

STaying HeaLThy



Health
Project
Activities
for Youth

Name _____

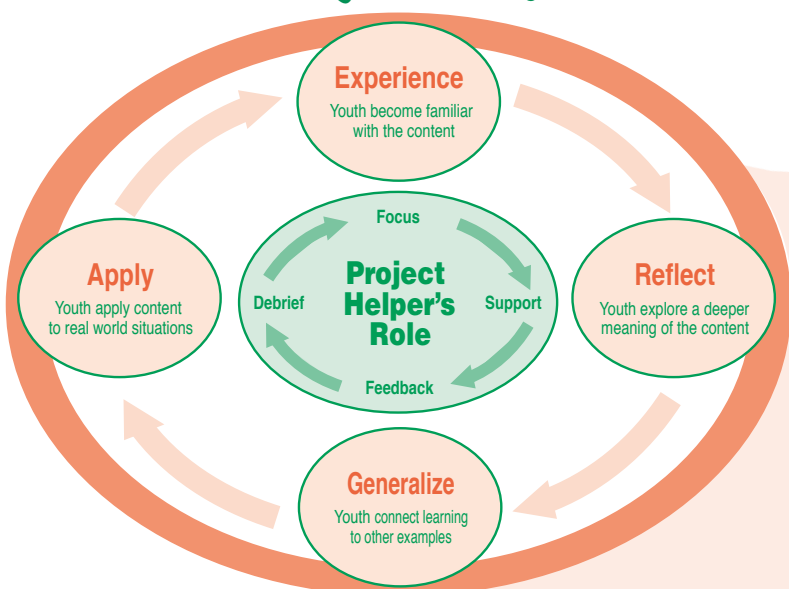
County _____



Note To The Project Helper

As you know, 4-H project books are designed as self-study manuals for youth to read and complete. The information and activities in this book are arranged in a unique, experiential fashion (see below). In this way, youth are introduced to a particular project topic through an opening *Experience*. This is followed by *Reflection*, allowing youth to explore a deeper meaning of the topic at hand. Following this, youth *Generalize* what they learned to other examples. Last, youth *Apply* what they learned to real world situations.

4-H Project Learning



At the core of every child's project experience is the Project Helper. This can be a parent, relative, project leader, friend, or knowledgeable adult. The duties of this individual include helping the child Focus on the tasks at hand, providing Support and Feedback for the learning taking place, and conducting Debriefing exercises to determine what was done well, what could have been done differently, and where to go from here. As a Project Helper, you can nurture and cultivate an interest in this project by guiding and motivating youth to complete the project's activities and recognizing them for a job well done.

Your Role

- Become familiar with the material in this project book.
- Support each child in his or her efforts to set goals and complete the recommended number of project activities.
- Provide feedback as requested or needed.
- Date and initial the activities that have been completed.
- Recognize each child for a job well done. Project completion certificates are available from your county Extension office.

Look for
Group Activities
on pages 30–35

Good Luck in your role
as Project Helper
and Thanks for
contributing
To The positive
development
of young people!

Acknowledgments

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Design and Production: Northern Design Group, MN

Funding: Cattlemen's Board and the National Cattlemen's Beef Association



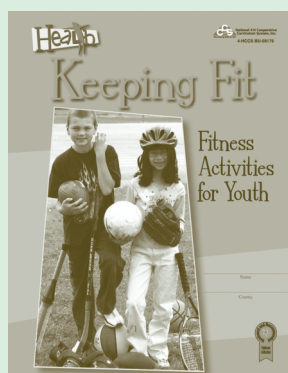
For more on Health,
look for other guides
in this series.



BU-08174

First Aid in Action

Ouwes and Ouches:
First Aid for Cuts and Scrapes
Biting Off More Than
You Can Chew:
First Aid for Choking
Twist and Turn:
**First Aid for Sprains, Strains
and Bruises**
Going with the Flow:
First Aid for Nosebleeds
Get Outta Here!:
**First Aid for Getting Rid
of Foreign Objects**
Bugged by Bugs?:
First Aid for Stings
My What Big Teeth You Have:
First Aid for Bites
Here, There, and Everywhere:
First Aid for Poisons
Give Me a Break!:
First Aid for Broken Bones
Playing with Fire:
First Aid for Burns



BU-08176

Keeping Fit

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Find Out About Fitness
Fitness Feedback
Chapter 2 Sports Nutrition
High Performance
Organize Your Favorites
Delete the Junk
Chapter 3 Injury Free
Optimum Performance
Avoid a Crash
Chapter 4 Self-Assessment
Your Fitness Facts
Customize Your Files
Use Your Files
Show Your Results

STaying HeALTHy

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Staying Healthy Planning Your Project

Project Background

This Beginning level project is designed for youth of all ages with little or no experience in this project area. Older youth may wish to specialize in one or more of the Project Interest Areas by planning and conducting additional activities on their own. This project should take no more than three months to complete. Check your county's project guidelines (if any) for additional completion requirements especially if you wish to participate in county project judging or prepare an exhibit for the fair. Those youth who wish to go further by completing activities that were not accomplished in their first year may repeat this project.

Project Completion Guidelines

1. Complete the Planning Section of this Guide; Steps 1–4.
2. Explore all 12 Project Interest Areas by completing the Get Smart section and considering a Show Your Smarts section for your final project activity. (Step 1)
3. Complete any three of the More Challenges activities listed throughout the book. Have your Project Helper initial and date each one you complete.
4. Take part in at least two Organized Project Activities. (Step 2)
5. Become involved in at least two Citizenship/Leadership activities. (Step 3)
6. Take part in a Project Review. (Step 4)

Tape a photo of you and your helper here.

My Project Helper

Phone Number

E-mail Address

Get Smart
(The activity)

More Challenges

Chapter 2: Eating Adventures

Power Foods

Is candy a healthy choice? How about potato chips? What do you like to eat? In each food group, there are more nutrients than you can count on your fingers. They are called "power foods".

Get Smart!

These are considered nutrient-rich or "power foods". They are good choices for snacks. Candy and potato chips provide calories with very few nutrients. These are fun foods you can choose if your calories allow once you've met your nutrient needs from each food group.

Brainstorming

Share What You Did

- Which "power foods" do you like in each group?

Present What's Important

- Why should you choose "power foods" first?

Real World Survival Tip

A restaurant menu offers many choices. What questions can you ask to determine the best "power food" choices for you? Write a Real World Survival Tip.

More Challenges

1. Go to the grocery store and find 10 "power foods".

2. Record all the foods you ate in one week—"power foods" and fun foods. Your goal should be no more than one fun food each day.

Did You Know? Nutrients directly "power foods" as nutrients. They're the building blocks for muscles or energy or other nutrient-rich foods first.

Show Your Smarts!

Use the chart below to record your findings. Write the name of the food group, the name of the food, and the number of servings you ate in one day.

Food Group	Food Name	Number of Servings
Grains	Apple	
	Banana	
	Blueberries	
	Brown Rice	
	Corn	
Protein	Lean Ground Beef	
	Salmon	
	Onion	
	Orange	
	Peanut Butter	
Vegetables	Red Potato	
	Spinach	
	Sliced Ham	
	Strawberries	
	Sweet Potato	
Dairy	Whole Milk	
	Skim Milk	
	Sliced Ham	
	Strawberries	
	Sweet Potato	
Fruits	Apple	
	Banana	
	Blueberries	
	Brown Rice	
	Corn	
Grains	Apple	
	Banana	
	Blueberries	
	Brown Rice	
	Corn	
Protein	Lean Ground Beef	
	Salmon	
	Onion	
	Orange	
	Peanut Butter	
Vegetables	Red Potato	
	Spinach	
	Sliced Ham	
	Strawberries	
	Sweet Potato	
Dairy	Whole Milk	
	Skim Milk	
	Sliced Ham	
	Strawberries	
	Sweet Potato	
Fruits	Apple	
	Banana	
	Blueberries	
	Brown Rice	
	Corn	

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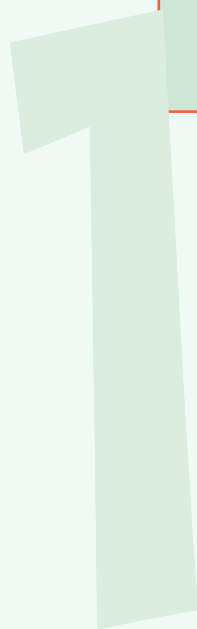
Show Your Smarts

Step 1

Project Interest Areas

Explore all 12 Project Interest Areas. As you begin an area, place the current date (month and year) next to it. After reviewing each completed Project Interest Area with your Project Helper, have this person date and initial the accomplishment.

Project Interest Areas	Date Started	Date & Initial Completion
1. Be Smart About Your Health	_____	_____
2. Hide and Seek with Germs	_____	_____
3. Hair, Skin, Nails and Teeth	_____	_____
4. Ears and Eyes	_____	_____
5. Power Foods	_____	_____
6. Try It — You'll Like It!	_____	_____
7. What are Your Eating I-Cues?	_____	_____
8. Smart Start	_____	_____
9. How Fit Is Fit?	_____	_____
10. Fun for One or Two or Lots of You!	_____	_____
11. Power Play	_____	_____
12. Showing Your Smarts	_____	_____



Step 2

Organized Project Activities

Select two of the Organized Project Activities listed below and plan your involvement in the Report of Organized Activities chart. Before starting your project, write your choices in the section labeled “Plan to Do.” Once you have taken part in an activity, record what you did and when. Plans may be added to or changed at any time.

Organized Activities

- ☐ Demonstration
- ☐ Project Tour
- ☐ Project Exhibit
- ☐ Field Trip
- ☐ Mall Show
- ☐ Short Course
- ☐ Speech
- ☐ Illustrated Talk
- ☐ County Judging
- ☐ Workshop
- ☐ Radio/TV Presentation

Tape a photo of you and your organized activity here.

Report of Organized Project Activities

Plan to Do	Date Completed	What I Did
Demonstration	5/28	Showed club members how to properly clean their hands

Step 3 Leadership/Citizenship Activities

Select the two activities you wish to do or plan your own in the space provided. Record your progress by marking the date (month/year) when you have completed the activity. Leadership/Citizenship activities may be added or changed at any time.

I Plan to Do	When I Finished	Leadership/Citizenship Activities
<input type="checkbox"/>	_____	Encourage someone to become your club's Health officer.
<input type="checkbox"/>	_____	Help someone with his or her Health project.
<input type="checkbox"/>	_____	Organize a Health Fair in your community.
<input type="checkbox"/>	_____	Invite someone to talk to your club about a Health issue.
<input type="checkbox"/>	_____	Prepare and exhibit a poster on Staying Healthy.
<input type="checkbox"/>	_____	Teach someone something you learned about Staying Healthy.
<input type="checkbox"/>	_____	Encourage someone to join 4-H and take a Health project.
<input type="checkbox"/>	_____	Apply something you learned about Health to benefit your family.
<input type="checkbox"/>	_____	Do a Health check around your home.
<input type="checkbox"/>	_____	Help a member prepare his or her Health project for judging.
<input type="checkbox"/>	_____	Help a member prepare his or her Health project exhibit.
<input type="checkbox"/>	_____	Plan your own activity here:

Tape a photo of you working with your leadership/citizenship activity here.

Step 4 Project Review

Once you have completed your project activities, arrange for a project review. This can be done with your project helper, club leader, or knowledgeable adult. It may also be part of a more comprehensive evaluation at a time agreed upon by club members. This review will help you evaluate what you learned, as well as your growth as a 4-H member.

Helper's Signature

Date

Be Smart About Your Health

Staying Healthy Skill: Completing a self-assessment to identify areas of “smarts”

Life Skill: Managing Self: identifies own strengths and limitations

Educational Standard: NSS.K-12.4 Individual Development and Identity

Success Indicator: Identifies “smarts” by completing a self-assessment.



Can you draw? Play sports? Sing? Write a story? Read a map? Are you funny? Your talents are things that you enjoy doing. Doing things that you enjoy can make you feel happier and healthier. A self-assessment will identify different areas where you are “smart.” Then, you will use your “smarts” to share how to make good choices related to hygiene, eating and staying fit.

Get Smart!

Check the things you REALLY like to do. These should be some of your favorite activities.

Self Assessment

What do you enjoy doing?

- | | |
|---|--|
| <input type="checkbox"/> 1. I like reading books and writing stories. | <input type="checkbox"/> 12. I like to listen to music when I am studying. |
| <input type="checkbox"/> 2. I enjoy puzzles and mazes. | <input type="checkbox"/> 13. I like to tell jokes and stories. |
| <input type="checkbox"/> 3. I am good at sports. | <input type="checkbox"/> 14. I like being around pets and animals. |
| <input type="checkbox"/> 4. I play a musical instrument. | <input type="checkbox"/> 15. I have a well-developed vocabulary. |
| <input type="checkbox"/> 5. I like to play board games or chess. | <input type="checkbox"/> 16. I can draw people and things accurately. |
| <input type="checkbox"/> 6. I like video games. | <input type="checkbox"/> 17. I enjoy hands-on activities like sewing, woodworking and cooking. |
| <input type="checkbox"/> 7. I enjoy singing. | <input type="checkbox"/> 18. I can name different types of trees, plants and flowers. |
| <input type="checkbox"/> 8. I enjoy being outside in nature. | |
| <input type="checkbox"/> 9. I like to be in plays on stage. | |
| <input type="checkbox"/> 10. I like science and experiments. | |
| <input type="checkbox"/> 11. I enjoy math and computers. | |

Now, find out which are your areas of “smarts.” Color in the boxes that match the numbers you checked.

1	5	2	3	4	8
13	10	6	9	7	14
15	11	16	17	12	18
Word Smart	Math Smart	Art Smart	Body Smart	Music Smart	Nature Smart



Discover over 180 National 4-H Curriculum titles in mission areas of Science, Engineering and Technology; Healthy Living; and Citizenship. Youth activity guides are filled with fun, engaging experiences that cultivate abilities youth need for everyday living as they progressively gain knowledge about subjects that interest them.

All titles have been reviewed and recommended by the National 4-H Curriculum Jury Review process, signifying their excellence in providing hands-on learning experiences for youth.

Science, Engineering and Technology

Agricultural Science

- Afterschool Agriculture

Animal Science

- Beef
- Cat
- Dairy Cattle
- Dairy Goat
- Dog
- Embryology
- Entomology
- Exploring Farm Animals
- Meat Goat
- Pets
- Poultry
- Rabbit
- Sheep
- Swine
- Veterinary Science
- Horse

Engineering and Technology

- Aerospace Adventures
- Electric Excitement
- Computer
- Exploring 4-H Robotics
- Geospatial
- Sewing Expressions
- Small Engines
- Woodworking Wonders

Environmental Science

- Exploring Your Environment
- Forestry—Forests of Fun
- Fishing for Adventure
- Outdoor Adventures

Plant Science

- Down-to-Earth—Gardening in the Classroom
- Gardening

Science Discovery

- Science Discovery Series

Healthy Living

Health and Fitness

- Bicycle Adventures
- Child Development—Kids on the Grow
- Keeping Fit and Healthy

Nutrition

- Foods
- Microwave Magic

Citizenship

Communication and Expressive Arts

- A Palette of Fun
- Communications—Express Yourself!
- Photography
- ¡Qué Rico! Latino Cultural Arts
- Theatre Arts
- Visual Arts

Community Action

- Citizenship—Public Adventures
- Service Learning

Leadership

- Exploring 4-H
- Step Up To Leadership

Personal Development

- Consumer Savvy
- Financial Champions

Workforce Preparation

- Be the E—Entrepreneurship
- Get in the Act!

Resources

- Experiential Learning Video

Find more about **Health**
and other projects online at:
www.4-hcurriculum.org

STaying HealThy



The 4-H Pledge

I pledge
my Head to clearer thinking,
my Heart to greater loyalty,
my Hands to larger service, and
my Health to better living,
for my club, my community,
my country, and my world.



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