury during strenuous activities, and increases flexibility and balance.

Explain that there are three kinds of exercise and describe how they benefit your body. Give examples of each. Use the Activity Pyramid to illustrate these examples.

- Exercise that increases heart and breathing rates (aerobic). Aerobic activity makes your heart, lungs, blood vessels and muscles stronger. Examples: running, fast walking, jumping rope, or swimming.
- Exercise that builds strong bones and muscles (strength training). Examples: push-ups, chin-ups, sit-ups, rope climbing, running or jumping.
- Exercise that stretches muscles, tendons and ligaments (flexibility) to improve balance and reduce injury. Examples: martial arts, yoga, dance, and stretching.



## Lesson 1: Get in the Movement Groove

### SET UP

Set up CD player

### SUPPLIES

- ☐ CD player
- ☐ A variety of upbeat and relaxing music

### Activity 1 - Warm-Up, Aerobics, Cool-Down

**DO** (School Age) ⌚ 25-30 minutes

This is a three-part activity. The children will participate in a warm-up activity, an aerobic activity, and a cool-down activity.

**Instructor Note:** The duration and intensity of the exercises in this lesson may need to be adapted to accommodate different fitness levels of the children. The instructor should always provide water breaks during these activities. The breaks should be more frequent in warm weather.

#### WARM-UP ⌚ 5 minutes

Have the children stand in a large circle with plenty of room around each child to allow for movement. Tell children that they will be playing a game called Move to the Music. Explain that when the music starts you will give a command to start walking in a circle or marching in place to warm up their bodies before stretching. Play music for walking or marching for at least 3-5 minutes. Tell them that when the music stops they need to stop and listen to instructions.

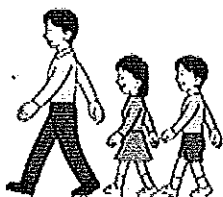
Tell the children to find a partner. Explain that they are to match the body parts you call out with their partner. For example, if you call out "sole of foot to sole of foot," they might face each other with one foot up touching their partner's foot. Or "elbow to knee" would allow one child to bend down and touch the other elbow to a partner's knee. Select body parts that require the children to stretch.

After the children have completed the matching portion of the exercise, start the music again and have them begin walking in a circle or in place. Continue stopping and starting the music and calling out body matching commands until the children have been active for at least 10 minutes.

You can increase the intensity of the warm-up activity by having the children skip, walk quickly, jump or jog between commands.

#### AEROBICS ⌚ 15-20 minutes

In this part, the children will play Make A Game<sup>2</sup>. Divide them into groups of four. Set out several pieces of play equipment such as



<sup>2</sup> Adapted from *Jump Into Foods and Fitness*, Michigan State University Board of Trustees, 2007

## Lesson 1: Get in the Movement Groove

jump ropes, hula-hoops, balls, scarves, etc.

Have each group pick two to three pieces of equipment. Give each group 3-5 minutes to create a game or activity involving the whole group and using each piece of equipment.

Tell the children that each member of the team must be an active participant in the game or activity that their group invents.

Have each group demonstrate their activity to the larger group. Remember, the purpose of this activity is to get every child moving and participating.

**COOL-DOWN** ⌚ 5 minutes

In this part of the activity, the children will stretch and relax to music. Set up the CD player and play relaxing music.



Have the children gather in a large circle. Explain that they will be cooling down their muscles. Tell them that after strenuous activities, they need to give their bodies a chance to recover. Have them first stretch one arm to the ceiling, pushing their arm higher and higher. Repeat with the other arm.

Have the children stretch both arms, lifting them higher and higher, holding the stretch for at least 15 seconds. Next, have them sit on the floor with their legs stretched forward and their backs straight. Tell them to reach toward their legs while keeping their back straight and their head aligned with their spine. Have them bend from the waist and hold this stretch for at least 15 seconds.

Finally, have the children lie on their backs with their arms extended overhead. Have them stretch their arms and legs in opposite directions and hold this stretch for at least 15 seconds.

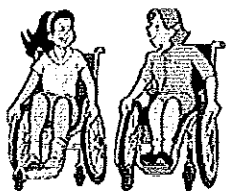
**REFLECT** (School Age)

? Ask: Who exercises regularly now? Have children share some of their exercise activities.

? Ask: What activities can you do with friends/family?

? Ask: How much time do you spend each day watching television, playing video/computer games?

? Ask: What other activities might you do instead of watching television, playing electronic games, or using the computer?



## Lesson 1: Get in the Movement Groove


### PREPARATION

⌚ 5 minutes

#### SET UP

- ☐ Set up easel or hang self-stick easel paper
- ☐ Have children sit around easel or in front of wall
- ☐ Ask for volunteer to record class ideas
- ☐ Set up CD player

#### SUPPLIES

- ☐ Easel and markers
- ☐ Activity Pyramid 
- ☐ CD player
- ☐ Aerobic dance DVD such as Zumba, Salsa, or other upbeat music

### **APPLY** (School Age)

Ask the children to discuss with family members, ways in which they can spend more time together being active.

Ask the children to keep a list of physical activities they do during the next 24 hours. Suggest that they use this list to motivate themselves to gradually increase their physical activity.

### **Outcomes** (Middle School • Teen)



The purpose of this lesson is to have youth:

- Examine the benefits of exercise
- Determine why participation in exercise/physical activity is important
- Share activities they can do with friends and families
- Identify the three types of physical activity
- Participate in a physical activity

### **Discussion**

**DO** (Middle School • Teen) ⌚ 10-15 minutes

? Ask: What are the benefits of exercise and increased physical activity? Have youth list examples on easel. Possible answers:

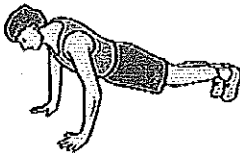
- Reduce risk for chronic diseases such as heart disease, osteoporosis, Type II diabetes, high blood pressure, and some cancers
- Feel better, have increased energy and self esteem
- Look better, maintain weight or lose weight
- Help fight anxiety and depression

? Ask: Which of these things is most important to you? Have youth share some of the reasons they want to begin or increase their current physical activity program.

? Ask: What kinds of physical activities do you do on a regular basis? Possible answers: team and individual sports, dance, running, walking, bicycling.

Discuss briefly some of the different kinds of activities that youth may not think of as exercise, but that count as physical activity. Possible answers: cleaning your room, washing your car, dancing, walking the dog.

## Lesson 1: Get in the Movement Groove



Explain why warming up muscles before exercise and cooling down afterward is important. It reduces risk for injury during strenuous activities and increases flexibility.

Describe the three different kinds of exercises and how they benefit your body. Give examples of each. You may use the Activity Pyramid to illustrate these examples.

- **Aerobic exercise** increases heart and breathing rates, burns calories and strengthens cardiovascular system (lungs and heart). Examples: running, walking briskly, jumping rope, swimming, etc.
- **Strength-training exercises** build strong bones and muscles. Examples: push-ups, chin-ups, sit-ups, rope climbing, weight lifting and running.
- **Flexibility exercises** stretch muscles, tendons and ligaments reducing the risk of injury and improving range of motion and balance. Examples: stretching, martial arts, yoga, dance.

### Activity 2 - Feel The Beat

**DO** (Middle School • Teen) ⌚ 25-30 minutes

This is a three-part activity: warm-up, aerobic exercise, and cool-down.

**Instructor Note:** The duration and intensity of the exercises in this lesson may need to be adapted to accommodate different fitness levels of the youth. The instructor should always provide water breaks during these activities. The breaks should be more frequent in warm weather.

**WARM-UP** ⌚ 5 minutes

Begin playing relaxing music such as jazz or slow contemporary music. Explain to youth that this is an exercise to get them moving. They should “feel” the rhythm of the music. Slow, rhythmic movements can take the place of warm-up and stretching exercises. Start with music that is medium-paced with a strong beat. Ask youth to walk, march or dance to the beat. Continue this activity for at least five minutes.

**AEROBICS** ⌚ 15-20 minutes

Play a dance exercise DVD or video such as Zumba, Salsa or other high-energy dance aerobics choice that appeals to young people. As the beat picks up, encourage youth to try and keep up. If they are reluctant to do the dance moves, have them walk in place and

## Lesson 1: Get in the Movement Groove

move their arms to increase the intensity.

The instructor can use this opportunity to point out how breathing and heart rate increases as movement increases. Continue this activity for 15-20 minutes.

### **Cool-Down** ⌚ 5 minutes

Return to more relaxing, slower music or use the cool-down on the dance video. Have youth gradually slow down their activity level until they slowly walk either in a circle or in place. Continue this activity for five minutes.

### **REFLECT** (Middle School • Teen)

? Ask: Can you think of ways you can be more active? Why should you be more active?

? Ask: How much time do you spend each day watching television, playing video/computer games?

? Ask: What other activities might you do instead of watching television or other screen time?

### **APPLY** (Middle School • Teen)

Ask youth to discuss ways they can be more active when with their friends. Some examples might be having active social get-togethers, walking at the mall, hiking, and impromptu pick-up games. Others? Ask youth to keep a list of physical activities they do during the next 24 hours. Review these activities when the youth next meet as a group.



## **Technology Challenge**

(All Ages)

To see if you meet the 2008 Physical Activity recommendations for Americans, visit the Choose MyPlate site:

<http://www.choosemyplate.gov> and follow these directions:

- Click on "Super Tracker under Popular Topics." Scroll down to "Create your Profile" under "Get Started."
- Proceed to "Physical Activity Tracker" and enter activity type and duration

Enter your daily activities for at least one month to see how you rate.

## Lesson 2: MyPlate - The Beginning Challenge

### Introduction to Nutrition


#### PREPARATION

⌚ 10 minutes


#### SET UP

Circle for group discussion

#### SUPPLIES

MyPlate poster 

#### HANDOUTS & BOOKS

- ❑ *Using MyPlate in Your Life - 9-13 Year-Olds*, or
- ❑ *Using MyPlate in Your Life - Teens*  p. 196

#### Outcomes (All Ages)

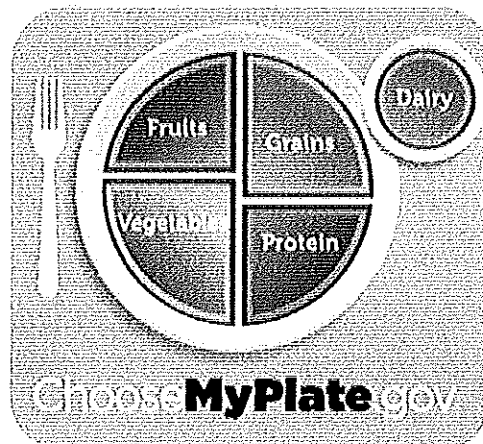


The purpose of this lesson is to have youth:

- Use MyPlate as a personalized guide for healthy eating and physical activity
- Recognize the significance of portion/serving size in making food choices

#### Instructor Essential Information

MyPlate is the consumer icon that replaces MyPyramid. MyPlate and MyPyramid can be used together. The information about how much and what to eat has not changed. It can be found at: <http://www.choosemyplate.gov>. MyPlate is based on the USDA 2010



Dietary Guidelines for Americans. The Guidelines are designed to help Americans choose diets that will meet nutrient requirements, promote health, support active lives and reduce the risks of chronic disease.

The MyPlate guidelines represent the best advice available about how to choose healthful foods and be more active.

#### Discussion

**DO** (All Ages) ⌚ 10 minutes

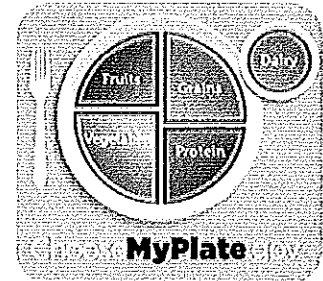
Introduce MyPlate. Show the MyPlate poster with the names of the food groups covered up.

? Ask: What does the MyPlate symbol look like to you? Answer: A plate that represents the two key aspects of good nutrition - portion

## Lesson 2: MyPlate - The Beginning Challenge

size and healthy foods. Each of the colors in the plate represents one of the five food groups.

? Ask: What are the different colors and which food groups do they represent? Have youth guess. Answers: orange = grains, green = vegetables, red = fruits, blue = dairy, purple = protein.



? Ask: What are some examples of healthy foods from each group? Possible answers: lean meats, chicken, fish, nuts, beans, green beans, salad, broccoli, whole wheat bread, brown rice, apples, oranges, grapes, low-fat milk, etc.

? Ask: Why do you think the food on the plate is represented by different size sections? Answer: The MyPlate graphic represents proportions of foods we should eat. The fruit and vegetable sections together should make up half of the plate. The orange section stands for grains and takes up about one quarter of the plate. Protein foods are represented by approximately a quarter section of the plate.

? Ask: What do you think the blue circle stands for? Answer: The blue circle represents low-fat or fat-free dairy such as milk, yogurt and cheese, or calcium fortified soy milk.

Tell youth that they will learn more about each food group in subsequent lessons, but for now they should remember the following four messages associated with each part of the plate.

1. Make half your plate fruits and vegetables
2. Drink fat free or 1% milk
3. Make at least half of the grains you eat whole grains
4. Vary your protein food choices

### HANDOUTS & BOOKS

- *Using MyPlate In Your Life -9-13 Year-Olds*, or
- *Using in MyPlate in Your Life - Teens* [A] p. 196

### Activity 1 - Using MyPlate

**DO** (All Ages) ⌚ 20-25 minutes

This activity has two steps. Youth will first estimate their daily calorie needs, then build an eating plan. The instructor may need to assist School Age youth in estimating their daily calorie needs (Step 1 below).

Youth will need a copy of the *Using MyPlate in Your Life - 9-13 Year-Olds* or *Using MyPlate in Your Life - Teens* worksheets for this activity. They are located on the University of Florida Institute of Food and

## Lesson 2: MyPlate - The Beginning Challenge

Agriculture web site, and also in Appendix A. To download the handouts, go to the following site and scroll down to MyPlate Worksheets: <http://fyics.ifas.ufl.edu/Extension/HNFS/MyPlate/>

Using the handouts, have youth complete the following:

- Step 1 - Estimate Your Daily Calorie Needs
- Step 2 - Build Your Eating Plan

This will help youth to plan meals for the day based on their nutrient needs, including beverages and snacks.

**Instructor Note:** Have youth save the completed handouts, or keep copies in the classroom. They will be used in other lessons.

### PREPARATION

#### SET UP

- ☐ Youth can help with the set up.
- ☐ Lay food and pretzels out on plates.

#### SUPPLIES

See recipe for ingredients and utensils list.

### Now We're Cookin' - MyPlate Kabobs

(All Ages) ⌚ 20 minutes

Have youth wash their hands using the *Proper Handwashing* steps on page 25. Youth will make a snack called "MyPlate Kabobs." The recipe is in Appendix A.

**REFLECT** (All Ages)

? Ask: Are you surprised at your caloric needs? Did you think you would need more or fewer calories?

**APPLY** (All Ages)

Make a copy of your worksheets to take home and share with your family.



### HANDOUTS & BOOKS

Recipe: *MyPlate Kabobs* p. 204

### Technology Challenge

(All Ages)

Visit <http://www.choosemyplate.gov> and click on "Super Tracker and Other Tools." Then click on "Daily Food Plans" to help a family member discover how many servings they would need based on age and activity level.



## Lesson 3: The Importance of Good Hygiene

### PREPARATION

⌚ 30 minutes

### SET UP

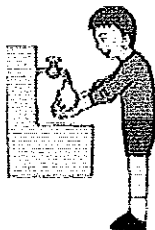
Make jelly bean jars.

### SUPPLIES

- ☐ Black light <sup>RI</sup>
- ☐ GlitterBug lotion or powder <sup>RI</sup>
- ☐ Handwashing poster
- ☐ 4 lbs miniature jelly beans
- ☐ 5 graduated size plastic containers with tight fitting lids
- ☐ One flip chart
- ☐ Paper
- ☐ Tape
- ☐ Markers

### HANDOUTS & BOOKS

*Buddy Bear's Handwashing Troubles* book <sup>RI</sup>



### Outcomes (All Ages)

The purpose of this lesson is to have youth demonstrate good personal hygiene through proper handwashing.



### Instructor Essential Information

The Partnership for Food Safety Education (PFSE) is your resource for food safety and safe food handling information. The "Fight BAC!" message is: Clean, Separate, Cook, Chill. This lesson deals with the "Wash Your Hands" part of the "Clean" message. Check out this website for more complete food safety messages: <http://www.fightbac.org>.

We know that the primary way in which bacteria get into your food is from your hands. According to the Centers for Disease Control and Prevention, the single most important thing we can do to keep from getting sick and spreading illness to others is to wash our hands.

### PROPER HANDWASHING

Review the steps for washing your hands correctly.

1. Wet hands with warm running water prior to reaching for soap, either in bar or liquid form.
2. Rub hands together to make lather. Do this away from running water, so the lather isn't washed away. Wash the front and back of hands, between fingers and under nails. Continue washing for 20 seconds. Sing Happy Birthday twice or sing the ABC's as a way to count 20 seconds in a fun way.
3. Rinse hands well under warm running water.
4. Dry hands thoroughly with a clean towel or air dryer.
5. Note that alcohol-based hand sanitizers, gels or antibacterial wipes are not a substitute for properly washing hands and should only be used when soap and water are not available.

### SET UP DETAILS

You will need five plastic containers filled with jelly beans (germ jars) to illustrate the 2-hour food safety rule for perishables. The miniature jelly beans represent germs. The five containers need these quantities of jelly beans: 5, 20, 80, 320, and 1,280. Instead of counting the jelly beans for each one, use a measuring cup to estimate the number of jelly beans being placed into a container. Do this by counting the number that fit into a 1/4 cup measure and then use that number to estimate the quantities.

## Lesson 3: The Importance of Good Hygiene

### Discussion

**DO** (School Age) ⌚ 15 minutes

Read *Buddy Bear's Handwashing Troubles*. Discuss the importance of proper handwashing. This will prepare children for the GlitterBug activity.

### Activity 1 - Cleaning 101

**DO** (Middle School • Teen) ⌚ 20 minutes

Go to the American Cleaning Institute website <http://www.cleaninginstitute.org> to find out how and when you should wash your hands. Scroll to the bottom of the page and click on "Kids Corner." Download a handwashing page or poster to hang up by the handwashing sink.

### Activity 2 - Hygiene & Food Safety

**DO** (All Ages) ⌚ 20 minutes

Discuss the importance of good personal hygiene to food safety. Review the proper handwashing steps. Have everyone take the Handwashing Challenge.

#### HANDWASHING CHALLENGE

You will be using the GlitterBug lotion or powder and black light to illustrate proper handwashing.

- Put a pearl-sized drop of glow lotion or powder on youth's hands.
- View hands under the black light.
- Have the group wash their hands.
- Have them check their hands under the black light to see how thoroughly they have washed. Any areas that are still "glowing" illustrate an area that needs to be washed more thoroughly.

**Instructor Note:** Dry hands and calluses absorb some of the lotion so even after washing well you may see some "glowing."

#### GERM JARS

To illustrate the importance of the USDA two-hour food safety rule, which is "No perishables should be left at room temperature for more than two hours," show the "Germ Jars" and describe as

## Lesson 3: The Importance of Good Hygiene

follows. Pick up the jar with five jelly beans in it and say we have five bacteria to start with. Every 15-20 minutes the number of bacteria doubles. Point out the appropriate germ jars and say, at 0 minutes there are 5 bacteria; at 30 minutes, 20 bacteria; at 60 minutes, 80 bacteria; and at 90 minutes, 320 bacteria. After two hours there are 1,280 bacteria.

### Activity 3 – When To Wash Your Hands

**DO** (All Ages) ⌚ 20 minutes

It is important to wash your hands after many activities. Divide youth into two groups. Have each group think about when they should wash their hands. Have them write their answers on strips of paper or brainstorm ideas. Examples:

- When you are preparing food
- After you go to the bathroom
- After you blow your nose
- When you come in from play
- After you sneeze
- Before you eat
- After playing with your pet



Have each group post their answers on the wall. Discuss the two groups' answers.

**REFLECT** (School Age)

? Ask: What did Buddy learn about germs? About handwashing? About when to wash?

**REFLECT** (Middle School • Teen)

? Ask: Why is handwashing so important?

### Technology Challenge

(All Ages)

Go to the American Cleaning Institute website [www.cleaninginstitute.org](http://www.cleaninginstitute.org) and get the recipe for bubbles by scrolling down and clicking on "Kids Corner." Read about the art and science of making bubbles, and then make your own.

(Middle School)

Check out the Centers for Disease Control and Prevention's Podcast on: "Kids Teaching Kids ... Clean Hands Save Lives!"

<http://www2c.cdc.gov/podcasts/player.asp?f=6037>

## **Lesson 3: The Importance of Good Hygiene**

More information can be found on the website for the School Network for Absenteeism Prevention (SNAP) program. SNAP is an education arm of the CDC working to improve health by making hand washing an important part of the school day.  
<http://www.cdc.gov/Healthyyouth/foodsafety/snap.htm>

(School Age • Middle School)

Check out the American Cleaning Institute website for tips on proper handwashing techniques: <http://www.cleaninginstitute.org>

## Lesson 4: In Beat – The Heartbeat

### Aerobic Physical Activity


#### PREPARATION

⌚ 5 minutes

#### SET UP

Set up CD player.

#### SUPPLIES

- Activity Pyramid poster 
- CD player
- A variety of upbeat music
- Jump ropes


#### Outcomes (School Age)

The purpose of this lesson is to have children:

- Understand the difference between aerobic and non-aerobic activities
- Calculate their heart rate before, during, and after exercise
- Participate in warm-up, aerobic, and cool-down activities



#### Discussion

 (School Age) ⌚ 15 minutes

? Ask: What activities have you done recently that were aerobic and made your heart beat faster?

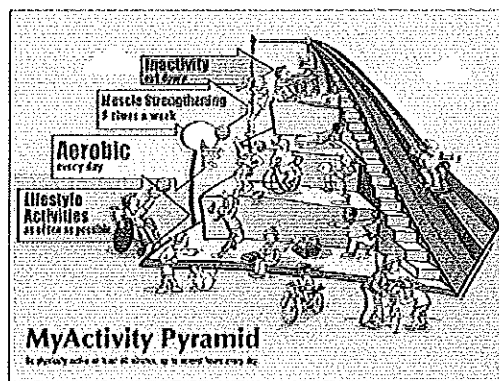
Talk about the differences between exercises that make your heart beat faster for a longer period of time such as running, swimming, basketball, bicycling, and those that don't last as long such as push-ups, sit-ups, stretching, etc. Explain that healthy people need a combination of all exercises. You may wish to use the *Activity Pyramid* poster to illustrate this.

Tell the children that during aerobic exercise, your heart, lungs and blood vessels work harder because your body needs more oxygen and blood for the working muscles.

Explain the importance of time, intensity, and frequency of physical activity for youth as follows. The United States Department of

Health and Human Services 2008 Physical Activity Guidelines for Americans recommend that youth do moderate or vigorous intensity activity at least 60 minutes each day. They should also do muscle and bone strengthening activity at least three times a week. Exercises such as jumping rope and playing soccer can be moderate or vigorous activities that also help build muscle and bone.

You may use the Activity Pyramid to show that moderate or vigorous physical activity can mean anything from riding a bicycle to playing



## Lesson 4: In Beat – The Heartbeat

at the playground.

### Activity 1 - Calculate Your Heart Rate

**DO** (School Age) ⌚ 15 minutes

Demonstrate how to calculate a heart rate using either the carotid (neck) or wrist methods. Explain that your pulse is easier to find after you've been exercising because your heart is beating faster and harder.

- **Carotid Method** – Using the carotid artery, lightly place your index and middle fingers together on one side of your neck just below your jawbone. Press lightly with your fingers until you feel your pulse. Have youth calculate their resting heart rate.

**Instructor Note:** If you see any youth pressing on both sides of their neck, reiterate that they should press on one side only. This caution relates to the possibility of passing out if both sides of the neck are pressed after exercise.



- **Wrist Method** - Turn your right arm so that the palm of your hand is facing up toward the sky. Place your left index and middle fingers together on the right side of your right wrist. Press lightly until you feel a pulse. Using the second hand on a clock or watch, tell youth to begin counting their pulse when you say "start." Tell them to stop counting at 10 seconds. Youth will take this number and multiply it by six to find their resting heart rate. Example: your measured heart rate during 10 seconds is 12.  $12 \times 6 = 72$ . 72 is your resting heart rate.

Have youth practice calculating their heart rates as they move, first walking and then jogging. Discuss how their heart rate increases as they change from walking to jogging.

### Activity 2 - Warm-Up, Aerobics, Cool-Down

**DO** (School Age) ⌚ 30 minutes

This is a three-part activity in which youth participate in a warm-up activity, an aerobic activity, and a cool-down activity.

**Instructor Note:** The duration and intensity of the exercises in this lesson may need to be adapted to accommodate different fitness levels of the youth. The instructor should always provide water, especially in warm weather.

## Lesson 4: In Beat – The Heartbeat

### WARM-UP: A WALK IN THE FOREST ⌚ 5 minutes

Have group members stand facing you to mirror your movements. Each youth should have at least one arm's length of space on all sides to move about freely.

This activity is designed to warm-up the body prior to physical activity. Feel free to use your imagination as you narrate your Walk in the Forest and to add other events or features to your adventure!



The leader begins the Walk In The Forest activity by saying: Imagine you are walking through the forest on a sunny day and you notice lots of beautiful clouds in the sky. Reach your arms up (arms go up) and stretch your fingers to touch the clouds. Keep stretching to try and feel those fluffy, beautiful clouds. Higher and higher you reach towards the clouds. Continue marching and stretching arms up overhead for 1-2 minutes.

While still marching, begin snapping your fingers and say, All of a sudden, the rain starts to come down. At first, the rain is light (keep snapping fingers). Then the rain starts to fall harder and harder. Clap your hands softly, getting louder and louder. Continue marching and clapping for 1-2 minutes.

While still moving and marching say, the forest is very overgrown in this part of the woods and you need to push tree limbs and bushes out of the way. Bend slightly and move your arms in large sweeping movements in front of you moving imaginary tree limbs out of your way.



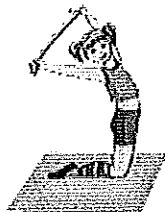
Begin to jog in place slowly and progressively speed up while still clapping and say, all of a sudden you see a bear in the woods and it is coming toward you! Run as fast as you can to get away from the bear. Hurry, hurry! The bear is catching up! Continue running for 1 minute.

Whew! We finally lost the bear. Let's continue on our way through these beautiful woods. Look! The sun is coming out and the rain is stopping. Slow down to a walk and quietly snap fingers. Oh, there are those beautiful clouds again. Let's stretch our arms up again to say hello to the sun and clouds. Walk slowly and stretch arms up.

### AEROBICS: PROGRESSIVE JUMP ROPE ⌚ 15-20 minutes

Play fast-paced music appropriate for jumping rope. Move to an area where each youth can jump freely without interference. Give each youth a jump rope and let them experiment jumping on one foot and then on two. Ask the youth to see if they can jump continuously using any method for one minute.

## Lesson 4: In Beat – The Heartbeat



Next, challenge youth to jump for two minutes without stopping. After continuous jumping for several minutes, have youth stop and calculate their heart rates. To vary this activity, have youth come up with alternate ways to use their jump ropes. Suggest they form groups of 3-4 to develop jumping games or obstacles courses with their ropes. For more information on jumping, see Chapter 5, Lesson 3, Jump Into Fitness.

### COOL-DOWN: USING THE JUMP ROPE ⌚ 5 minutes

Play relaxing music for cool-down. While holding their jump ropes, have youth form a circle or stand at arm's length from each other. Tell youth to double or triple their ropes and hold the two ends above their heads. Pulling the ends of the rope tightly, have the youth stretch their arms upwards pulling the rope taut. Hold this stretch for at least 15 seconds. Repeat. Next, with the rope still overhead, have youth lean to the right and hold for 15 seconds and then repeat on the left side. Repeat stretch on both sides.

Tell youth to sit on the floor with legs straight out in front of them. Have youth loop the rope around the bottom of their feet, holding the ends of the rope in both hands. Have them gently pull their upper bodies towards their legs using the rope to pull their bodies forward bending from the hips not the waist. Have them keep their spines and neck straight and in alignment. Hold this stretch for 15 seconds and repeat two more times.

Tell youth to lie on their backs with their left leg bent and left foot flat on the floor. The right leg is held straight up. Place the doubled jump rope around the right calf and gently pull the right leg toward the body with the rope. Hold for 15 seconds. Repeat on the left leg. Repeat this exercise several times on both legs. Youth should be able to pull their legs in closer toward the body each time, but should not force the stretch.

### REFLECT (School Age)

? Ask: Did you notice other changes in your body when your heart rate increased during the jump rope activity. What were these changes?

? Ask: What are some of the different ways you can use jump ropes to exercise?

? Ask: Where does jumping rope fit into the Physical Activity Pyramid?

### APPLY (School Age)

Make a list of aerobic physical activities you can do at home that