

Transformation through Physical Activity



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*Head, Heart, Hands & Health
Growing Youth who Thrive*

University of California
Agriculture and Natural Resources
4-H Youth Development Program



*Making a Difference
for California*

Agenda

1. Gallery activity
2. Benefits of being active
3. Best Practices for physical activity
4. Activity: The Amazing Race
5. Jump into Foods and Fitness Curriculum
 - a) Activity: Activity Snacks
6. Up for the Challenge Curriculum
 - a) Activity: Slow, Go, Whoa!



Benefits of Being Active



LESS

Lowers blood pressure
and cholesterol

Decreases fat deposition

Decreases risk of diabetes

Decreases anxiety,
fatigue, and depression



MORE

Increases bone density

Improves muscle health

Increases energy for work
and recreation

Increases self-esteem

Increases brain function

How Active is “Active”?



60 minutes/day of moderate to vigorous activity most days of the week



30 minutes/day of moderate to vigorous activity most days of the week



Plan and Prepare

- Plan what you'll say to introduce games quickly.
- Get kids into game's formation, explain how to play, demonstrate the game, start the play.
- Focus on a great play experience for everyone – not just the “winners” of a game.



Make Games Safe

1. Think about physical and emotional safety issues before your play.
2. Create rules to make the play safe.
3. Choose activities that are appropriate for your groups fitness level.
4. Use the right safety gear and sports equipment.
5. Bleeding, bruising or being embarrassed seriously interrupts fun.



Keep Kids Active

1. Use re-entry tasks like jumping jacks, sit-ups and toe touches to “re-circulate” players who get out.
2. Change the game to make it more active:
 - Add a second “it” to a tag game – or even three!
 - Change the boundaries to be bigger or smaller!
 - Add equipment. If you’re playing with one toss-able toy, what happens if you add more?



Ready, Set, Play!

- Get kids excited but not so over-stimulated that they are unsafe or that you can't bring them back from chaos!
- Quit while you're ahead! Plan to stop a game at the peak of fun before it gets boring.
- Avoid down-time between games when kids might try to create unsafe fun.



The Amazing Race!



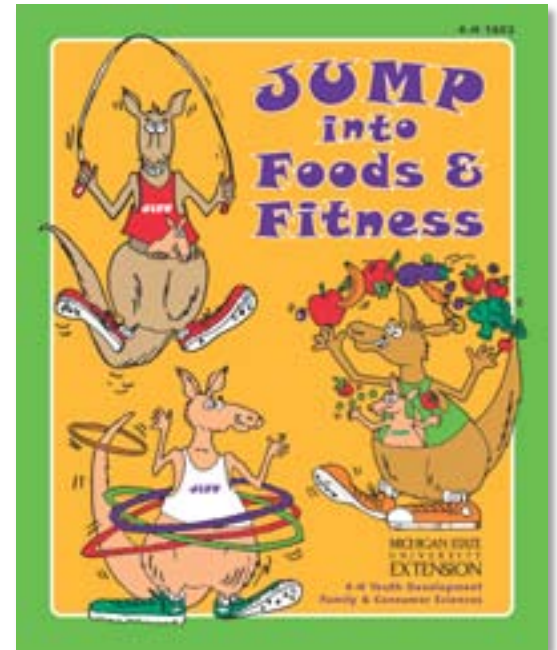
The Amazing Race!

- How would this work in your 4-H setting?
- What adaptations would you make for a club, project or event setting?



Jump into Foods and Fitness

- Developed by Michigan State University
- Teens as teachers model
- Grades 3-5
- Includes background info, attention getters, activities, snack suggestions, family newsletters and evaluation tools



Activity Snacks

Directions:

1. Take four index cards.
2. On two index cards, identify a body part you want to make active.
3. On two index cards, identify an action that a body part could make.
4. Place the cards in the container.



Activity Snacks

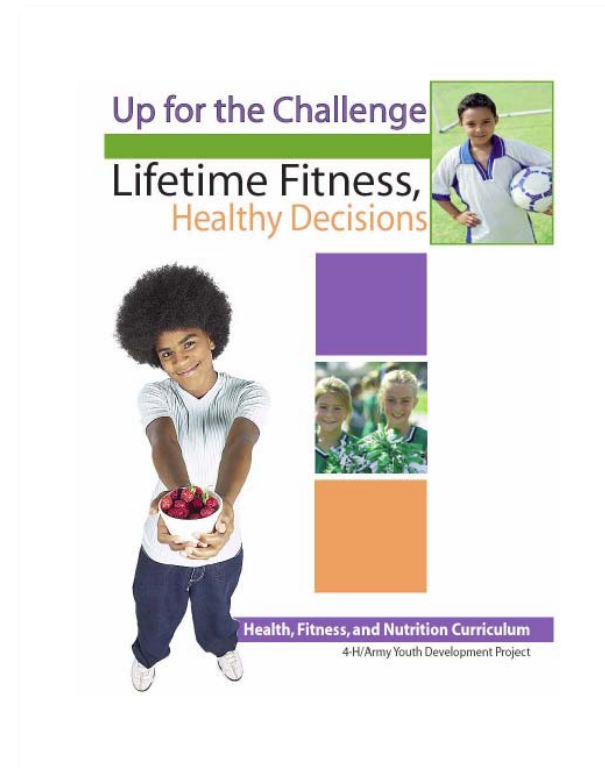
Discussion:

- What were your favorite activity snacks?
- How can we get more little bits of physical activity into our everyday lives?
- What adaptations would you make for a club, project or event setting?



Up for the Challenge

- Activities for school age, middle school and teens
- Free, 290-page curriculum
- Partnership between University of Maryland, National 4-H Council and the Army Child and Youth Services



Slow, Go, Whoa!

How would you categorize the following food labels?

GO

Eat almost anytime; lowest in fat, added sugar and calories.
Example: English muffin pizza with low-fat cheese.

SLOW

Eat sometimes; higher in fat, added sugar and calories.
Example: Slice of regular vegetarian pizza.

WHOA

Eat once in awhile; very high in fat, added sugar and calories.
Example: Slice of deep dish pepperoni pizza.



Slow, Go, Whoa! Relay Race

Directions:

1. Relay teams will start in the back of the room.
2. One at a time, a player will run to the front, picking up a food item along the way.
3. Player determines how to categorize their food as “slow,” “go,” or “whoa.”



Slow, Go, Whoa! Relay Race



Discussion:

- What criteria did you use to categorize food?
- How did food preparation influence your decision?
- What adaptations would you make for a club, project or event setting?



More Resources

www.ca4h.org/projects/healthyliving



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