

# The Amazing Race



**Healthy Living**

**University of California  
4-H Youth Development Program  
[www.ca4h.org](http://www.ca4h.org)**



# Table of Contents

## Getting Started

Acknowledgements	2
Introduction	3
Before You Begin	4

## Challenges

Balloon Toss Challenge	7
Food to Calories Challenge	9
Jump Rope Challenge	12
MyPlate Challenge	14
Power Card Challenge	16
Hoop it Up Challenge	18
In The Bag Challenge	20

## Appendix

10 Tips to a Great Plate	22
Blank MyPlate Template	23
Puzzle Challenges	24



**Healthy Living**

# Acknowledgements

The University of California 4-H Youth Development Program would like to thank the people who helped create, write, revise, and edit this activity guide. Their comments and recommendations contributed significantly to the development.

## Primary Authors

Mandi Bottoms, 4-H Healthy Living Coordinator, University of California 4-H Youth Development Program

Sandy Sathrum, 4-H Program Representative, Humboldt and Del Norte Counties

## 4-H Healthy Living Leadership Team

Mandi Bottoms, 4-H Healthy Living Coordinator, University of California 4-H Youth Development Program

Serena Dennis, 4-H Program Representative, Inyo-Mono Counties

Susan Donohue, Chair, EFNEP Leadership Council

Dorina Espinoza, Youth, Families and Communities Advisor, Del Norte, Humboldt, Lake and Mendocino Counties

Marcel Horowitz, Youth Development, Nutrition, Family and Consumer Science Advisor, Yolo County

Stacey Lilly, 4-H Member, Murphys 4-H Club, Calaveras County

Diane Metz, Emeritus Nutrition, Family and Consumer Science Advisor, Yolo and Solano Counties

Sandy Sathrum, 4-H Program Representative, Humboldt and Del Norte Counties

Theresa Spezzano, Nutrition Family and Consumer Science Advisor, Stanislaus and Merced Counties

Copyright © 2012 The Regents of the University of California.

The University of California prohibits discrimination or harassment of any person on the basis of race, color, national origin, religion, sex, gender identity, pregnancy (including childbirth, and medical conditions related to pregnancy or childbirth), physical or mental disability, medical condition (cancer-related or genetic characteristics), ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services (as defined by the Uniformed Services Employment and Reemployment Rights Act of 1994: service in the uniformed services includes membership, application for membership, performance of service, application for service, or obligation for service in the uniformed services) in any of its programs or activities. University policy also prohibits reprisal or retaliation against any person in any of its programs or activities for making a complaint of discrimination or sexual harassment or for using or participating in the investigation or resolution process of any such complaint. University policy is intended to be consistent with the provisions of applicable State and Federal laws. Inquiries regarding the University's nondiscrimination policies may be directed to the Affirmative Action/Equal Opportunity Director, University of California, Agriculture and Natural Resources, 1111 Franklin Street, 6th Floor, Oakland, CA 94607, (510) 987-0096.



**Healthy Living**

University of California 4-H Youth Development Program

[www.ca4h.org/projects/healthyliving](http://www.ca4h.org/projects/healthyliving)

# Introduction

## 4-H Background Information

Established in 1913, the University of California 4-H Youth Development Program (California 4-H YDP) has impacted the lives of millions of Californians. Reflecting the mission of the National 4-H organization, the California 4-H YDP works to empower youth to reach their full potential through hands-on learning, research-based programs, adult mentorship and civic engagement, preparing them to apply these skills to their educational and professional pursuits, and their role as citizens in a dynamic and complex world.

Currently, there are more than 255,000 youth, ages 5-19, enrolled in the California 4-H YDP, which focuses on three programmatic initiatives: Science, Engineering and Technology; Healthy Living; and Citizenship. These initiatives are linked to the vital issues affecting our world today, such as climate change, alternative energy, childhood obesity, food safety, environmental science and community engagement.

## 4-H Healthy Living

Since the organization's inception, health has been an integral part of 4-H. In 2010, the California 4-H YDP reaffirmed its commitment to promoting healthy lifestyles through the 4-H Healthy Living Initiative. 4-H Healthy Living encompasses a holistic approach including healthy eating habits, physical fitness, the capacity to recognize and direct emotions, and the ability to develop and maintain positive social interactions and relationships. The California 4-H YDP is focusing efforts on increasing healthy living opportunities and strengthening the presence of healthy living themes throughout existing programs, activities and curriculum.

## The Amazing Race

The Amazing Race originally debuted as part of a 2-hour mini-track presentation at the 2011 California 4-H State Leadership Conference. The workshop content was designed to spark ideas of how physical fitness and health messages could be incorporated in a variety of 4-H settings, including camp, project meetings, community club meetings, events and afterschool programs. These activities have proven to work equally well in a variety of formal and non-formal settings with youth and adult participants.



# Before You Begin

## Brief Description

The Amazing Race features seven unique and fun challenges that help youth discover, through the experiential learning process, the benefits of eating healthy and participating in regular physical activity. To learn more about experiential learning, visit [www.ca4h.org/About/Mission/EL](http://www.ca4h.org/About/Mission/EL).

## Adaptations

Originally, The Amazing Race was structured like an outdoor scavenger hunt, with each team racing to be the first group to successfully complete all the challenges. As each team traveled as a group from station to station, they were required to complete each challenge before advancing to the next. This method of delivery is high-paced and promotes cooperative competition as teams work together to accomplish a greater goal. This method works particularly well with a large group (30-50 participants) of older youth, ages 12-19. It is the recommended format for 4-H events or camp settings.

The Amazing Race can be easily adapted to be facilitated in a wide variety of 4-H settings. Here are a few ideas:

- 4-H Community Clubs: Each challenge can be featured independently during the recreation portion of the club meeting. With seven challenges, this resource provides recreation ideas for seven monthly meetings—almost the whole program year!
- 4-H Afterschool Programs: Program staff or volunteers can serve as station leaders, while youth rotate around to each station. Use the challenges individually to engage smaller groups of students.
- 4-H Projects: Use the physical activity challenges (Hoop It Up, Jump Rope, Balloon Toss and Power Card) to introduce health concepts in fitness, sports, or health projects. Use food-related challenges (MyPlate, Food to Calorie, In The Bag) to support concepts explored in food, nutrition, or health projects. Use the Hoop It Up, Jump Rope and Power Card challenges at monthly or weekly project meetings to encourage youth to set goals, track their progress and reach new fitness goals.



**Healthy Living**

University of California 4-H Youth Development Program  
[www.ca4h.org/projects/healthyliving](http://www.ca4h.org/projects/healthyliving)

## Necessary Materials

The materials featured in The Amazing Race are low-cost and easy to obtain. The quantity of materials may change depending on the size of your groups, number of participants and format of delivery. The following list assumes five groups and a maximum group size of five participants (25 total).

- Hula Hoops (5\*)
- Stopwatch (3)
- Power Play Cards (1 deck)  
*Request a deck at your county health department, or download an electronic copy at [www.ca4h.org/files/137263.pdf](http://www.ca4h.org/files/137263.pdf)*
- Cones (4)
- Markers (1 set)
- Dice (1 pair)
- “10 Tips to a Great Plate” handout (1)  
*See appendix or download an electronic copy at [www.choosemyplate.gov/food-groups/downloads/TenTips/DGTipsheet7BuildAHealthyMeal.pdf](http://www.choosemyplate.gov/food-groups/downloads/TenTips/DGTipsheet7BuildAHealthyMeal.pdf)*
- Jump ropes (5\*)
- Snack food models or photos and index cards with correlating calorie values (12)
- “12 Common Snack Foods” answer key (1)  
*Available on page 11*
- Balloons (1 per pair\*)
- Burlap sack (1\*)
- 10-foot piece of string (2)
- Blank MyPlate template (1 per person\*)  
*See appendix or download an electronic copy at [www.choosemyplate.gov/print-materials-ordering/ColoringSheetBlank.pdf](http://www.choosemyplate.gov/print-materials-ordering/ColoringSheetBlank.pdf)*

\*Indicates quantities will change depending on the size of each group and the total number of participants.

To encourage broader use of The Amazing Race, counties may wish to purchase the non-consumable materials and assemble them into a single kit that can be borrowed for use at club meetings, county events, training days, retreats, afterschool programs and more.



# The Amazing Race

[www.ca4h.org](http://www.ca4h.org)

## Set-up

To set-up The Amazing Race like a scavenger hunt, the facilitator will need to:

- Designate an area, or station, for each challenge. Size requirements vary for each station, ranging from a 10'x10' area for the MyPlate Challenge to a 6'x25' area for the In the Bag Challenge. Each station should be visible from the previous station, however still a significant distance apart. Originally, this activity was set-up in a grassy area the size of a football field. Label each station 1 through 7 with large signs.
- Decide how the groups will move from station to station. Ideally, you will have fewer groups than stations, allowing groups to move in a pre-determined sequence without overcrowding any one station. If you must have 7 groups, the facilitator may wish to designate a “puzzle station” for the group to move to while they’re waiting for the group ahead of them to complete their challenge. See page 24-27 for sample puzzle challenges.
- Assign a station leader to each challenge. Give each station leader the required materials, “Participant Directions” handout, and “Station Leader Directions” handout for their challenge. Instruct the station leaders to read both. Address any questions the station leaders may have.
- Review expectations that each group must accomplish the challenge AND answer all the questions provided to proceed to the next station. Direct station leaders to their stations.
- Divide the youth participants into groups of 3-8, with no more than 7 groups total. Tell the group how to move from station to station. Direct them to start The Amazing Race at different stations. Let the race begin!



**Healthy Living**

University of California 4-H Youth Development Program  
[www.ca4h.org/projects/healthyliving](http://www.ca4h.org/projects/healthyliving)

# Balloon Toss Challenge

Participant Directions

## Background Information:

The act of stretching is to extend or lengthen your body or limbs. Stretching helps you develop and maintain a healthy level of flexibility, which refers to the range of movement at any particular joint. Examples of flexibility activities include stretching, yoga, pilates and some forms of martial arts. Each stretch should be done in a slow and controlled manner, without bouncing or forcing. If you are stretching to the point of pain, you have stretched too far.

In this challenge you will need to bend and stretch as you toss your balloon to move it to its destination.

## Directions:

1. In pairs, choose a balloon and move to the starting line for this relay.
2. Only one pair from your team may go at a time. If there is an odd number of players, one person can go twice with the remaining team member.
3. Face your partner. Continually toss the balloon back and forth as you move towards the finish line.
4. You and your partner can only move forward when you do not have a balloon in your hands. If you have the balloon, you must freeze. Toss it to your partner, then move again.
5. If the balloon drops along the way both players must return to the starting line and begin again.



When you have finished the task, check with the station leader to see if you have completed the task to their satisfaction. You **must** have their approval before you can move on. If you do not succeed in your first attempt, the station leader will have you try again.

Remember... you are in a race!



Healthy Living



# Balloon Toss Challenge



## Instructions:

Prior to the start of the race, read the participant directions. Place two cones to mark the starting line and two cones for the finish line. The start and finish lines should be approximately 10-15 paces apart. Have the group read the participant directions aloud before starting the challenge.

## Materials:

- Balloons (one per pair)
- Four cones

Completion of the challenge is when everyone has successfully followed the directions to finish the relay race and answered the questions below as a group. If the balloon drops along the way the pair must return to the starting line and begin again.

## Ask These Questions:

1. What was challenging about this activity?  
*Answers will vary.*
2. What was it like working with a partner?  
*Answers will vary.*
3. How did your body move during this activity?  
*Reaching, bending, etc.*
4. What activities help improve flexibility?  
*Ballet, karate, tai 'chi, yoga, etc.*
5. Why is stretching important?  
*Increases flexibility, reduces stress on the body, helps maintain good posture, decreases the chance of injury, increases circulation.*
6. How can you incorporate stretching into your regular physical activity routine?  
*Answers will vary.*



## Resources

For a stretching tutorial and more information about flexibility, visit [www2.gsu.edu/~wwwfit/flexibility.html](http://www2.gsu.edu/~wwwfit/flexibility.html).



Healthy Living

# Food to Calorie Challenge

Participant Directions

## Background Information:

A calorie is a unit that measures energy. When people use the word “calorie,” they are usually referring to food-related calories, whose full name is “kilocalorie” or “large Calorie.” Food calories are ways of measuring how much energy the things we eat give to our bodies. Calories aren’t bad for you. Our bodies need calories to help us walk, talk and play. But eating too many calories—and not burning enough of them off through activity—can lead to weight gain.

## Directions:

1. Match the 12 snack foods to the correct calorie count card.
2. Engage everyone on your team, discussing which foods might be high in calories and which might be low in calories.
3. Once complete, ask the station leader to check your matches. They will provide feedback until you successfully match all the cards.



When you have finished the task, check with the station leader to see if you have completed the task to their satisfaction. You **must** have their approval before you can move on. If you do not succeed in your first attempt the station leader will have you try again.

Remember... you are in a race!



# Food to Calorie Challenge



## Instructions:

Prior to the start of the race, read the participant directions. If your group is using food models, handle them carefully. The models are difficult to clean and expensive to replace. Have the group read the participant directions aloud before starting the challenge.

## Materials:

- 12 snack food models or photos
- 12 index cards with correlating calorie values
- Answer key

After the group has attempted their first match, consult the answer key and tell the group **how many** foods they have correct. Let them try again. After two attempts, specify **which** foods are correctly matched. Completion of the challenge is when participants have correctly matched each item and answered the questions below as a group.

## Ask These Questions:

1. What did you like about this activity? What did you dislike?  
*Answers will vary.*
2. Were you surprised by any of the calories amounts that these foods contain?  
*Answers will vary.*
3. What other nutritional qualities should we consider when selecting a healthy snack?  
*Individuals might also consider avoiding foods high in sugar, fat and sodium. Look for foods high in vitamins, calcium and fiber. Serving size and ingredients might also guide our choices.*
4. Will this information change the way you choose your snacks? Will it change your physical activity level? Why or Why not?  
*Answers will vary.*



## Additional Resources:

To determine the calories in a variety of foods, visit [caloriecount.about.com](http://caloriecount.about.com).



# Food to Calorie Challenge



## 12 Common Snack Foods

Food	Calories
Apple	80
Apple pie (1/8 of pie)	296
Banana	105
Brownie (2" square)	243
Cantaloupe (1/4 melon)	45
Cake with frosting (1/12 of cake; single layer)	239
Chocolate chip cookie (small)	70
French fries (medium)	400
Graham cracker with peanut butter <ul style="list-style-type: none"> <li>• Graham cracker (90 cal)</li> <li>• Peanut butter (2 tbsp; 188 cal)</li> </ul>	278
Peanuts (10 in shell)	105
String cheese	80
Strawberries and yogurt <ul style="list-style-type: none"> <li>• Strawberries (1/2 cup; 49 cal)</li> <li>• Plain low-fat yogurt (8 oz; 149 cal)</li> </ul>	198



# Jump Rope Challenge

Participant  
Directions

## Background Information:

Aerobic activities make you breathe harder and make your heart beat faster. Aerobic activities can be moderate or vigorous in their intensity. Vigorous activities take more effort than moderate ones. For moderate activities, you can talk while you do them, but you can't sing. For vigorous activities, you will not be able to say more than a few words without pausing for a breath.

## Directions:

1. As a group, take one deep breath and in one breath sing "Row, row, row your boat, gently down the stream; Merrily, merrily, merrily, merrily, life is but a dream."
2. As a group, jump rope for one minute (station leader will time you) and then immediately try singing the same lines again with just one breath.
3. Keep track of how far each member gets, to see if anyone could sing the entire verse without taking another breath.



When you have finished the task, check with the station leader to see if you have completed the task to their satisfaction. You **must** have their approval before you can move on. If you do not succeed in your first attempt the station leader will have you try again.

Remember... you are in a race!



**Healthy Living**

University of California 4-H Youth Development Program  
[www.ca4h.org/projects/healthyliving](http://www.ca4h.org/projects/healthyliving)

# Jump Rope Challenge



## Instructions:

Prior to the start of the race, read the participant directions. Have the group read the participant directions aloud and sing “Row, Row, Row Your Boat” in one breath before starting the challenge.

## Materials:

- Jump ropes (one per person)
- Stopwatch

Completion of the challenge is when everyone has successfully jumped rope for one minute, sang the verse in one breath and answered the questions below as a group.

## Ask These Questions:

1. Was jumping rope for one minute easy or hard?  
*Answers will vary.*
2. How long do you think you could jump rope without being tired?  
*Answers will vary.*
3. How did it feel singing before and after jumping rope?  
*It was much harder to sing after jumping.*
4. Did you notice any other changes in your body from jumping rope? What were those changes?  
*Increased heart rate, increased respiratory rate, increased body temperature, etc.*
5. Why did you breathe harder when being active?  
*When we are active our bodies need more oxygen to fuel working muscles. The tiny cells that allow our muscles to function require oxygen to work. We will breathe harder and faster the more active we are, such as when we do intense aerobic exercise.*



## Additional Resources:

You can calculate the number of calories expended through physical activity online by visiting [www.healthstatus.com/cgi-bin/calc/calculator.cgi](http://www.healthstatus.com/cgi-bin/calc/calculator.cgi).



**Healthy Living**

University of California 4-H Youth Development Program  
[www.ca4h.org/projects/healthyliving](http://www.ca4h.org/projects/healthyliving)

# MyPlate Challenge

Participant  
Directions

## Background Information:

In 2011 the U.S. Department of Agriculture (USDA) unveiled the federal government's food icon, MyPlate, to serve as a reminder to help Americans make healthier food choices. The icon is designed to remind us to eat healthfully. MyPlate illustrates the five food groups using something familiar to many of us—a place setting.

## Directions:

1. As a group, discuss how you think the five food groups (fruits, vegetables, grains, protein and dairy) should be proportionally organized on the place setting. (Hint: Think of a pie chart.)
2. Draw and label each food group on the paper template provided. For each food group, provide at least one actual food suggestion. Be sure to include all five food groups.
3. Once complete, ask the station leader to check your graphic. If it is not correct, the station leader will provide a hint to help you successfully recreate MyPlate.



When you have finished the task, check with the station leader to see if you have completed the task to their satisfaction. You **must** have their approval before you can move on. If you do not succeed in your first attempt the station leader will have you try again.

Remember... you are in a race!



University of California 4-H Youth Development Program  
[www.ca4h.org/projects/healthyliving](http://www.ca4h.org/projects/healthyliving)

# MyPlate Challenge

Station  
Leader  
Directions

## Instructions:

Prior to the start of the race, read the participant directions. Have the group read the participant directions aloud before starting the challenge.

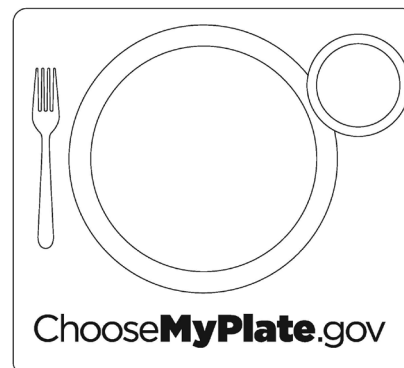
## Materials:

- Blank MyPlate template
- Markers
- “10 Tips to a Great Plate” handout

Completion of the challenge is when they have successfully created the MyPlate icon and answered the questions below as a group. Half of the plate should be fruits and vegetables, half of the plate should be protein and grains. The small circle to the upper right is dairy. If their attempt is not accurate, give them the “10 Tips to a Great Plate” handout and ask them to try again.

## Ask These Questions:

1. Did anything surprise you about the icon?  
*Answers will vary.*
2. Which foods are not depicted on MyPlate?  
*Fats, sugars, soda, etc.*
3. How does this icon help you make decisions about what you eat?  
*Reminds them to make half their plate fruits and vegetables, eat whole grains, avoid oversized portions, etc.*
4. Do your meals often reflect the MyPlate icon? Why or why not?  
*Answers will vary.*
5. What's one thing about MyPlate you'll keep in mind next time you help your family cook a meal?  
*Answers will vary.*



## Additional Resources:

You can find additional resources, including online tools for calculating portion sizes at [www.MyPlate.gov](http://www.MyPlate.gov).





# Power Card Challenge



## Background Information:

Warming up for 3-5 minutes before exercise is important to prepare your muscles for activity. Brisk walking, jumping jacks, walking or running in place can serve as warm-up activities. Cooling down after activity is also important. Use basic stretches or walk slowly to cool down. Stretching helps reduce stiffness and the risk of injury. Use slow, controlled movements and stretch in each position for 15 to 30 seconds.

## Directions:

1. As a group, do the suggested warm-ups listed above for three minutes while reading these directions.
2. The Power Cards are color-coded into four areas of the body:
  - Blue:** Upper body
  - Green:** Middle body
  - Orange:** Lower body
  - Purple:** Full body
3. Each individual must draw one card, starting with the blue cards. Each person will do the task listed on their card for one minute without stopping. The station leader will time the group. If any person cannot do the task on the card, they may draw another card from the same pile.
4. Repeat for all four color groups. When you have finished all four color groups, stretch for one minute to cool down.



When you have finished the task, check with the station leader to see if you have completed the task to their satisfaction. You **must** have their approval before you can move on. If you do not succeed in your first attempt the station leader will have you try again.

Remember... you are in a race!



**Healthy Living**

University of California 4-H Youth Development Program  
www.ca4h.org/projects/healthyliving

## Power Card Challenge



### Instructions:

Prior to the start of the race, read the participant directions. Separate the power cards by color ahead of time and keep them separated. Have the group read the participant directions aloud before starting the challenge.

### Materials:

- Stopwatch
- Power Play Cards

Completion of the challenge is when they have successfully warmed up, completed four activities, cooled down and answered the questions below as a group.

### Ask These Questions:

1. What was most difficult about this challenge?  
*Answers will vary.*
2. What did you do prior to drawing your first card?  
*Warmed up, jogged in place.*
3. How did this prepare your body for the activity?  
*Warmed muscles, increased circulation, increased heart rate, blood flow and respiratory rate.*
4. What did you do after completing the challenge?  
*Cooled down, stretched.*
5. How did your body respond to the stretching?  
*Decreased heart rate, increased flexibility, decreased respiratory rate, etc.*
6. How can you include warming up and cooling down during regular physical activity or sports?  
*Answers will vary.*



### Additional Resources:

For specific warm up recommendations for more than 30 different sports and activities, visit [www.bam.gov/sub\\_physicalactivity/physicalactivity\\_activitycards.html](http://www.bam.gov/sub_physicalactivity/physicalactivity_activitycards.html).



Healthy Living

University of California 4-H Youth Development Program  
[www.ca4h.org/projects/healthyliving](http://www.ca4h.org/projects/healthyliving)

# Hoop It Up Challenge



## Background Information:

Muscle-strengthening activities make your muscles stronger. These include activities like push-ups and lifting weights. It is important to work all the different parts of the body—your legs, hips, back, chest, stomach, shoulders and arms. Hula hooping involves moving your hips, strengthening your abdominal muscles and burning approximately four calories per minute.

In this challenge you will need to keep the hoop moving for one minute.

## Directions:

1. Each team member must choose one of the hooping activities below and perform it for one minute.

**Standard Hula Hooping:** Twirl the hoop around your waist.

**Whole Body Hoop:** Begin with a standard hula hooping motion. Carefully move your arms to the inside of the hoop.

**Arm Hooping:** Twirl the hoop around your arm, keeping the hoop in motion for the duration.

**Other Variations:** Think of other creative and challenging ways to move the hula hoop.



When you have finished the task, check with the station leader to see if you have completed the task to their satisfaction. You **must** have their approval before you can move on. If you do not succeed in your first attempt the station leader will have you try again.

Remember... you are in a race!



# Hoop It Up Challenge



## Instructions:

Prior to the start of the race, read the participant directions. Have the group read the participant directions aloud before starting the challenge.

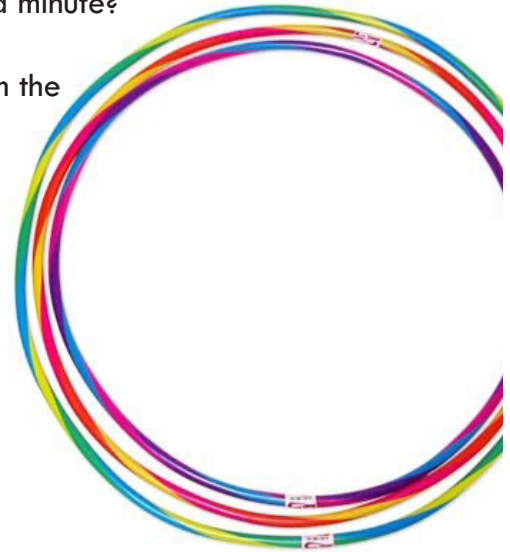
## Materials:

- Hula hoops (one per person)
- Stopwatch

Completion of the challenge is when everyone has successfully completed one hula hoop activity option for a minute without stopping and answered the questions below as a group. Participants can change from one arm to the other, or another body part, but they cannot stop the hoop from rotating.

## Ask These Questions:

1. How did you decide which activity to do for a minute?  
*Answers will vary.*
2. Did you notice any changes in your body from the activity?  
*Tired muscles, increased heart rate, etc.*
3. Was hooping for one minute easy or hard?  
What was easy/hard about it?  
*Answers will vary.*
4. Would you choose this as a way to exercise?  
Why/why not?  
*Answers will vary.*



## Resources:

To learn how to make your own hula hoop out of low-cost materials, visit [www.hooping.org](http://www.hooping.org).



## In the Bag Challenge

Participant Directions

### Background Information:

In a relay race, members of the same team take turns contributing toward meeting a goal. A well-known example is the baton relays you see at track-and-field events. Each athlete runs a specific distance, handing off responsibility for the next leg. Relay races not only add interaction and competition, but they can turn almost any activity into an interval workout—one of the most intense and beneficial workout structures.

### Directions:

1. As a group, have each individual share one relay game they have participated in.
2. To mark your start and finish lines you will use the die and the 10-foot strings. Roll the die and multiply the die number by 10. This will be the distance (in feet) between your start and finish lines. Use the 10-foot strings to mark the start and finish lines.
3. With the entire team standing at the starting line, one person at a time must jump, with both feet inside a burlap bag, to the finish line. After reaching the finish line, climb out of the bag and run back to your teammates. Hand-off the bag. The second person can start once the first person returns to the starting line.
4. The goal is for all team members to successfully reach the finish line.



When you have finished the task, check with the station leader to see if you have completed the task to their satisfaction. You **must** have their approval before you can move on. If you do not succeed in your first attempt the station leader will have you try again.

Remember... you are in a race!



# In the Bag Challenge



### Instructions:

Prior to the start of the race, read the participant directions. Have the group read the participant directions aloud before starting the challenge.

### Materials:

- One burlap sack
- Die
- Two 10-foot pieces of string

Your task is to make sure participants roll the die and create a starting point and finish line. Remind participants they are competing against the clock rather than another team. If the activity proves to be too challenging for any member of the team, allow another team member to take their place, completing the relay twice. Completion of the challenge is when everyone has successfully finished the relay race and answered the questions below as a group.

### Ask These Questions:

1. What was the objective of the race?  
*To complete the race, with every person participating.*
2. Would the relay have been different if you had competed against another team? How?  
*Answers vary.*
3. Would your performance have been different if you had competed against another team? How?  
*Tried harder, gone faster, etc.*
4. Is competition beneficial for physical fitness? Why or why not?  
*Answers will vary.*
5. What is one way competition might encourage physical activity in your 4-H club, county, or state?  
*Answers will vary.*



### Resources:

Contact a local coffee roaster for a donation of burlap bags.



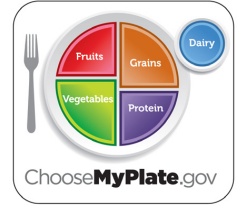
Source: USDA Center for Nutrition Policy and Promotion

## 10 tips

Nutrition Education Series

# choose MyPlate

## 10 tips to a great plate



### Making food choices for a healthy lifestyle can be as simple as using these 10 Tips.

Use the ideas in this list to *balance your calories*, to choose foods to *eat more often*, and to cut back on foods to *eat less often*.

#### 1 balance calories

Find out how many calories YOU need for a day as a first step in managing your weight. Go to [www.ChooseMyPlate.gov](http://www.ChooseMyPlate.gov) to find your calorie level. Being physically active also helps you balance calories.

#### 2 enjoy your food, but eat less

Take the time to fully enjoy your food as you eat it. Eating too fast or when your attention is elsewhere may lead to eating too many calories. Pay attention to hunger and fullness cues before, during, and after meals. Use them to recognize when to eat and when you've had enough.



#### 3 avoid oversized portions

Use a smaller plate, bowl, and glass. Portion out foods before you eat. When eating out, choose a smaller size option, share a dish, or take home part of your meal.

#### 4 foods to eat more often

Eat more vegetables, fruits, whole grains, and fat-free or 1% milk and dairy products. These foods have the nutrients you need for health—including potassium, calcium, vitamin D, and fiber. Make them the basis for meals and snacks.



#### 5 make half your plate fruits and vegetables

Choose red, orange, and dark-green vegetables like tomatoes, sweet potatoes, and broccoli, along with other vegetables for your meals. Add fruit to meals as part of main or side dishes or as dessert.

#### 6 switch to fat-free or low-fat (1%) milk

They have the same amount of calcium and other essential nutrients as whole milk, but fewer calories and less saturated fat.



#### 7 make half your grains whole grains

To eat more whole grains, substitute a whole-grain product for a refined product—such as eating whole-wheat bread instead of white bread or brown rice instead of white rice.

#### 8 foods to eat less often

Cut back on foods high in solid fats, added sugars, and salt. They include cakes, cookies, ice cream, candies, sweetened drinks, pizza, and fatty meats like ribs, sausages, bacon, and hot dogs. Use these foods as occasional treats, not everyday foods.

#### 9 compare sodium in foods

Use the Nutrition Facts label to choose lower sodium versions of foods like soup, bread, and frozen meals. Select canned foods labeled "low sodium," "reduced sodium," or "no salt added."



#### 10 drink water instead of sugary drinks

Cut calories by drinking water or unsweetened beverages. Soda, energy drinks, and sports drinks are a major source of added sugar, and calories, in American diets.

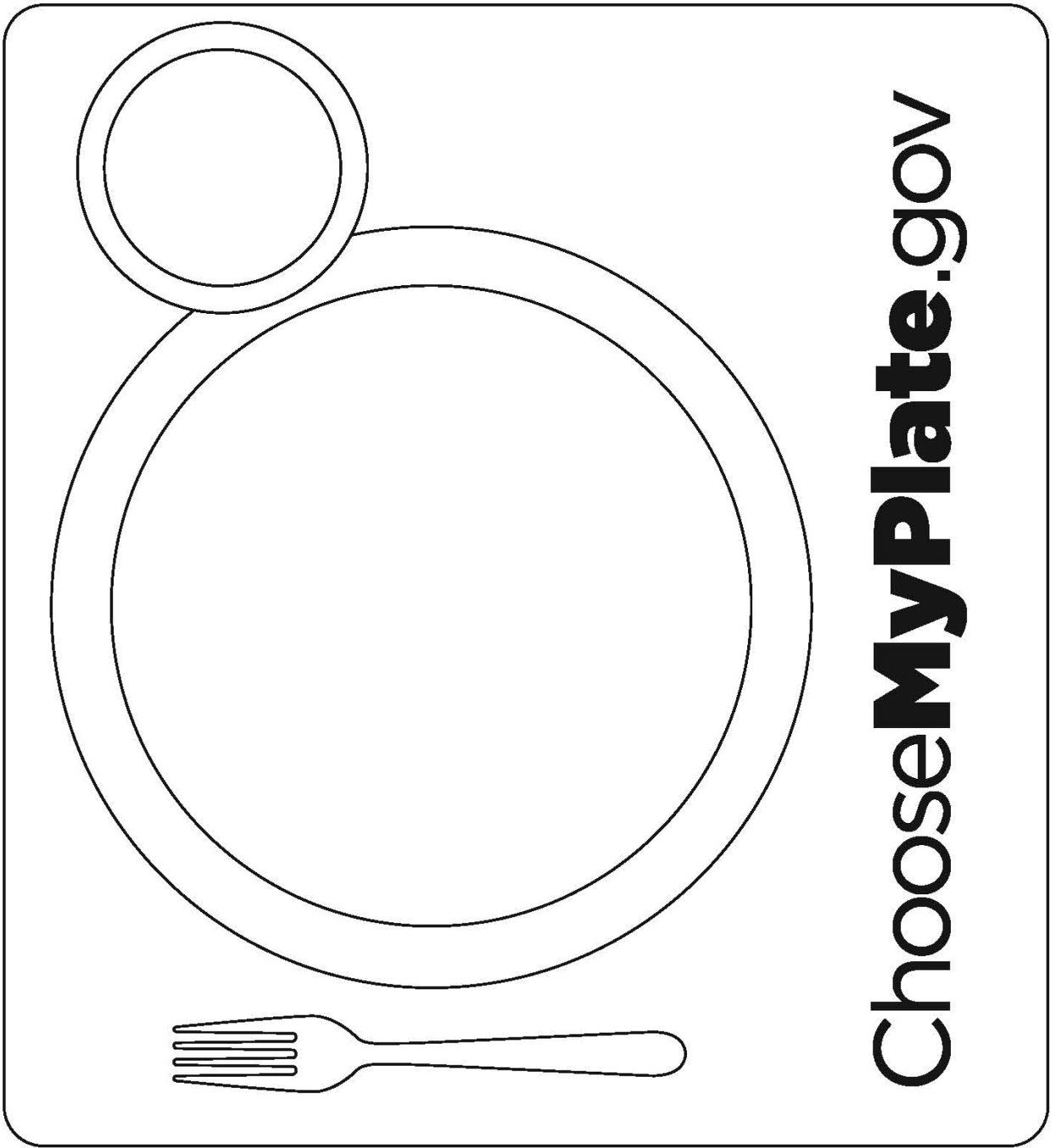


Healthy Living

University of California 4-H Youth Development Program  
[www.ca4h.org/projects/healthyliving](http://www.ca4h.org/projects/healthyliving)

# The Amazing Race

[www.ca4h.org](http://www.ca4h.org)



**ChooseMyPlate.gov**

Source: USDA Center for Nutrition Policy and Promotion



**Healthy Living**

University of California 4-H Youth Development Program  
[www.ca4h.org/projects/healthyliving](http://www.ca4h.org/projects/healthyliving)



Team Members: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

# Puzzle Challenge

### Instructions:

Complete the following challenges as you wait for the next station to become available. Bonus points will be awarded to the team that completes the most puzzles.

In each of these puzzles, a list of words is given. To solve the puzzle, think of a single word that goes with each to form a compound word (or word pair that functions as a compound word). For example, if the given words are *volley*, *field*, and *bearing*, then the answer would be *ball*, because the word *ball* can be added to each of the other words to form *volleyball*, *ballfield*, and *ball bearing*.

- |                                     |                                    |                                      |
|-------------------------------------|------------------------------------|--------------------------------------|
| 1. _____<br>back<br>short<br>watch  | 6. _____<br>motion<br>poke<br>down | 11. _____<br>out<br>baby<br>out      |
| 2. _____<br>blue<br>cake<br>watch   | 7. _____<br>light<br>hot<br>check  | 12. _____<br>back<br>crawl<br>work   |
| 3. _____<br>stool<br>powder<br>ball | 8. _____<br>butter<br>maid<br>run  | 13. _____<br>corn<br>winner<br>sweet |
| 4. _____<br>big<br>soil<br>table    | 9. _____<br>drop<br>off<br>stand   | 14. _____<br>top<br>inner<br>test    |
| 5. _____<br>made<br>cuff<br>left    | 10. _____<br>car<br>top<br>ice     | 15. _____<br>go<br>there<br>seen     |



**Healthy Living**



# Puzzle Challenge

## Instructions:

Complete the following challenges as you wait for the next station to become available. Bonus points will be awarded to the team that completes the most puzzles correctly.

In each of these puzzles, a list of words is given. To solve the puzzle, think of a single word that goes with each to form a compound word (or word pair that functions as a compound word). For example, if the given words are *volley*, *field*, and *bearing*, then the answer would be *ball*, because the word *ball* can be added to each of the other words to form *volleyball*, *ballfield*, and *ball bearing*.

1. STOP

back  
short  
watch

2. CHEESE

blue  
cake  
watch

3. FOOT

stool  
powder  
ball

4. TOP

big  
soil  
table

5. HAND

made  
cuff  
left

6. SLOW

motion  
poke  
down

7. SPOT

light  
hot  
check

8. MILK

butter  
maid  
run

9. KICK

drop  
off  
stand

10. BOX

car  
top  
ice

11. CRY

out  
baby  
out

12. SPACE

back  
crawl  
work

13. BREAD

corn  
winner  
sweet

14. TUBE

top  
inner  
test

15. FORE

go  
there  
seen



## Healthy Living

Team Members: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Puzzle Challenge II

## Instructions:

Can you guess what each of these riddles is describing?

1. What gets wetter and wetter the more it dries?
2. You throw away the outside and cook the inside. Then you eat the outside and throw away the inside. What did you eat?
3. What goes up and down the stairs without moving?
4. What can you catch but not throw?
5. I can run but not walk. Wherever I go, thought follows close behind. What am I?
6. What goes around the world but stays in a corner?
7. I have holes in my top and bottom, my left and right, and in the middle. But I still hold water. What am I?
8. Give me food, and I will live; give me water, and I will die. What am I?
9. What can run but never walks, has a mouth but never talks, has a head but never weeps, has a bed but never sleeps?
10. No sooner spoken than broken. What is it?



**Healthy Living**



## Puzzle Challenge II

### Instructions:

Can you guess what each of these riddles is describing?

1. What gets wetter and wetter the more it dries?  
A TOWEL
2. You throw away the outside and cook the inside. Then you eat the outside and throw away the inside. What did you eat?  
CORN
3. What goes up and down the stairs without moving?  
A RUG
4. What can you catch but not throw?  
A COLD
5. I can run but not walk. Wherever I go, thought follows close behind. What am I?  
A NOSE
6. What goes around the world but stays in a corner?  
A STAMP
7. I have holes in my top and bottom, my left and right, and in the middle. But I still hold water. What am I?  
A SPONGE
8. Give me food, and I will live; give me water, and I will die. What am I?  
FIRE
9. What can run but never walks, has a mouth but never talks, has a head but never weeps, has a bed but never sleeps?  
A RIVER
10. No sooner spoken than broken. What is it?  
SILENCE



**Healthy Living**