

2012

Oregon 4-H Leader Supplement Guide  
Nutrition and Health Focus

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*Incorporating Dietary  
Guidelines  
and Physical Activity  
Guidelines*

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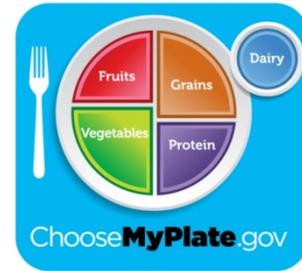


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## Oregon 4-H Leader Supplemental Guide Nutrition and Health Focus 2010 Dietary Guidelines 2008 Physical Activity Guidelines



### 2010 Dietary Guidelines

**Introduction:** In June 2011, MyPlate replaced MyPyramid as the government's primary food group symbol. MyPlate is an easy-to-understand visual cue to help consumers adopt healthy eating habits by encouraging them to build a healthy plate, consistent with the 2010 Dietary Guidelines for Americans.

*USDA. Center for Nutrition Policy and Promotion.*

#### The MyPlate icon:

- Is a plate setting illustration of the five food groups.
- Is intended to get you thinking about what is on your plate.
- Shows the proportion of foods to eat from each food group at mealtime.
- Leads us to key messages for building a healthy diet at [www.ChooseMyPlate.gov](http://www.ChooseMyPlate.gov) website (2010 Dietary Guidelines).

#### How does MyPlate differ from the MyPyramid?

- It is simpler to understand – for both kids and adults!
- Does not include specific messages.
- The names of some food groups have changed:
  - The Milk Group is now the Dairy Group.
  - The Meat and Beans Group is now the Protein Group.
- Oils are no longer part of the icon.
- Physical activity is not a part of the plate.

#### How is MyPlate the same as MyPyramid?

- It uses the same colors for each of the five food groups.
- Balance, variety, and moderation are emphasized for healthy eating.

#### What new MyPlate information may be important for 4-Hers to know?

##### Dairy Group



- Recommendations are now 2 cups for 2 & 3 years, 2 ½ cups for 4-8 years, and 3 cups for 9+ years (previously it was 2 cups for 2-8 years and 3 cups for 9+ years).
- Dairy foods now include fortified soy beverages like calcium-fortified soy milk because its nutrient profile is similar to milk (especially for calcium).



## Protein Group

- Dietary guidelines emphasize varying your protein choices by choosing seafood in place of some meat and poultry.



## Vegetable Group

- The 2010 Dietary Guidelines emphasize eating more red-orange and dark green vegetables. Red-orange include tomatoes, carrots, sweet potatoes, and red peppers. Dark green include dark green leafy (collard, turnip, mustard greens) and broccoli.
- Because of their nutrient content, beans and peas (legumes) may be considered both as a vegetable and as a protein food. This includes kidney beans, lentils, garbanzo beans, and pinto beans.
- Starchy vegetables include white potatoes, corn, and green peas.
- Green (string) beans are grouped with other vegetables, such as onions, lettuce, celery, and cabbage because their nutrient content is similar to those foods.
- Fresh corn is considered a vegetable, but dried corn is considered a grain.



## Fruit Group

- 2010 Dietary Guidelines recommend that the majority of fruit consumed should come from whole fruits, including fresh, canned, frozen, and dried forms, rather than from juice. When juices are consumed, 100% juice should be encouraged.



## Grain Group

- At least half of recommended total grain intake should be whole grains. Whole grain intake can be increased by replacing refined grains with whole grains.

## Are there other materials that go along with the MyPlate website?

Yes, there are key messages to help 4-Hers make healthier choices.

- **Balancing Calories to Manage Weight**
  - Enjoy your food, but eat less.
  - Avoid oversized portions.
- **Foods to Increase**
  - Make half your plate fruits and vegetables.
  - Make at least half your grains whole grains.
  - Switch to fat-free or low-fat (1%) milk.
- **Foods to Reduce**
  - Compare sodium in foods like soup, bread, and frozen meals—and choose foods with lower numbers.
  - Drink water instead of sugary drinks.

## What action steps can be taken to help 4-Hers make healthier choices?

- **Balancing Calories to Manage Weight:**

- Use a smaller plate
- Portion out food
- When eating out, choose smaller sized options; manage large portions by taking home part of the meal
- Prepare and pack healthy meals for home and work
- Check the Nutrition Facts label for added sugars and fats
- Be physically active every day
- Eat breakfast every morning
- Your ideas: \_\_\_\_\_



- **Foods to Increase:**

- Keep raw, cut-up vegetables in the refrigerator for quick snacks
- Use dark, leafy greens in salads
- Add red-orange and dark green vegetables to soups, stews, stir-fries and other main dishes
- Add vegetables to sandwiches, such as tomato, cucumber, and red pepper slices
- Replace white bread, rolls, bagels, muffins, pasta, and rice with whole-grain versions.
- Top fresh fruit salads with low-fat yogurt
- Make pudding with fat-free or 1% milk
- Request fat-free or 1% milk when ordering beverages, such as lattes
- Your Ideas: \_\_\_\_\_



- **Food to Reduce**

- Use the Nutrition Facts label to choose foods lower in sodium
- Purchased canned foods with “no salt added.” Rinse regular canned foods to remove some sodium.
- Drink few or no regular sodas, sports drinks, energy drinks, and fruit drinks.
- Your ideas: \_\_\_\_\_



## A word about **SOFAS** (**S**olid **F**ats and **A**dded **S**ugars):

- SOFAS add calories, but few essential nutrients. On average, Americans over-consume SOFAS:
  - 19% of our calories come from added fats
  - 16% of our calories come from added sugars
  - That’s about 1/3 of our calories

- Action steps to reduce SOFAS:
  - Choose foods and drinks with less added sugar and fat
  - Read Nutrition Facts and Ingredient labels
  - Understand portion sizes
  - Modify recipes
  - Drink more water
  - Trim visible fats from foods
  - Eat bread or rolls without butter or margarine
  - Eat more home prepared foods to control what you eat
  - Consume fewer processed foods and more fresh foods
  - Your ideas \_\_\_\_\_

### What can you do at club meetings?

- Bring healthy snacks to share
- Serve water instead of drinks with added sugar
- Offer fruit as a choice
- Split or share higher calorie items with a fellow club member
- Have youth contribute ideas of how to build good nutrition choices into club meetings

### Two sample activities to reinforce learning:

#### Activity: MyPlate Balloon Game

**Time Needed:** 10-15 minutes

**Objective:** Youth will be able to state the MyPlate slogans.

**Equipment Needed:** Balloons, scissors, tape, and pieces of paper.



**Get Ready:** **Write up** the following slogans on pieces of paper. **Cut the words apart.** **Insert the words** of *one* slogan into a balloon before blowing it up completely. **Space** the kids a distance apart so the messages don't become mixed up when the balloons pop.

**Slogans:**

- Make at least half your grains whole grains**
- Vary your veggies**
- Focus on fruit**
- Get your calcium-rich foods**
- Go lean with protein**
- Find your balance between food and physical activity**

### Pre Activity Discussion

How many of you have seen commercials on TV? Do you know what “slogans” are? These are ways to get us to remember something. MyPlate also has some slogans or sayings.

Can you think of any slogans used for foods or beverages? What fast-food restaurant uses this slogan: “I’m lovin’ it”? (McDonald’s) How about: “Have it Your Way”? (Burger King) Can you think of others?

Today we will be learning the slogans from MyPlate, but we’ve scrambled the words and put them into balloons. We need to pop some balloons, figure out the slogan, and what the slogan means.

### Instructions:

- Divide into six teams. Give each team a filled balloon, tape and piece of paper.
- Each group (or child) should pop a balloon and unscramble the message inside.
- Each group or child should tape the message together on the paper and be prepared to share what it means. If you want to play for competition, have the first team to accurately complete its message and sit down win the game.

### Post Activity Discussion

Read through each slogan and discuss. What ways can you and your family use the slogans? How can you “vary your veggies”? How can you “focus on fruit”? How can you “go lean with protein”? How can you “get your calcium-rich foods”? How can you “make at least half your grains whole grains”?

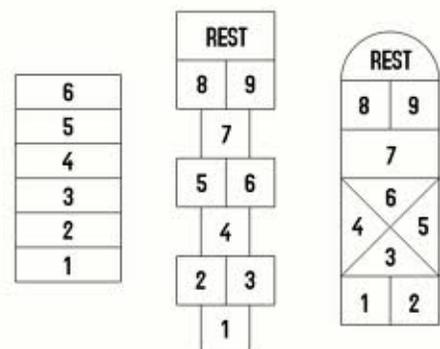
### Activity: MyPlate Hopscotch

**Time Needed:** 10-20 minutes

**Objective:** Youth will be active while reviewing MyPlate concepts.

**Equipment Needed:** Chalk or masking tape AND a bean bag (such as a zipper-lock bag filled with dry edible beans) or a “place marker” of some type.

**Get Ready:** **Go Outside** on the sidewalk or other cemented area or **Inside** a gym or wide hallway.



**Draw** a hop scotch pattern on the sidewalk or you can use tape if you are indoors. In each square, list a food group (grain, vegetable, fruit, dairy, protein).

### **Pre Activity Discussion**

*What is physical activity? Physical activity simply means movement of the body that uses energy.*

*What are some kinds of physical activity? Walking, climbing the stairs, playing soccer and dancing are some good examples. Youth should try to get 60 minutes of physical activity every day and adults should try to get at least 30 minutes every day for good health.*

*Do you know how to play hopscotch? See if someone would like to demonstrate or be prepared to demonstrate.*

### **Instructions:**

- Participant throws the bean bag (or other place marker) onto a square.
- Before the participant “hops” he/she needs to call out a food from the food group of the square containing the bean bag. The participant jumps over that spot.
- The participant will continue jumping from square, calling out different foods from the indicated food group with each hop. If the participant gives an incorrect answer, they get a second chance at naming a food.
- At the end of the hopscotch, the person turns around and hops back, pauses and picks up the bean bag and then finishes. Then the next player takes a turn trying to get the bean bag in another square.

### **Post Activity Discussion**

*Eating a variety of foods from each group helps keep you healthy. Get plenty of physical activity to stay healthy and strong, too. The jumping in hopscotch strengthens our bones and muscles. Was thinking of foods for each group easy? What other activity or game could be created to help us learn MyPlate information?*

### **More ideas:**

**Dance:** Ask youth to create a 5 minute dance routine and teach it to others in the club. Dance styles may include line dancing, salsa, hip-hop, pop, cheerleading, or anything else the youth enjoy.

**Favorite Games:** Play the youth’s favorite games, such as “Hot Potato”, “Limbo”, the “Hokey Pokey”.

**Beach Walk:** Have youth calculate how many miles away a favorite destination spot (such as a beach) is from your meeting spot. Have the youth walk around a track or neighborhood before each lesson to accumulate those miles; once the group has accumulated enough miles to have “made it to the beach”, then Hold a beach party.

# 2008 Physical Activity and Dietary Guidelines

## Benefits of physical activity:

- Increases fitness levels and keeps the heart and lungs healthy.
- Builds and maintains healthy bones.
- Helps control weight to decrease the risk of many diseases.
- Boosts energy and promotes sound sleep.
- Helps you feel good about yourself and happier in general.

*A note about physical activity:  
The term physical activity is used instead of exercise because it suggests a broader concept beyond organized sports or defined types of exercise. As you work with members, try to avoid saying "exercise" and use the term "physical activity" instead.*

## How Much Physical Activity Do You Need?

### The 2008 Physical Activity Guidelines for Americans:

Age 6-17 year olds Children and adolescents should do 60 minutes (1 hour) or more of physical activity daily.

Age 18-64 year olds All adults should avoid inactivity. Adults need at least 30 minutes of physical activity, above usual activity, most days. About 60 minutes a day may be needed to prevent weight gain.

## Make it Easy and Fun to be Active

### At Home

- Walk around the neighborhood or on your rural country road.
- Plan a family or friend physical activity outing – like bowling, skating, hiking, bike riding.
- Spontaneous play – tumble in leaves, build a snowman, splash in a puddle, or dance to your favorite music.
- Go on a walking tour of a local museum, zoo, or historical landmark.
- Walk the dog - don't just watch the dog walk.
- Clean the house, wash the car, and do yard work.
- Do stretches, exercises, or pedal a stationary bike when watching television.
- Plant and care for a vegetable or flower garden.
- Reduce screen time with TV, computers and video games and increase active time.
- Your ideas \_\_\_\_\_

## At Play

- Walk, jog, roller-blade, or cycle.
- Swim or do water aerobics.
- Play basketball, softball, or soccer.
- Take a class in dance, yoga, martial arts or kick-boxing.
- Golf (pull cart or carry clubs).
- Canoe, row, or kayak.
- Play racket ball, tennis, or squash.
- Take a nature walk or hike.
- Your ideas \_\_\_\_\_

## What can you do at club meetings?

- Take stretch or action breaks at meetings
- Dance or do other movement while bread is rising
- Have youth keep journals of ways they have been active since last meeting
- Do a community service project which involves some physical activity
- Have youth contribute ideas for ways to build in activity into club meetings
- Your ideas \_\_\_\_\_

***A note about including movement in club meetings:***

*Try to add movement to the lessons in creative ways. For example, instead of raising their hands when they want to speak, youth can stand and hop, twirl around, wave their arms, or do jumping jacks. If you think of other ways to make lessons active, go for it!*

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## Two sample activities to reinforce learning:

### Indoor Activity: SPEED SCARVES

**Time Needed:** 15 minutes

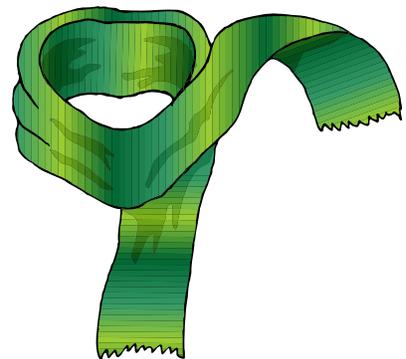
**Objective:** Youth will consider the balance between calories consumed and calories burned.

**Equipment Needed:** Scarf – 1 scarf for every two students.

#### Get Ready:

**Stand** with enough 'personal space' for safe movements.

**Demonstrate** movements so all students are ready to move when the game begins.



## Instructions:

### Step 1

- Have students pair up and give each pair a scarf.

### Step 2

- To begin, I will give you an activity (**jumping jacks, jogging in place, hopping**, etc.). One partner is the “scarf thrower” and one will do the activity.
- The scarf thrower will **throw the scarf as high into the air** as possible and the partner will try to do as many repetitions of the activity as they can before the scarf drops.
- The scarf thrower should try to catch the scarf just before it touches the ground.

### Step 3– Are you ready?

*Leader gives the students an activity once they have thrown their scarves in the air. Repeat the process with different activities until the allotted time has passed.*

- Monitor class for success – correctly completing the activity.

## Discussion

End the activity with a discussion about balancing nutrition and physical activity in their lives. *How many calories do you think you have just burned?*

## Talking Points:

- **Energy balance** is very important to make sure that we get enough calories to sustain our activities. Balance calories from food and beverages according to your activity level.
- Are there days of the week that you are more active than others? Do you eat differently on those days? Are you hungrier on those days?
- Have class participants think about their own daily activity. Should all people of similar age, size and gender eat the same number of calories? Discuss how two people can be the same in appearance (gender, height, weight), but if one is much more active than the other, they need more calories (see the Fuel your Fun chart).
- Talk to participants about **energy balance**. Ask them to think of ways that weight might increase (i.e. reducing Physical Activity or increasing calories) or decrease (i.e. increasing Physical Activity or reducing calories). Is one better than the other? Discuss.

## Nutrition Key Message:

**Balancing Calories** • Find your own balance between food and physical activity. Less active individuals generally need fewer calories than more active individuals.

## Physical Activity Conceptual Connection: Balancing physical activity with healthy

**eating.** • Balance time spent doing sedentary activities with active time. The more you participate in sports, active play and other physical activities, the more nutritious foods you need to fuel those activities.

**Indoor or Outdoor Activity: DRIVING SCHOOL**

**Time Needed:** 15 minutes

**Equipment Needed:** Handout with instructions.



**Get Ready:** Stand with enough ‘personal space’ for safe movements.

**Instructions:**

**Step 1**

- Tell youth to hold their hands in front of them as if they were holding the car steering wheel.
- Tell youth that they cannot touch each other at all. If they do, they are considered part of a collision. Automobiles that “collide” must report to the “Body Shop” (an area off to the side) before they may resume participating. While in the body shop, those involved in the collision must do repair work (such as 10 jumping jacks, sit-ups, or any other designated action). Then they shake hands with each other and say “I’m sorry, please drive safely!”.

**Step 2**

- To begin, say “green light” and tell the youth to start walking at a normal pace around the room.
- Then every 30-45 seconds, call out a different command from column A and immediately follow the command with the corresponding instruction in column B. Use commands which fit the environment available to group.

**Call Out Handout**

| Column A          | Column B  |
|-------------------|---|
| Green Light       | Walk at a normal pace   |
| Yellow Light      | Move slowly   |
| Red Zone          | Stop  |
| School Zone       | Skip  |
| Neighborhood      | March   |
| Highway           | Run   |
| Reverse           | Move backward making beeping sounds                             |
| Emergency Vehicle | Move to side of the activity area and wait for the next command |
| One Way           | Move clockwise  |
| Animal            | Make quick turns to avoid pretend “animal”                      |
| Pot Hole          | Leap  |
| Tunnel            | Duck down as you walk   |
| Flat Tire         | Hop on one foot   |
| Traffic Jam       | Move closer to other youth and shuffle your feet slowly         |

**Discussion**

End the activity with a discussion about types of physical activity skills one needs to navigate in life.

**More ideas:**

**Dance:** Ask youth to create a 5 minute dance routine and teach it to others in the club. Dance styles may include line dancing, salsa, hip-hop, pop, cheerleading, or anything else the youth enjoy.

**Favorite Games:** Play the youth's favorite games, such as "Hot Potato", "Limbo", the "Hokey Pokey".

**Beach Walk:** Have youth calculate how many miles away a favorite destination spot (such as a beach) is from your meeting spot. Have the youth walk around a track or neighborhood before each lesson to accumulate those miles; once the group has accumulated enough miles to have "made it to the beach", then Hold a beach party.

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