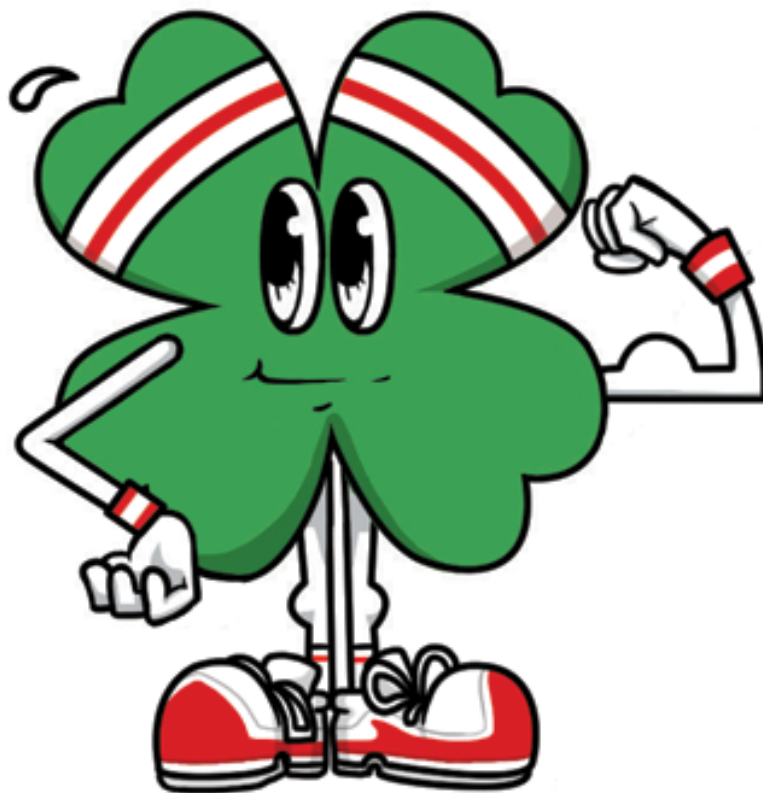




CANADA  
4-H Manitoba

# “REC” Your 4-H Club



**Recreational activities to inspire your members!**

What is the purpose of this guide?

How to make sure the activities are a success?

How to use this manual for a Club Meeting?

How to use this manual for a Specific Topic?

	Cloverbud	Junior	Inter	Senior	Adult	
<b>Warm Up</b>						
The ABC's of Exercise	x	x	x	x	x	Activity #1
Hula Hoop Pass	x	x	x	x	x	Activity #2
Human Knot	x	x	x	x	x	Activity #3
Clothes Pin Tag	x	x	x	x	x	Activity #4
Head & Shoulders, Knees & Toes	x					Activity #5
<b>Get Active</b>						
Jumping Rope	x	x	x	x	x	Activity #1
Abdominal Tag			x	x	x	Activity #2
Get in the Movement Groove	x	x	x	x	x	Activity #3
And the Beat Goes On	x	x	x	x	x	Activity #4
Song and Dance	x	x	x	x		Activity #5
Doctor Dodgeball		x	x	x	x	Activity #6
Cup Hop			x	x	x	Activity #7
4-H Frenzy	x	x	x	x	x	Activity #8
Fruit Basket Upset	x	x	x	x	x	Activity #9
Motion Mania Tag			x	x	x	Activity #10
Over and Under Relay	x	x	x			Activity #11
What Do You Eat?	x	x	x			Activity #12
Go/Slow/Whoa	x	x	x	x	x	Activity #13
Body Music		x	x	x		Activity #14
Frisbee Fitness		x	x	x	x	Activity #15
Fitness Bingo	x	x	x	x	x	Activity #16
<b>Cool Down</b>						
Yoga	x	x	x	x	x	Activity #1
Use the SMART Approach	x	x	x	x	x	Activity #2
Cool Down Stretch	x	x	x	x	x	Activity #3
Slow Poke Copy Cat	x	x	x	x	x	Activity #4
<b>Appendix</b>						
Song and Dance						
Fitness Bingo						
Use the SMART Approach						

## What is the purpose of this guide?

- To help incorporate recreation into your 4-H club
- To help youth increase their physical activity and awareness of their body.
- To reduce the time spent doing “non-active” activities, such as watching TV, playing video games, etc.
- To have fun while being physically active

## Why is recreation important?

Using physical activity challenges during meetings and events helps children be ready to learn and remember information better. Physical movement increases blood flow bringing more oxygen to the brain and leads to improved concentration. Brain breaks can be used to energize a group after lunch or to relax and calm a group before a competition or at the end of the day.

By selecting a couple of activities to host during a project or club meeting, members should become more enthused and more focused on the project at hand. By encouraging healthy living, members are able to think clearly. Playing games helps youth think strategically, solve problems, be creative, and develop social skills, such as following rules, playing with others and taking turns.

Children have fun playing games, often using their imagination creating their own games or new rules to adapt to already favorite games. Recreation often involves physical activity.

No matter what age or stage in life, physical activity improves health. By building physical activity into daily routines at home, school, work or play, anyone can improve their physical fitness.

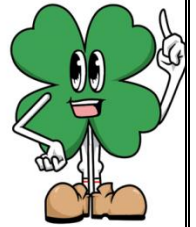
Daily physical activity will make you stronger, more flexible and allow you to play longer without tiring. Learn about the 3 parts of physical fitness and then try the activities to see where members are at!

Help members define the following words and look for members using this vocabulary in their discussions and activities. One strategy to help members learn new vocabulary is to have them paraphrase the definitions. Having members use their own words increases connection making.

Endurance	Strength	Flexibility
Being able to keep going without tiring quickly. Activities that build endurance are those that make you breathe deeper, make your heart beat faster and make you feel warm. Think of people that need to have good endurance, what type of physical activity do they do?	It is a measurement of how much work your muscles can do. By using your muscles, you can make them stronger. Resistance activities build both your muscles and bones.	Flexibility means being able to move, stretch and bend easily. Activity increases flexibility. Your muscles, ligaments and tendons act like “rubber bands” that keep their flexibility when you stretch them. Bending, stretching and reaching are activities that increase flexibility and keep your joints moving.

### **How to make sure the activities are a success?**

- Offer incentives to participate. An example would be the group with the most participation receives special recognition.
- Involve teachers, parents, and other participants in the activity.
- Encourage Senior and Adult members to lead and participate in the activities.
- Make sure that you can be heard. This allows for effective communication and delivery of instructions.
- Repeat key instructions. Instructions need to be clear and concise for the activity to run smoothly.
- Incorporate music into the activity whenever possible. Music that is fast tempo is best.
- Evaluate and make recommendations. Receive feedback from the participants whenever possible.



At the end of your event, hand out mini surveys to kids to find out which activities were their favorite and least favorite and a reason why.

### **Who can add to the success?**

Encourage senior members to lead activities, such as demonstrating stretches, yoga, or even teaching a dance. Allowing senior members to actively instruct younger members allows them to build their leadership skills, communication skills, and to help build a sense of community among members of all ages.

### **How to use this Manual...?**

Look for the recommended age levels and variations in activities to help you choose the right activities for your event.

- |                |             |
|----------------|-------------|
| ➤ Cloverbud    | [Age 6-8]   |
| ➤ Junior       | [Age 9-11]  |
| ➤ Intermediate | [Age 12-14] |
| ➤ Senior       | [Age 15-17] |
| ➤ Adult        | [Age 18-25] |

### **How to use this manual during Project Meeting?**

It is the middle of a very cold winter and you're having an Explore Woodworking meeting. Members have been stuck inside all winter and are getting fidgety. Take advantage of the "Rec" Your 4-H Club, by adapting the activities to fit your needs. For example;



- Cup Hop

- Have the 'Tools of the Trade' tools visible to members on a table.

- Write the names of each 'Tools of the Trade' on the disposable cups.

- Set the cups up on the floor in a random pattern. Have members who squash an individual cup, identify the tool and describe a situation when they would use that tool.

### **How to use this manual during Club Meeting?**

It's the first meeting of the year, there are new faces sitting around the table. Senior and Adult members are chattering away, while the new members are sitting quietly, unsure what to expect. Why not start the year off being active, while having fun at the same time? See below for an example of how to start your meeting!

- Warm up ABC's

- Modify – Warm up 4-H

- Instruct members that they will be trying to spell the words 'Head,' 'Health,' 'Heart,' and 'Hands' before the meeting begins. This will help members become engaged in the meeting that will soon be taking place.

### **How to use this manual during an Area Event?**

4-H Clubs from your area are attending an Area event. Members can be shy and tend to stay close to their friends that they already know. Try this activity to help members learn about each other and to make new friends

- Hula Hoop Pass

- Have members form a circle, standing next to at least one person they do not know. Members can join hands, as the leader places a hula hoop around someone's arm (before hands are joined). As each member of the group passes through the hula hoop, they share something about themselves. Some questions that could be asked are:

- What club are you from?
    - What is your favorite 4-H project?
    - How far did you travel to get here?
    - Name and age
    - What is your favorite season?

## **How to use this manual during a Multi-Purpose Club Event?**

With a multi-purpose club, many members are doing different projects. Try the Yoga Postures activity as a way to get members moving.

- Yoga Postures

This would be great to have set up in stations allowing members to rotate and cool down. Older members (Senior or Adult) could help facilitate each of the stations. This is also a good time to reflect as to why members are at the event, asking questions such as:

- What did you learn about ...?
- What was the most challenging thing about ...?

## **How to use this manual for a Specific Topic?**

Not sure how to make the checklists in Exploring Horses fun and exciting for the young members? Try the 'FITNESS BINGO' activity from this program with a slight adaptation. See below for an example of how you might adapt the BINGO card to fit your topic needs.

- BINGO

Leaders can adapt the bingo card that allows members to have fun while completing their 4-H project. An easy way to adapt the bingo card is to take the skills checklist from their current level (and previous levels).

H	O	R	S	E
Lope on right lead	Barrel pattern	Trot in a straight line	Back up 4 steps	Walk a Figure 8
Bridle your horse	Lead the horse walking	Take a picture of you and your horse	Pole bending pattern	Take a picture of what your horse eats
Identify 5 parts of a saddle	Demonstrate quick release knot	Write down 5 breeds of horses	Clean hooves with hoof pick	Exploring Horse Level 1 Riding pattern
Mount your horse	Brush and braid tail	Lope on left lead	Emergency left turn	Lead the horse and trot
Catch and halter horse	Identify 5 grooming tools	Brush the main and forelock	Trot in a circle	Saddle your horse

## The ABC's of Exercise

Recommended Age Group: All

Time: 20 minutes

Component of Physical Fitness: Strength, Flexibility

Setting: Indoor or Outdoor

Supplies: None

Prep: None

How do you create every letter in the alphabet using just the bodies of 4-Hers? While participants wiggle, squirm and problem solve, they are also getting good exercise – enhancing flexibility, agility, strength, and awareness of their body.

### REFLECT:

- What type of stretches should you do before a workout?
- Why do we stretch our muscles before starting an activity?
- Why is it important to warm up our body before doing an intense physical activity?



## Hula Hoop Pass

Recommended Age Group: All

Time: 20 minutes

Component of Physical Fitness: Flexibility

Setting: Indoor or Outdoor

Supplies: 3-5 Hula Hoops, blindfolds, prompt questions, chart paper, markers

Prep: Have prompt questions ready

Have the group form a circle, joining hands. A hula hoop is placed around someone's arm. The object is to work cooperatively moving the hula hoop around the circle without breaking hands. As each member of the group passes through the hula hoop, he/she shares something about himself/herself. (You can decide what this will be: favorite ice cream, what they want to get out of the training, name and agency, etc.)



### Prompt Questions:

- What is your name?
- What 4-H Club are you from?
- How many years have you been in 4-H?
- What 4-H project are you currently working on?
- What is your favorite animal?
- What occupation do you want to do when you

grow up?

- What is your favorite thing about 4-H?
- What are your hobbies?
- What time did you go to bed last night?

### Variations:

- Senior/Adult: Do this blind folded.
- Race Variation: two lines facing each other (need equal numbers or one member goes twice). Each line has a hula hoop starting at one end. The race is to see which group can get their hula hoop all the way down to the other end first.

### REFLECT:

- What kind of exercises can you do as a group for warm up?
- What kind of individual exercises can you do to warm up your body?



## Human Knot

## ACTIVITY #2 WARM UP

Recommended Age Group: All

Time: 20 – 30 minutes

Component of Physical Fitness: Flexibility

Setting: Indoor or Outdoor

Supplies: 8-10 4-H'ers

Prep: None

Form a circle, standing shoulder to shoulder. On a signal of the leader, put all right hands in the air and on the next signal, reach across the circle and join hands with another person. Make sure this isn't the person standing next to you. Repeat the same with the left hand with a different person than whom you joined hands with the right hand. Now see if the whole group can untangle itself without unlinking hands. Leadership should develop within the group to determine the best strategy to untangle.

### REFLECT:

- What did you learn about teamwork in this activity?
- What did you learn about leadership in this activity?
- How would you apply this to fitness (sports, activities, dance, etc.)?
- What kinds of activities or events in your community could your 4-H club help that require teamwork?
- How important is communication in an activity like this? Where else is communication important?



## Clothes Pin Tag

Recommended Age Group: All

Time: 15 – 20 minutes

Component of Physical Fitness: Endurance

Setting: Indoor or Outdoor

Supplies: 5 clothes pins or fewer per person, pylons (if outdoors)

Prep: Set up tag boundaries

Before you start playing, make boundaries for this game (set up pylons or use walls or gym lines). All players should start with 5 clothes pins pinned to the back of their shirts. Have them spread out along the playing field before the start of the game. The object of the game is to try to capture the clothes pins from someone else's back without losing yours. If you capture a clothes pin, you are to go down on one knee while pinning it on your back, but as soon as you stand up, you are free game to anyone. If a player goes out of bounds, he or she loses a clothes pin. Pushing is not allowed and players can only touch clothes pins, not touch or pull the body or clothes. Any violators will lose one clothes pin per victim. The person who collects the most clothes pins in the allowed time frame wins.

Variation: Can be played in teams

### REFLECT:

- What kind of skills can you learn from playing a game?
- What does good and bad sportsmanship look like?



### Head and Shoulders, Knees and Toes

Recommended Age Group: Cloverbud

Time: 5 – 10 minutes

Component of Physical Fitness: Flexibility

Setting: Indoor or Outdoor

Supplies: None

Prep: None

Stand up and sing the song along with touching the body parts mentioned. Use the repeat after me method of teaching the song the first time singing.

*Head and shoulders, knees and toes,*

*Knees and toes, knees and toes;*

*Head and shoulders, knees and toes;*

*Eyes, ears, mouth and nose:*

Variation:

- Change the pace: go fast and slow
- Try walking while performing the song



REFLECT:

- Why is it important to warm up all of your muscles rather than just some of them?
- What would happen if you didn't let your body warm up before an activity?
- Demonstrate the type of warm up you do before your activity.
- Which warm up activity helped your body warm up the most? Why do you think that?

## Jumping Rope

ACTIVITY #5  
WARM UP

Recommended Age Group: All

Time: 30 – 45 minutes

Component of Physical Fitness: Endurance, Strength, Flexibility

Setting: Outdoor

Supplies: Skipping Ropes, Music

Prep: Familiarize with skipping rope tricks



Once children have developed a jump rope rhythm, have them attempt these jump rope tricks.

- Walk
- Hop
- Hop on one foot
- Two people hoping in one rope
- Two ropes, standing side by side, holding one of each other's ropes

Easy Tricks:

- Heel-toe → alternate between heel-toe while skipping rope
- Knee lifts → alternate lifting knees so legs are parallel to the ground while skipping rope
- Double under → jump a little higher than normal and turn the rope much faster and try to get two rope turns in one jump

Medium Tricks:

- Cross over → Quickly cross your hands to form a loop in your rope as it passes over your head. Jump through the loop and immediately uncross your hands.
- Double Sideswing → After a jump, place your hands close together and perform one rope swing with the rope to one side of your body. Repeat on opposite side of body. At the end of the swing, open your hands again and continue jumping as normal.

Advanced Tricks:

- Backwards cross over → start by turning the rope backwards and cross hands behind head forming a loop. Immediately uncross hands once through the loop.
- Partner up → try doing the previous tricks with two people in one skipping rope

Variation:

- Competition – count to see who has the longest streak for each trick.
- Play copy cat – Choose one member to be Leader and have the others copy his/her tricks.

REFLECT:

- What types of skipping tricks would you like to get better at?
- Which skipping tricks did you find the most difficult?
- What do you think makes jumping rope a good exercise?
  - o Breathe more deeply
  - o Heart works harder
  - o Pushing body weight up when jumping
  - o Build muscles jumping

## **Abdominal Tag**

Recommended Age Group: Intermediate, Senior, Adult

Time: 15 - 20 minutes

Component of Physical Fitness: Endurance, Strength, Flexibility

Setting: Indoor or Outdoor

Supplies: pylon cones, scarves/bandanas,

Prep: Set cones out to serve as boundaries (if outside) or use the walls of the room.

Step 1: Tell the group that they are going to be playing “Abdominal Tag.” Have them scatter around the playing area. Ask for one or two Leaders to start out as “chasers” who will be identified by wearing bandanas or scarves tied around one arm.

Step 2: Read aloud or paraphrase the following information to the group:

*When I give you the signal, the chasers will try to tag other people. If you're tagged, you must lie on your back and put your hands and feet in the air with your toes and fingers pointed towards the ceiling. This position will help strengthen your abdominal, or stomach muscles. This is also so you won't trip the chasers and they won't step on you. To become unfrozen, you must be tagged on the hand by a free runner.*

For variation: have members pretend to ride a bike with their legs while they are on their backs.

Leader note: Depending on the age of the members, you may choose to have those tagged hold their hands and feet in the air for a 15-30 second interval, then take a 5 second rest and then do it again.

### **REFLECT:**

- What was the most difficult part of this activity?
- At what age should we start or stop doing physical activities? What type of activities does your community have for youth, parents or grandparents?
- Why do you think physical activity is important?
- Can you think of ways you can be more active? Why should you be more active?



### **Get in the Movement Groove**

Recommended Age Group: All

Time: 30 – 45 minutes (dependent on number of participants)

Component of Physical Fitness: Endurance, Strength

Setting: Lots of space

Supplies: Sports equipment (football, Frisbee, basketball, hula hoops, bean bags, skipping rope, pylons, tennis balls, badminton racquet), sunglasses, boas, etc.

Prep:

Have members choose a piece of equipment each. Break members into groups of 2 or 3 (using any method).

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

Tell the members that each member of the team must be an active participant in the group/activity. Have each group demonstrate their activity to the larger group.

#### **REFLECT:**

- Who exercises regularly now? Have children share some of their activities?
- In what ways can you be more active? Share reasons why it would be beneficial.
- What type of chores at home could count as exercise and being active?
- What activities can you do with family and friends?



### And the Beat Goes On...

Recommended Age Group: All

Time: 1 hour

Component of Physical Fitness: Endurance, Strength, Flexibility

Setting: Indoor or Outdoor

Supplies: Music, large room or outdoors

Prep: YouTube dance steps (line dance – Boot Scootin Boogie)

Ask volunteered or talented 4-H'ers to lead dance instructions. Try something new like Latin samba, Russian folk, clogging, Polish Polka, swing, country line, or ballroom dancing. Dancing is fun and good exercise – participants don't even realize they're working out!

#### Sample Songs:

- Cloverbud, Junior
  - o Skinnamarink - Sharon, Lois & Bram
- Senior, Adult
  - o Boot Scootin' Boogie – Brooks & Dunn
  - o Thriller – Michael Jackson
- All
  - o Heel and Toe Polka – The Bushwackers
  - o Macarena – Los del Rio
  - o Bird Dance
  - o YMCA – Village People
  - o Gangnam Style - Psy

#### REFLECT:

- How many of you have ever taken dance lessons? If so, what kind of dances did you learn?
- What is your favorite type of dance? Why?
- How do you feel when you dance?
- Have you ever danced with your parents or friends for fun?



## Song and Dance

Recommended Age Group: Cloverbud, Junior, Intermediate, Senior

Time: Varies depending on how many songs are done

Component of Physical Fitness: Endurance, Flexibility

Setting: Indoor or Outdoor

Supplies: Songs with actions on cue card, song lyrics written out

Prep: Write songs out, rehearse songs and actions

Allow Senior and Adult members to lead this activity of song and dance. Leaders will help younger members learn the lyrics of popular 4-H songs, as well as incorporate dance actions to go with the song they are doing!

Song options: See Appendix for Lyrics and Actions

Song #1: Bananas Unite

Song #2: Can you Iggle

Song #3: Little Green Frog

Song #4: Little Rabbit Foo-Foo

Song #5: Moose Juice

Song #6: My Bonnie

Song #7: Slippery Fish

Song #8: The Hokey Pokey

Song #9: Peanut, Peanut Butter

Song #10: Brown Squirrel

### REFLECT:

- Why are music and song good ways to get people up and moving?
- What type of events does your community host that involve music and/or dance?
- Think of a song that was not covered today. Create actions and teach it to the group.





## Doctor Dodgeball



Recommended Age Group: All

Time: 20 minutes

Component of Physical Fitness: Endurance, Strength, Flexibility

Setting: Outdoors

Supplies: 5 Foam/Sponge balls, pylons

Prep: Set up boundaries

Split into two teams. Remind members that you can only hit the opposite team from the waist down with a ball.

A safe zone (hospital) is located on each team's sideline. Each team will secretly choose a "doctor". The referee calls "4-H" and both teams rush for the balls that are located directly in the middle of both teams.

A player is out when they are hit below the waist by a ball thrown by an opposite team member OR if they step over the middle line.

When a player is out, they sit down immediately at the location and do 5 crunches. Once the player has done 5 crunches, the player yells "Health" and then the doctor can come and rescue them by pulling them back to the "hospital." Once back to the hospital the player is cured and can resume in play.

If the doctor is hit, the team no longer can have any team members revived. This continues until one team is eliminated.

Ask youth to stand in a large circle. One child is selected to be in the center. When the ball is thrown at this child by one of the others in the circle, the child in the center dodges the ball to avoid being hit. If the child is hit, the thrower joins the child in the center. There are now two children to aim for! If there is a miss, the child who catches the ball becomes the "thrower." The game continues until all the children are in the center of the circle.

### REFLECT:

- What are some problems you would encounter at home when trying to do these activities?
  - Not enough space
  - Lack of equipment
  - Can't make much noise

## Cup Hop

Recommended Age Group: Intermediate, Senior, Adult

Time: 15 minutes

Component of Physical Fitness: Endurance, Strength

Setting: Indoor or Outdoor

Supplies: 100 small paper or Styrofoam cups

Prep: Set up cups

Youth arrange 25 cups all over the floor in a random pattern. When everyone is ready, youth hop from one cup to the next trying not to crush them (however, most will be flattened!). Ask youth to hop in different ways. Set out more replacement cups and put them farther apart, use only the right foot, or hop from one to the other. Youth can also try hopping with both legs stiff or hopping backwards. When the cups are crushed, the game is over.

Variation:

- Blindfold members
- Have members partner up, with one member blindfolded and instructed by their partner as to which direction and how far to hop.
- Write different exercises or numbers on the cups. When a cup gets smashed, the entire group does the smashed cup's exercise.

REFLECT:

- How important is communication?
- Which ways of hopping did you find to be the most difficult?



### **4-H Frenzy**

Recommended Age Group: Cloverbud, Junior, Intermediate

Time: 15 minutes

Component of Physical Fitness: Strength, Flexibility

Setting: Outdoors

Supplies:

Prep:

Let members mingle about the room until the leader calls head, heart, health, or hands. Everyone must immediately find a partner and take on that position. Head requires two members to touch heads. Caution members to be careful not to hit their heads together. Heart requires two members to make the shape of half a heart each and join both halves together. Health requires two members to stand and make an H using their body (have members put their hands out in front of their bodies). Hands requires two members to shake hands.

Members are encouraged to have a new partner for each action.

Variation: Try making up your own movements for each keyword.

REFLECT:

- How can you and your friends/family become more active?



## **Fruit Basket Upset**

Recommended Age Group: All

Time: 15 – 20 minutes

Component of Physical Fitness: Endurance

Setting: Indoor

Supplies: Chairs (or papers for “spots”)

Prep: None

Divide the group into about four equal groups according to how many people are available. Each group needs a name, such as a type of fruit for the fruit basket. For example, the group names could be apple, banana, pear, and grape.

Once everyone knows his/her group name, mix the players all up and have them sit in chairs arranged in a circle. One player is selected to stand in the middle of the circle. The first player in the middle should remove his/her chair from the circle so the outer circle is minus one space. The player in the middle calls out one of the groups' names, such as “Apple!” Each member of the apple team must move to a different spot while the person in the middle seeks to steal a place in the circle.

The player left without a place in the outer circle stands in the middle and play resumes. The sneaky part of this game is if the person in the middle calls out “Fruit basket upset!”, all the players must change places. Let the craziness begin.

### **REFLECT:**

- What was the hardest part about this activity?
- What are different ways that you can eat fruit?
- What fruits are your favorites to eat?
- What types of fresh food can you buy at a farmer's market?
- Do you normally eat the recommended amount of fruits and vegetables? Why are fruits and vegetables important for your health?
- What are some ways to incorporate more fruit and vegetables into your daily meals and snacks?



## **Motion Mania Tag**

Recommended Age Group: Intermediate, Senior, Adult

Time: 30 minutes

Component of Physical Fitness: Endurance, Strength, Flexibility

Setting: Indoor or Outdoor

Supplies: Deck of cards (face cards removed)

Prep: Assign exercises to each card #

Identify boundaries of the activity area. Have the youth scatter around the identified area.

Ask for two or more volunteers to start out as “chasers” and identify them by giving them a deck of cards with the face cards removed. When you say “go”, have the chasers try to tag other people.

If you are tagged, the chaser will give you a card and tell you a motion or physical exercise; such as jumping jacks, sit-ups, waist twists, etc. After you complete the motion the number of times listed on the card you are free to be tagged again.



### **REFLECT:**

- Can you list other exercises that could be done in this activity?
- By doing these exercises, will they help you in your own personal activities? How?
- Which exercise do you find the most challenging? Why?

### Over and Under Relay

Recommended Age Group: Cloverbud, Junior, Intermediate

Time: 10 – 15 minutes

Component of Physical Fitness: Strength, Flexibility

Setting: Indoor or Outdoors

Supplies: Apple/orange/grapefruit or a ball

Prep: Create patterns

Arrange players into equal groups of 8-10 people in a row. Give the first person in each row a similar sized ball or fruit. The first person passes the ball over his head, etc. Then the ball reaches the last person, he runs up to the front and passes it back, alternating over the head and under the legs. The team to have the first person return to the front for the second time wins.



Variation:

- Create patterns
  - o Over, over, under, over, over, under, over, over, etc.
  - o Over, under, under, over, under, under, over, etc.
  - o Under, under, over, over, under, under, etc.
- Put a life saver on a string and “thread” it through the member shirts (start at top of shirt, pull out at bottom of shirt, pass the life saver on string to next member. Repeat)

REFLECT:

- What was the most challenging part of this activity?
- How important is team work, cooperation, and communication in this activity? What activities in your community require team work?

## What Do You Eat?

Recommended Age Group: Cloverbud, Junior, Intermediate

Time: 45 minutes

Component of Physical Fitness: Endurance

Supplies: large paper (for each member), sharpie, cut outs of food items (or grocery store flyer), three buckets, scissors, index cards

Prep: labels ("Food from Plants," "Food from Animals," "Don't Know")

This activity can be done individually or in pairs or in small groups.

Place a large piece of poster-sized paper on the floor and draw a large outline of a child on it. Fill the outline with index cards of pictures of different foods or the names of different foods.

Have members go through grocery flyers and cut out pictures of their favorite foods to put into their body outlines. Give members 5-10 minutes to find at least 5 different pictures of their favorite foods. If members are unable to find a certain food they are looking for, they are able to write the name of it on an index card.

Have three baskets at the end of the room – one labelled "FOODS FROM PLANTS", another labelled "FOODS FROM ANIMALS," and the last one labelled "DON'T KNOW."

Divide youth into teams and have them run a relay race. Each member will select a food item from the outline of the child, run to the baskets, and place it in the appropriate basket. When the relay is finished, determine whether all the cards have been placed in the right baskets.

### REFLECT:

- What did you eat for breakfast? Did the foods come from a plant or an animal?
- What types of animals and crops can farmers raise/grow to help with breakfast foods?
- What are the benefits of eating breakfast?
  - Score higher on tests
  - More energy
  - Work faster
  - More cooperative
  - Less likely to be sick
  - Less likely to be late
  - Better concentration
  - More creative



**Go/Slow/Whoa**

Recommended Age Group: All

Time: 20 – 30 minutes

Component of Physical Fitness: Endurance

Setting: Indoor or outdoor

Supplies: “Snack bucket,” “Go bucket,” “Slow bucket,” “Whoa bucket,” cue cards, sharpie, obstacle course items (hula hoops, pylons or plastic cups, skipping ropes, etc.)

Prep: Set up obstacle course



Have members brainstorm different snack ideas and write them down on cue cards. Stress the importance of making healthy choices for snacks.

Explain that members will be running in an obstacle course where each one will select a snack from the “snack bucket” and categorize it as belonging in the GO, SLOW, or WHOA categories. Be sure to select snacks that are popular with the age group of youth you are teaching. Here are some of the types of foods that fall into each of the categories:

GO	SLOW	WHOA
- Cheese	- Chocolate milk	- Cookies
- Peanut butter	- Pudding	- Donuts
- Hard boiled eggs	- Carrot cake	- Chips/pringles
- Nuts/seeds	- Fruit leather	- Cotton candy
- Fruits	- Crackers	- Chocolate bars
- Veggies	- Popcorn	- Poptarts
- Pretzels	- Rice cakes	- Pizza pops
	- Yogurt	- Sugar cereal (Fruit loops, etc.)
	- Granola bars	

Variation:

- This could be designed as a relay race with two identical “snack buckets” and two sets of “Slow,” “Go,” “Whoa” signs on different tables. Have each team member select a snack then run to the table and put it under the proper sign. The team that has the most snacks in the right categories wins.
- Have members blindfolded, only being guided through the obstacle course by the direction of their team mates.

Discuss as a group which snacks fit into which category. Stress the importance of nutrient dense foods vs empty calories when categorizing snacks.

Nutrient dense foods are rich in vitamins and minerals and are low in calories. Examples would include vegetables and fruit. Empty calories add to total calorie intake, but have no nutrients or minerals. Examples would include juice, pop and chocolate bars.

REFLECT:

- What types of food can you grow/buy that are a healthy snack?
- What are some of the healthy snacks that you eat? Which snacks are your favorites?
- How can you help your community offer a healthier life style?



## Body Music

Recommended Age Group: Junior, Intermediate, Senior

Time: 15 minutes

Component of Physical Fitness: Endurance

Setting: Indoor or outdoor

Supplies: No lyric music

Prep: Create a rhythm/dance to demonstrate to members

Assign each member a partner and be sure that all are participating. One way to do this is to divide the group into 2 lines and have them count off 1, 2, 3, etc., until everyone in both lines has a number. Then, tell the number 1's that they will be partners, the number 2's, and so on. If the group has an odd number of children, have one pair become a trio.

Ask each pair to develop a 2-3 minute simple rhythm dance or routine. The members can decide whether to do their dance to music or other rhythmic sounds such as clapping. They can use dance steps they already know or concentrate on free movement. Play music and have them practice their dance to see if it fits the music.

After about 10 minutes, give the group the opportunity to demonstrate their routine to the group. Do not require that each group perform. The goal of this exercise is for the members to enjoy movement to music and rhythm without any self-consciousness created by an audience. Do require that they participate during the development phase.

Music suggestions:

- Snapping
- Clapping (soft↔loud)
- Slapping legs
- Whistling
- Humming
- Beat box
- Sound effects (from mouth)
- Stomping feet
- Tapping feet
- 

REFLECT:

- Why do people dance?
- Do you prefer moving alone or with a partner?
- Why is it important to make fitness activities fun?



## Frisbee Golf

Recommended Age Group: Junior, Intermediate, Senior, Adult

Time: 45 minutes

Component of Physical Fitness: Endurance

Setting: Outdoor

Supplies: Frisbee (2), 10 pylons or papers with numbers on them, score pad and pens

Prep: Set up "golf course"

Identify 10 "holes" that will make up your Frisbee golf course. A "hole" can be a piece of paper with a number on it, a chair, a tree or a spot on the wall. Label each hole 1-10. Decide the par (points given) for each hole. To simplify the game, you may wish all holes to be a standard 3 par. Or the par may change depending upon the difficulty of the throws.

Divide youth evenly into teams. Designate a scorekeeper on each team and give him/her a paper and pencil to keep score for each member of their team. The object of the game is to hit the holes with the Frisbee. The throw for the first hole is taken from a designated starting point. Subsequent throws are taken from the previous hole. For example, a youth would stand at hole two to throw to hole three. The winner is the individual or team with the lowest score, which translates to the fewest overall throws used to hit their targets.

This game can be played as a competition between teams or between the youth on each team. If you have a large group, start half of the teams at hole 1 and the other half at hole 5 so that youth are not waiting too long for their turns.

Stress to the youth that the form they use to throw the Frisbee is not as important as hitting the target. Whatever method of throwing that will get the Frisbee to the target is acceptable.

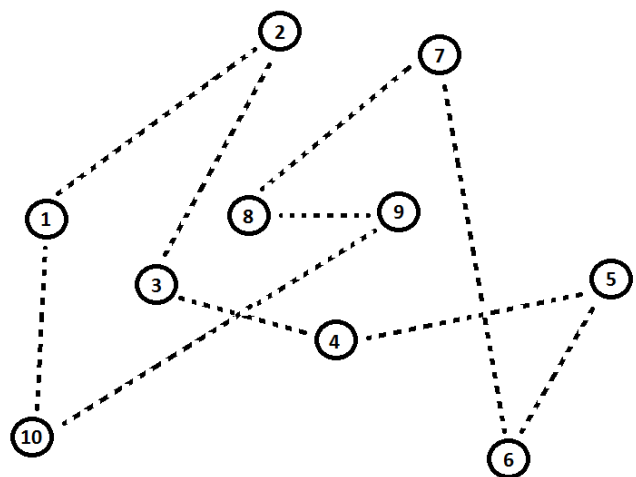
Variation:

- Senior/Adult
  - o Place obstacles in the pathway of each hole
  - o Have members throw with their non-dominant hand

Course Suggestion:

REFLECT:

- Why do you think it is important to participate in recreation activities?



## Fitness Bingo

Recommended Age Group: All

Time: Junior, Intermediate, Senior, Adult

Component of Physical Fitness: Endurance, Strength, Flexibility

Setting: Indoors

Supplies: Bingo cards for each member, bingo chips or pens to cross off, background music

Prep: Create Bingo Cards for each member

Here's a Fitness Bingo Game. Once you've created the Bingo Cards, this activity will be quite easy and runs itself.

Sample of Bingo Cards are supplied - See Appendix. You can create additional cards by copying and creating additional activities and placing them in different squares.



Instructions: Members work in teams of two or three. Place individual activity cards face down in the centre of the gym (or room). Each group leader picks up an activity card and must complete the activity listed. The group marks their Bingo cards when the activity is complete, and then picks another activity card. The game is finished when a group yells out "Active". Background music is great at building on the members' energy.

Variations:

- Easily adaptable for specific projects or topics

REFLECT:

- What type of activities can you do in your community that would get you moving and active?

## Yoga Postures

Recommended Age Group: All

Time: 35 – 45 minutes

Component of Physical Fitness: Endurance, Strength, Flexibility

Setting: Indoor or outdoor

Supplies: Towel each

Prep: Familiarize with yoga poses. Print diagrams/pictures of different poses.

Have each child choose a streamer or scarf and find a space where they can move freely without interfering with anyone else or slipping on a yoga mat or towel. Demonstrate to the children how to move the streamer in a variety of arm movements making different patterns in the air. Some suggestions might include forming figure 8's and writing letters of the alphabet. Remind them to change hands frequently to stretch both sides of the body.



Airplane Pose



Upward Facing Dog Pose



Bridge Pose



Frog Pose



Mermaid Pose



Tree Pose



Reverse Warrior Pose



Flower Pose



Downward Facing Dog Pose



Salutation Seal



Star Pose



Floor Bow

<http://www.namastekid.com/learn/kids-yoga-poses/>

\*Note: Since yoga is stretching and strengthening muscles, no cool-down is necessary.

REFLECT:

- What do you think about this breathing technique? How is it different from how you breathe during other activities?
- When do you think this breathing technique might be useful or helpful?
- How does your breathing change from doing a cool down activity to doing your activity?



## Use the SMART Approach

Recommended Age Group: All

Time: 35 – 45 minutes

Component of Physical Fitness: Endurance, Strength, Flexibility

Setting: Indoor or Outdoor

Supplies: SMART goal sheet, pencils for everyone.

Prep: Sample of good and bad goal sheets

Brainstorm appropriate subjects to set goals for (basketball, running, ballet, soccer, rollerblading, etc.). Emphasize the importance of choosing a subject that they need to improve on and NOT a subject in which they are already good at.

Have members develop one to three SMART goals. Use your top-priority dreams as the basis for developing specific fitness goals. Short-term goals are ones you hope to accomplish within the next year. Other goals may take longer and need to be planned over several years. Be selective. The most effective fitness goals are SMART:

Specific – They tell what will be done.

Measurable – They describe a dollar amount or action to be accomplished.

Attainable – Must be a realistic goal.

Realistic – Pick something that YOU want to achieve.

Timely – A completion date is established.

SMART fitness goals provide a framework for making decisions about what to do. Once accomplished, they can be a powerful source of satisfaction and pride. In a nutshell, SMART goals can help you turn your dreams into reality. Above all, keep in mind that the route to achieving your fitness goals will be just like any other journey – it will have bumps and curves and detours. Begin with the end in mind. SMART goals will help you define the end fitness results that you want to achieve.

Bad Example:

SMART Goals	SMART Goal
S	Not Specific: I want to be a good basketball player. Specific: I want to become a starting player on the basketball team.
M	Not Measureable: I want to make a lot of free throws. Measurable: I want to make 9 out of 10 free throws in tonight's game.
A	Not Achievable: I will make 200 free throws in tonight's game. Achievable: I want to make 10 free throws in tonight's game.
R	Not Realistic: I want to be able to play. Realistic: I want to play every shift in the game to have more playing time than others.
T	No Time: I want to be able to do a left hand lay-up. Time: I want to be able to do a left hand lay-up by midseason.



Good Examples:

SMART Goals	SMART Goal
S	I want to score the most goals for the soccer team.
M	I want my team to have 75% or more possession in the next soccer game.
A	I want to win most of the games.
R	I want to play fair.
T	I want to score a hat trick within my next three games.

SMART Goals	SMART Goal
S	I want to score at least 14 points at my next basketball game.
M	I want to play all 4 quarters of my next basketball game.
A	I want to score a three pointer in warm up.
R	I want to help my team score.
T	I want to minimize turnovers I have during the game.

REFLECT:

- What type of changes will you need to make to your lifestyle and schedule to reach your fitness goals?
- Why is it important to set goals?

## Cool Down Stretch

Recommended Age Group: All

Time: 10 minutes

Component of Physical Fitness: Strength, Flexibility

Setting: Indoor or outdoor

Supplies: List of stretches to do, relaxing music

Prep: Relaxing music



Members will stretch and relax to music.

Have members 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 change to recover. Have them first stretch one arm to the ceiling, pushing their arm higher and higher. Repeat with the other arm.

Have the members reach toward their legs while keeping their back straight and their head aligned with their spine. Have them hold this stretch for at least 15 seconds.

### REFLECT:

- Who exercises regularly? Have members share some of their activities they participate in.
- How much time do you spend each day watching television, playing video/computer games?
- What other activities might you do instead of watching television, playing electronic games, or using the computer?
- How can you motivate yourself to gradually increase your physical activity level?



## Slow Poke Copy Cats

Recommended Age Group: All

Time: 10 minutes

Component of Physical Fitness: Strength, Flexibility

Setting: Indoors or Outdoors

Supplies: Nothing

Prep: None

Members can take turns leading a movement or stretch in slow motion. Remaining members are to copy the movement or stretch being done by the leader in slow motion. Depending on the size of the group, the activity can be completed after each member has gone 1-2 times.

Suggestions:

- Swimming motion
- Stretching motion
- Reaching motion
- Climbing motion

REFLECT:

- Why is important to cool down the body after vigorous activity?
- Why is it important to do a cool down with your animal after showing it? (i.e. walk around after loping or cantering)



## Song & Dance

Actions for songs are written in *italics*

### **Song #1: Bananas Unite!**

Bananas Unite!	<i>(Bring hands together over head)</i>
Peel Bananas	<i>(One arm at a time, shake arm and lower it)</i>
Peel, Peel Bananas	<i>(Repeat)</i>
Slice Bananas	<i>(Make horizontal chopping motion with hands, left over twice, right over left twice)</i>
Slice, Slice Bananas	<i>(Repeat)</i>
Mash Bananas	<i>(Make fists, vertical knocking motion, left over right twice, right over left twice)</i>
Mash, Mash Bananas	<i>(Repeat)</i>
Go Bananas!	<i>(Shake arms in the air, while turning in circle one direction, then the other)</i>
Go, Go Bananas!	<i>(Repeat)</i>

### **Song #2: Can you Iggle**

Can you iggle?	<i>Wiggle one finger</i>
Can you wiggle?	<i>Wiggle whole body</i>
Can you jump back and giggle?	<i>Hop backwards and hold hand over mouth</i>
Can you strut?	<i>Take one step forward</i>
Can you hut?	<i>Bend over forward with one hand on ground</i>
Yes! We can iggle	<i>Repeat</i>
We can wiggle	
We can ...	
But can you smile?	<i>Make a smile shape with hands in front of mouth</i>
Can you frown?	<i>Make a frown shape with hands in front of mouth</i>
Can you Bobby Brown?	<i>Turn butter</i>
Can you nerf?	<i>Football throwing motion</i>
Can you surf?	<i>Surfing motion</i>
Can you sing like a smurf?	<i>Point fingers in air while dancing and turning a circle</i>
Hit it! La la la la la la lalalala (x2)	
Yes! We can smile	<i>Repeat</i>
We can frown...	
But can you rake?	<i>Raking leaves motion</i>
Can you break?	<i>Break a stick over knee</i>
Can you do the snake?	<i>Hands together over head, slither whole body</i>
Can you clap?	<i>Clap</i>
Can you snap?	<i>Snap</i>
Can you bust out a rap?	<i>Act like a rapper</i>
(rap sounds) Boom Boom Ch	
(rap sounds) 4-H rules!	<i>Repeat</i>
Yes! We can rake	<i>Repeat</i>
We can break...	

### Song #3: Little Green Frog

MMM UMM! Went the little green frog one day  
MMM UMM! Went the little green frog  
MMM UMM! Went the little green frog one day  
So they all went MMM UMM AHH!

*(MMM – squint eyes closed)*

*(UMM – open eyes & stick out tongue)*

**OR** *(MMM – slap thighs) (UMM – slap shins)*

*(AHH – say AHH with tongue out)*

But we all know frogs go:

La di da di da!

La di da di da!

*leg to*

La di da di da!

We all know frogs go:

La di da di da!

They don't go MMM UMM AHH!

*(La di da di da – clap and shake hands and  
Fingers to one side of your body, kick one*

*the other side, and switch sides each clap)*

Slow slow went the little green turtle one day  
Slow slow went the little green turtle  
Slow slow went the little green turtle one day  
So we all went slow slow slow

*(sing this verse SLOWLY)*

*(Slow – slow running motion with arms)*

*(slow down song with every word 'slow')*

But we all know turtles go:

Cowabunga dude!

Cowabunga dude!

Cowabunga dude!

We all know turtles go:

Cowabunga dude!

They don't go slow slow slow

*(clap, then pretend to surf, switching sides  
after each clap)*

SHA-WING! Went the little green frog one day  
SHA-WING! Went the little green frog  
*changing*  
SHA-WING! Went the little green frog one day  
So they all went SHA-WING-AHH

*(shake hips to one side of your body,*

*sides with each SHA-WING)*

But we all know frogs go:

POOF in the microwave

POOF in the microwave

POOF in the microwave

We all know frogs go: POOF in the microwave

They don't go SHA-WING-AHH

*(POOF – Clap and wiggle finger in the air,  
switch sides with each clap)*

## Song #4: Little Rabbit Foo-Foo

Little Rabbit Foo-Foo running through the forest,  
*motion*

Scooping up the field mice,  
And bopping 'em on the head.  
Along came the Good Fairy, and she said,

"Little Rabbit Foo-Foo,  
I don't like your attitude  
Scooping up the field mice,  
and bopping 'em on the head.

I'll give you just three more chances and  
If you disobey me, I'm going to turn you into a  
Goon!"

Repeat – first verse  
I'll give you just two more chances

Repeat – first verse  
I'll give you just one more chance

Little Rabbit Foo-Foo running through the forest,  
*motion*

Scooping up the field mice,  
And bopping 'em on the head.

Along came the Good Fairy, and she said,  
(spoken) "Little Rabbit Foo-Foo,  
I gave you three chances,  
And now I'm going to turn you into a goon!  
Poof!!!"

Moral of the story – Hare today – Goon tomorrow!

*Make rabbit with hand and 2 fingers, hopping*

*Make a fist  
Slap top of fist  
Wiggle fingers while moving hands down*

*Make rabbit with hand and 2 fingers  
Shake finger side to side  
Make a fist  
Slap top of fist*

*Hold up three fingers  
Shake finger front to back*

*Hold up two fingers*

*Hold up one finger*

*Make a rabbit with hand and 2 fingers, hopping*

*Make a fist  
Slap top of fist*

*Wiggle fingers while moving hands down  
Make rabbit with hand and 2 fingers  
Hold up three fingers  
Shake fingers front to back*

## Song #5: Moose Juice

(Repeat each line)

There was a great big moose  
He liked to drink a lot of juice

(use hands as moose antlers on head)  
(left palm flat, right fist with thumb up, hit hand & move toward face)

(these lines get repeated again)

Chorus:

Singing o-e-o  
Way out, way out, way out (quick  
out")  
Way oh, way oh  
Way out, way out, way out (quick  
out")

(wave arms above head)  
(jump in air and wave hands in circle with each "way  
out")  
(clasp hands, make butter-churning motion L to R)  
(jump in air and wave hands in circle with each "way  
out")

And his name was Fred  
He liked to drink his juice in bed  
(these lines get repeated again)

(drinking motion as above, use hands as pillow)

Chorus

He drank his juice with care  
But he split some on his hair  
(these lines get repeated again)

(drinking motion, cross arms in front of heart)  
(touch hair with both hands)

Chorus

Now he's a sticky moose  
He's the moose that's full of juice  
(these lines get repeated again)

(grab 'sticky clothes', use hands as antlers)  
(antlers, then drinking motion)

Chorus

## Song #6: My Bonnie

My Bonnie lies over the ocean  
on the  
My Bonnie lies over the sea  
My Bonnie lies over the ocean  
So bring back my Bonnie to me  
Bring back  
Bring back  
Oh bring back my Bonnie to me, to me  
Bring back  
Bring back  
Oh bring back my Bonnie to me

(Stand up on first "b" word and sit back down  
next, continuing throughout the song)

## Song #7: Slippery Fish

Slippery fish, slippery fish, swimming through the water of you)	(hands together, weaving in front
Slippery fish, slippery fish, gulp, Gulp, GULP!	(hands gulp like they are eating the
Oh no! It's been eaten by an ...	(hands on cheeks)
Electric eel, electric eel shocking through the water next	(open and close hands held
Electric eel, electric eel, gulp, Gulp, GULP!	to head, palms out)
Oh no! It's been eaten by a ...	(hands on cheeks)
Tuna fish, tuna fish, flashing through the water of hips	(open and close hands to one side
Tuna fish, tuna fish, gulp, Gulp, GULP!	and then the other, palms in)
Oh no! It's been eaten by an ...	(hands on cheeks)
Octopus, Octopus squiggling through the water you)	(wiggle fingers in front of
Octopus, Octopus, gulp, Gulp, GULP!	
Oh no! It's been eaten by a ...	(hands on cheeks)
Great white shark, Great white shark thrashing through the water	
Great white shark, Great white shark, gulp, Gulp, GULP!	(hold flat hand to forehead
like a	
Oh no! It's been eaten by a ...	fin and head bang)
Humongous whale, Humongous whale, blubbing through the water	
Humongous whale, Humongous whale ...	(hold hands and arms out
around	
BURP! That was good!	you like you have a lot of
girth,	speaking in low voice)

## **Song #8: The Hokey Pokey**

You put your right hand in,  
You put your right hand out,  
You put your right hand in,  
And you shake it all about,

You do the hokey pokey  
And you turn yourself around  
That's what it's all about

You put your left hand in,  
You put your left hand out...

You put your right foot in,  
You put your right foot out...

You put your left foot in,  
You put your left foot out...

You put your head in,  
You put your head out...

You put your butt in,  
You put your butt out...

You put your whole self in,  
You put your whole self out...

### **Song #9: Peanut, Peanut Butter**

Peanut, peanut butter and jelly  
Peanut, peanut butter and jelly

First you take the peanuts and you pick 'em,  
Pick 'em, pick 'em, pick 'em, pick 'em.  
Then you smash 'em, smash 'em, smash 'em,  
Smash 'em, smash' em.

Then you take the grapes and you pick 'em,  
Pick 'em, pick 'em, pick 'em, pick 'em.  
Then you squish 'em, squish 'em, squish 'em,  
Squish 'em, squish 'em.

Then you take the bread and you knead it,  
Knead it, knead it, knead it, knead it.  
Then you bake it, bake it, bake it  
Bake it, bake it

Then you make your sandwich and you spread it,  
Spread it, spread it, spread it, spread it  
Then you eat it, eat it, eat it  
Eat it, eat it.

### **Song #10: Brown Squirrel**

Brown Squirrel	(Put hands together near
chest	
Brown Squirrel	like a squirrel)
Shake your bushy tail	(Shake your butt)
Brown Squirrel	(Put hands together near
chest	
Brown Squirrel	like a squirrel)
Shake your bushy tail	(Shake your butt)
Take a Peanut in your hand and shove it up your nose!	(pretend to put something in
palm	
	and thrust toward your face)

\*Next verse, same as the first,  
The bigger the nut, the more it hurts.

Repeat using bigger nut, i.e.: walnut, chestnut, coconut.



## Fitness Bingo Card

A	C	T	I	V	E <b>APPENDIX</b>
Hop on left foot	Run backwards	Knee ups	Dance move	Jog on the spot	Slow motion robot
Stretch legs	Left side reach	Hop on right foot	Rest	Grapevine	Water break
Water break	Bicycle	Side lunge	Sit up	Plank (10 – 15 seconds)	Stretch arms
Walk perimeter (of boundary lines)	Rest	Burpee	Ninja position	Squat	Jump rope with partner
Crab walk	Arm circles	Choose your own	Push up	Jumping jack	Frog jump

**Use the SMART approach**

SMART Goals	SMART Goal
Specific	
Measurable	
Attainable	
Realistic	
Timely	

**Closing Remarks:**

If members are interested in learning about their body and fitness, have them explore the Body Works series.