Incorporating the Dietary Guidelines, Nutrition Information and the Physical Activity Guidelines
Acknowledgements

2015-20 Dietary Guidelines
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. The 2010 Dietary Guidelines for Americans was revised in late 2015 and will be in effect through 2020.

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.

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

**Dairy Group**
Recommendations are 2 ½ cups for 4-8 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 and remember to include plant protein (beans, peas, nuts, seeds and soy products) in your diet.
**Vegetable Group**
Choose vegetables that are rich in color; red-orange and dark green. They are full of vitamins and minerals. 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. Fresh corn is considered a vegetable, but dried corn is considered a grain.

**Fruit Group**
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.

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.
  - Choose nutrient dense foods.
- Foods to Increase
  - Make half your plate fruits and vegetables.
  - Make 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 sodium content.
  - 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 (Solid Fats and Added Sugars):
- SOFAS add calories, but few essential nutrients. 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 paper.

**Get Ready:** Write the following slogans on pieces of paper:
- Make half your grains whole grains
- Vary your veggies
- Focus on whole fruit
- Move to low-fat and fat-free milk or yogurt
- Vary your protein routine
- Drink and eat less sodium, saturated fats, and added sugars

Cut the words apart.
Insert the words of one slogan into a balloon; blow up and tie off.
Space the kids a distance apart so the messages don’t become mixed up when the balloons pop.

**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 will pop some balloons, put the words in order and and figure out 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 whole fruit”? How can you “vary your protein routine”? How can you “drink and eat less sodium, saturated fat, and added sugars”? How can you “make 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.

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.
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 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.

How much physical activity do you need? According to the 2008 Physical Activity Guidelines for Americans:

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

Ages 18-64  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____________________________________________________________

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!
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:** 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:** Give each pair 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:** 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?
Discus 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.

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

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

Discussion

End the activity with a discussion about types of physical activity skills one needs to navigate in life.
### Nutritional information for 4-H members

<table>
<thead>
<tr>
<th>Nutrient</th>
<th>Essential For</th>
<th>Found in</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carbohydrates</td>
<td>Energy, fiber for digestive system</td>
<td>Whole grains, cereals, fruits, vegetables, sugars</td>
</tr>
<tr>
<td>Protein</td>
<td>Aids in growth, replaces worn-out cells, aids in disease resistance</td>
<td>Cheese, meat, fish, nuts, eggs, grains, dried beans</td>
</tr>
<tr>
<td>Fats</td>
<td>Carries some vitamins (A,D,E, and K) to cells, supplies energy</td>
<td>Oil, butter, nuts, seeds, some meats and cheeses</td>
</tr>
<tr>
<td><strong>Vitamins</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vitamin A</td>
<td>Aids and protects vision, maintains healthy skin, aids in growth and wound</td>
<td>Yellow, orange and green vegetables, yellow fruits, liver, fish, eggs, dairy products</td>
</tr>
<tr>
<td></td>
<td>healing</td>
<td></td>
</tr>
<tr>
<td>Vitamin B</td>
<td>Keeps eyes and skin healthy, aids in appetite and digestion function, helps</td>
<td>Whole or enriched grains, fortified cereals, organ meats, meat, legumes</td>
</tr>
<tr>
<td>(Includes B1, B2, B3, B6, and B12)</td>
<td>use protein, fat and carbohydrates, aids in development of brain and nervous system.</td>
<td></td>
</tr>
<tr>
<td>Vitamin C</td>
<td>Healthy bones and teeth, aids in wound healing, keeps body cells and tissues</td>
<td>Fruits (especially citrus) and vegetables (especially cabbage family)</td>
</tr>
<tr>
<td></td>
<td>strong and healthy</td>
<td></td>
</tr>
<tr>
<td>Vitamin D</td>
<td>Aids in proper formation and maintenance of bones and teeth, needed for body</td>
<td>Fatty fish, D-fortified milk and cereals, body produces it in the skin when exposed to</td>
</tr>
<tr>
<td></td>
<td>to use calcium and phosphorus.</td>
<td>sunlight</td>
</tr>
<tr>
<td>Vitamin E</td>
<td>Antioxidant action, defends cells against damage by free radicals</td>
<td>Vegetable oils, wheat germ, nuts, seeds, green leafy vegetables</td>
</tr>
<tr>
<td>Vitamin K</td>
<td>Blood clotting</td>
<td>Eggs, cereal, green leafy vegetables</td>
</tr>
<tr>
<td><strong>Minerals</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calcium</td>
<td>Building and maintaining bones, muscle and nerve functions</td>
<td>Dairy products including milk, cheese, yogurt, leafy green vegetables, calcium-fortified</td>
</tr>
<tr>
<td>Iron</td>
<td>Carries oxygen in red blood cells to body cells</td>
<td>foods</td>
</tr>
<tr>
<td>Phosphorus</td>
<td>Supporting tissue growth and repair, major bone component</td>
<td>Milk, meat, poultry, fish, eggs, legumes, nuts</td>
</tr>
<tr>
<td>Magnesium</td>
<td>Energy production and nerve function</td>
<td>Legumes, nuts, whole grains, green vegetables</td>
</tr>
<tr>
<td>Potassium</td>
<td>Nerve function and muscle contraction</td>
<td>Fruits, vegetables, meat, poultry, fish, milk</td>
</tr>
<tr>
<td>Folate</td>
<td>DNA synthesis involved in making protein</td>
<td>Fortified cereals, enriched grains, leafy greens, legumes, asparagus</td>
</tr>
<tr>
<td>Zinc</td>
<td>Cell reproduction. Tissue growth &amp; repair</td>
<td>Meat, eggs, seafood, whole grains</td>
</tr>
</tbody>
</table>
References:


National Institute of Child Health and Human Development. Media-Smart Youth: Eat, Think, and Be Active! Developed with Academy for Educational Development. NIH Pub. No. 05-5538. October 2005.


U.S. Department of Agriculture Home and Garden Bulletin No. 232-CP, Let's Eat for the health of it, June 2011