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As a member of the Oklahoma State 4-H Officer Team and a 2000 delegate to National 4-H Conference, I am excited to introduce *Kicks4Kids*. Our team has worked together to create a program which we feel will be of benefit to Oklahoma youth.

One out of four Oklahomans is a child (26.3 percent). It is clear that children are held very important in our state. They are our future, and their health should be considered important. Overweight children are at risk of cardiovascular diseases, diabetes, and other serious health problems. Nationally, 13 percent of children ages 6-11 and 14 percent of children 12-19 are overweight. This is due to lack of good health, whether by malnutrition, improper hygiene, or poor exercise habits. These aspects of poor health can be related to childhood poverty levels. One of four children in Oklahoma lives in poverty (23.7 percent). They cannot help their condition, but we can.

*Kicks4Kids* will be a method for curbing Oklahoma’s child obesity and promoting good health. This is a serious issue in our state, and we wish to make a difference.

We are excited about *Kicks4Kids* and glad to see you taking an interest in what it offers. This program will be an educational experience for participants and those taking the leadership role. It is our goal that all who participates gains a better understanding of health and the role they can play in making a difference in the lives of others.

Good Luck and Bless You,

Caleb Winsett
2001-02 Oklahoma State 4-H President
How to Make it Happen

Understand the Program
The program will teach K-4th grade through education and activities that will:

- Encourage exercise and good nutrition.
- Encourage positive hygiene practices.
- Assist needy youth in receiving new tennis shoes for physical education.
- Decrease childhood obesity.
- Provide an educational and meaningful Service Learning Program for teens.

The Role of Each Participant
Community donors, elementary schools, and youth-serving organizations will partner to provide tennis shoes for needy children and promote educational efforts related to physical education, nutrition and good hygiene for grades K-4.

- Participating community youth organizations accept the responsibility to plan, conduct and evaluate Kicks4Kids. The organization contacts donors, secures school support, conducts programming with children, secures shoes and delivers them to the school upon request, and collects, compiles and reports evaluation material.
- Community donors provide the shoes or funds for purchasing shoes.
- A school system provides time and opportunities for the youth group to conduct the six lessons and identifies youth in need of shoes for physical education. The school provides the youth organization with a request for shoes.

Kicks4Kids will require a strong youth-adult partnership. Adults will serve as educators and mentors to the youth. The youth will develop leadership and citizenship skills by planning, conducting, and evaluating the project.

Securing Donors
Before you begin the project, secure donors for shoes, and make sure you are capable of providing the shoes upon request.

Each participating youth organization will be responsible for securing donors for tennis shoes. These donors may be local shoe distributors, retailers, or anyone who feels they would like to donate funds to purchase tennis shoes. Youth members, of the participating organization are encouraged to search out and secure these donors.

When securing donors, make sure potential donors know what you are asking for and why you are asking for it. Practice your request a few times before talking to a potential donor.

School Involvement
Once donors are secured, contact local elementary schools. Make an appointment to meet with the superintendent, principal, counselor, and/or physical education instructor(s). Explain the program in detail and inform them that you have donor support in place. Ask for their support and permission to conduct the program. (To help encourage support, communicate that the Oklahoma State Department of Education and Oklahoma State Superintendent of Education have given their endorsement to the project.)
When a school chooses to participate, set dates and times to meet with the children. Keep in mind these times are at the discretion of the school. A minimum of three meeting dates, approximately 30 to 45 minutes each, will be needed to complete the curriculum.

When a child is identified as needing tennis shoes, the counselor, P.E. instructor, or principal will need to speak to the child’s parents or guardians to make them aware of the Kicks4Kids project. It will be the parent/guardian’s choice as to whether or not to allow the child to receive donated shoes.

The designated school representative will prepare a shoe request for those in need of tennis shoes for physical education. This list should be made available at the time of the first lesson. This will allow the service group time to collect shoes and deliver them before the final lesson is presented. It is imperative that everything be kept confidential when getting shoe sizes, collecting shoes, and delivering shoes. Only school representatives will have the name(s) of recipients and deliver the shoes in the manner requested by the participating family.

The Curriculum
The curriculum has three parts: hygiene, physical fitness, and nutrition. There are two activities in each of these three sections. Each lesson has the same format:

- An Overview familiarizes the teacher with what is to be taught.
- Key Concepts guide the instructor through the curriculum. The teacher needs to make sure each concept is addressed and explained during the lesson.
- To assist in preparation, a list of Supplies is included.
- Suggested Activities provide fun hands-on activities for reinforcing and teaching the key concepts. Blend these activities throughout the lesson. After you have done the activity review the Key Concepts one more time!

Complete the appropriate section of the evaluation form following each lesson.

Teaching
In preparation for teaching a lesson, teens are responsible for thoroughly reading and reviewing the lessons. They should gather supplies and prepare materials in advance. To further enhance knowledge, additional research on the subject is suggested. As a simple rule – remember that it takes a minimum of two hours of preparation and planning for every half hour of teaching.

Be creative when presenting the information. Think about what makes learning fun and what makes it boring. A good teacher presents the same information in a variety of ways for different learning styles. There are three types of learners: auditory (hearing), visual (seeing), and kinesthetic (touching/action). Design a program for all three types of learners.

A good teacher does not do all the talking. A good teacher asks questions and gets the students to think and apply the information. Use this method to see what they are learning and if they are catching on to what you are saying.

Evaluation
Evaluation is very important to the continued support and funding of this project. Please be very conscientious about collecting, completing and turning in the requested information. The report forms are attached. Complete and return the forms to your county Oklahoma Cooperative Extension Service (OCES) office by the necessary date.
Data being collected:
- Information about the participating school.
- Number of youth reached through lessons presented.
- Number of shoes requested and placed with youth.
- Change in participant’s behavior with regard to hygiene, physical education, and nutrition.

County OCES offices will compile the information and turn it in to the state 4-H office.
Curriculum Part One:

Being Clean and Cool

Overview- Teach children what hygiene is and why it is important. Children will learn how to properly brush and floss their teeth, effectively wash their bodies, and take care of their physical appearance. They should know why it is important to visit the dentist and bathe regularly and after physical activity. Teach them why it is important to be clean for their health and from a social standpoint.

Target Concepts

1. Importance of Good Hygiene:
   - Hygiene is being clean, sanitary, and healthy.
   - Brush your teeth a minimum of two times a day or after every meal or snack.
   - Good dental and body hygiene are important to all aspects of your health.
   - Good hygiene is socially important.
   - Bathing after heavy physical activity kills germs and bacteria and is part of good hygiene.

2. How to Properly Brush and Floss:
   - Brush upwards on the bottom teeth and downwards on the upper teeth, both inside and outside.
   - Brush biting surfaces and the base of your teeth next to the gums with small circular movements.
   - Do not brush vigorously back and forth, as this may damage gums.
   - Pull floss gently up and down between your teeth.

3. How to Properly Wash Hands and Bodies:
   - When washing your hands, use warm water and soap, rubbing hands together vigorously for 20 seconds. Wash the back and sides of hands, between fingers, and around and under fingernails.
   - Bathe with soap and water, washing every part of your body.

Suggested Activities

SEE THOSE GERMS

Place the children in a scattered formation. Have several children be the germs, one person the soap, and one person the water. The “soap” and “water” will team together. Play like tag, or provide the “soap” and “water” with foam fun-noodles to tag the germs. Once a person is tagged he or she becomes part of the “soap” and “water.” Continue the game until only one or two germs are left.

DENTAL TAG GAME

Game of tag, with “IT” being tooth decay chasing healthy teeth. The home base is the dentist’s office. Students, who are tagged, become decayed and have to go visit the dentist.

Supplies: (optional)
- Foam Fun-Noodles
- Toothbrushes and/or soap for each participant.
- Large tooth and toothbrush to demonstrate brushing.
- Glow germ to demonstrate hand washing.
- Black light

Activities adapted from:
You and Your Fitness & Health
Lifetime Fitness and Health
Overview- Introduce the five components of fitness: muscular strength, muscular endurance, flexibility, body composition, and cardio-respiratory endurance. Introduce physical activities and the benefits of maintaining fitness. Identify proper and improper stretching exercises, demonstrating proper technique. Demonstrate that exercise causes an increase in heart rate and why that is important to good health. Locate various pulse points and explain what they mean.

Target Concepts
1. The Five Components of Fitness:
   - Muscular Strength – strong muscles needed for lifting, pulling, and holding objects.
   - Muscular Endurance – needed for long periods of muscular use and strain.
   - Flexibility – needed to reduce injury and increase overall ability to move well.
   - Body Composition – firm and healthy body.
   - Cardio-respiratory Endurance – needed for good heart and lung health and long periods of heavy exercise.

2. How to Improve Muscular Strength and Flexibility:
   - Refer to diagrams of warm-up, aerobic, strength development, and cool down activities. Exercising should be done in this order.

3. The Heart’s Role in Good Health:
   - The heart pumps blood to the rest of the body and is vital to a long, healthy life.
   - The heart rate tells how fast or slow the heart is beating.
   - The pulse tells the heart rate. Pulse points are on the neck under the chin and to the right or left of the Adam’s apple or on the wrist.

Suggested Activities
PULSE POINTS
Stethoscopes will be used to let the children listen to their own heartbeats at different speeds. Use a cotton ball and alcohol to clean the earpieces before children put earpieces into their ears.

Teach students how to find their pulses on the neck and wrist. Have them count the number of pulse beats in 15 seconds. Show them how to multiply the number by four to get their number of heartbeats/pulse rate per minute.
The first time the students are allowed to listen to their hearts they should be relaxed and calm (sedentary) for at least three minutes. If the entire class is doing an activity (like jumping rope, hula hoops, or any other activity in their personal space) they should come and sit down for a few minutes until their turn. The teacher allows a few students to come to the front of the room to listen to their hearts beating. The number of students will be determined by how many stethoscopes you have. After he or she has a chance to listen, have the child pretend to jump rope. Let the child do this for several seconds. The time should be long enough to get the heart beating fast. Let the child listen to his or her heart while it is beating fast. After all the children have had a turn, explain that the heart is a muscle, and that in order to make it strong, you must exercise.

**Fitness Busters**

Label each of five pieces of poster board with one of the “Five Components of Fitness.” These become your safety bases. Place the bases on the floor around the room. Tape them securely to the floor (to avoid someone slipping). The bases are used as a place where students can stand safely and not be tagged.

Cut five coordinating colors of construction paper in pieces approximately 3”x3”. Mix up the colors, and place them in a can/bucket labeled “Fitness Can.” Place the can on the sideline of the playing area. Colors correspond to safety bases.

Choose two students to be the “Fitness Busters.” They will each have a soft foam ball to tag with. The ball keeps the children from pushing each other.

Before the game, have students check their pulse rates and then lead some stretches to warm up their muscles.

The game begins as a regular tag game. Students that choose to stand on safety bases may stay on the bases until another child comes to them and says “fitness buster.” At that time, the child on the base must get off and take his or her chance of getting tagged by a fitness buster. When a child is tagged, he/she must go to the sideline and pick one colored card from the “Fitness Can.” When the child has a colored card, he/she can no longer use that color as a safe base to stand on. Students continue play, and each time they are tagged they get a different colored card from the “Fitness Can.” This increases the risk of getting tagged.

The fitness busters can be changed several times throughout the game. Continue play until some children begin collecting/receiving all five of the cards. At this time, stop play and review the importance of including all five components of fitness in their lives. After the game have students check their pulse rates, and lead some cool-down activities.

Activities adapted from:

*Lifetime Health and Fitness*
*Kid Fitness*
Warm-up Activities – first set of exercises

- Side Bend
- Trunk Twist
- Knee Lift
- Calf Stretch
- Arm Circles
- Jumping Jacks
- Brisk Walking

Aerobic Activities – second set of exercises

- Jogging
- Cycling
- Swimming
- Brisk Walking
- Rope Jumping
- Soccer
- Basketball

Strength Development Activities – third set of exercises

- Crunch
- Curl-Ups
- Sit-Ups
- Single Leg Lift
- Arm Curls
- Military Press
- Horizontal Ladder Activities
- Push-Ups
Cool-Down Activities – fourth set of exercises
Overview- Teach children the six food groups - grain, vegetable, fruit, dairy, meat, and other (sweet, fats, etc.). Describe serving sizes, and explain how much to eat from each food group. Teach preventing and killing harmful bacteria and germs for food safety.

**Target concepts**

1. The Six Food Groups:
   - Grain - bread, cereal, rice, pasta, etc.
   - Vegetables - brussel sprouts, broccoli, carrots, cauliflower, corn, beans, peas, spinach, lettuce, potatoes, onions, okra, etc.
   - Fruits - blueberries, oranges, grapefruit, peaches, strawberries, apples, bananas, etc.
   - Dairy - milk, cheese, yogurt, etc.
   - Meat - poultry, fish, eggs, pork, beef, etc.
   - Other – fats, sweets, oils, etc.

2. Serving Size and Number of Servings for Children:
   - Grain – 6 servings (a serving is approximately 1 slice of bread or 1 cup of cereal)
   - Vegetable – 3 servings (a serving is approximately 1 cup)
   - Fruit – 2 servings (a serving is one piece of fruit or approximately ½ cup)
   - Dairy – 2 servings (a serving is one cup of milk, two slices of cheese, or one container of yogurt)
   - Meat – 2 servings (a serving is the size of the palm of your hand or the size of a deck of cards)
   - Other - Eat as little as possible.

3. Food Safety:
   - To prevent bacteria from spreading throughout the kitchen and getting on cutting boards, utensils, sponges, and counter tops:
     - Wash hands with hot, soapy water before handling food and after using the bathroom. Use the 20-second wash rule.
     - Never place cooked food on a plate which had raw or uncooked meat on it.
   - Foods are properly cooked when they are heated for a long enough time and at a high enough temperature to kill the harmful bacteria. Refer to cooking instructions or a cookbook for proper temperatures and cooking time.
     - When you cook something in a microwave oven, make sure there are no cold spots in food where bacteria can survive.

**Supplies:**
- Food Group Flash
- Magazines with pictures of food
- Glue
- Index Cards (minimum of 6 per student)
- Scissors
- Markers or Crayons
- No supplies needed

**Serving Fun**
- No supplies needed
Rule: “Keep Cold Foods Cold and Hot Foods Hot!” Refrigerate foods as quickly as possible after use. Refrigeration keeps harmful bacteria from growing and multiplying.
- Refrigerate food within two hours.
- Don’t thaw food at room temperature. Thaw it in the refrigerator, under cold running water or in the microwave.

Suggested Activities

**FOOD GROUP FLASH**
Each student receives at least six index cards. Have the student write one food group on the back of each index card. Students are then to find a picture in a magazine that represents each food group. Have students cut the pictures out and glue them on the fronts of the flash cards labeled for the food groups they represent.

Have one student show the picture while others guess which food group it belongs to. Increase the level of learning by asking how many servings are need each day and what is the size of a serving.

**SERVING FUN**
Have students gather in an open area. Each time you call out one of the food groups, have students gather into groups with the number of servings a day for that group. When they have the correct number of people in their group they sit down. The last group seated, anyone still standing, or groups with the wrong number are out. Continue the game until only two students remain.

Activities adapted from: [www.foodsafety.com](http://www.foodsafety.com)
Understanding Nutrition


The MyPyramid Web site provides information specifically for professionals, in addition to the content for consumers. The USDA’s [Food, Nutrition, and Consumer Services](http://www.mypyramid.gov/index.html) recently launched a multi-phased contest called the [Innovations for Healthy Kids Challenge](http://www.mypyramid.gov/index.html). The first part of this challenge is the [Web Games for Healthy Kids Contest](http://www.mypyramid.gov/index.html) — a call to American entrepreneurs, software developers, and students to use the recently released [Nutrition Dataset](http://www.mypyramid.gov/index.html) to create innovative and creative web-based learning applications that motivate children, especially “tweens” (aged 9-12), to eat healthier.
Name of Organization/School: 

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<tr>
<th>Address:</th>
<th>City:</th>
<th>State:</th>
<th>Zip:</th>
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Contact/Teacher’s Name: 

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<th>Wk Phone:</th>
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Date Program Started: 

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<th>Date Program Ended:</th>
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Youth group responsible for the program: 

Number of teen/adults leading the programming: 

Please break down total number of participants by ethnicity and then by males and females. Write the number in the highlighted boxes below. 

<table>
<thead>
<tr>
<th>Total Number Participants:</th>
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<tr>
<th>Ethnicity</th>
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<td>Asian/Pacific Islander</td>
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<td>Hispanic</td>
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<td>Native American Indian or Alaskan Native</td>
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Number of shoes **collected**  Number of shoes **distributed**

Names of Organizations/Businesses/Individuals providing shoes or monetary donations: 

Comments/Questions regarding the program. 

**PLEASE ASK THE CHILDREN THE FOLLOWING QUESTIONS FOLLOWING THE SERIES OF LESSONS. BRIEFLY HIGHLIGHT THEIR COMMENTS BELOW OR ON A SEPARATE PIECE OF PAPER.**

What two things will you do to keep your body and teeth cleaner?

What two things will you do to stay more physically fit?

How many servings of fruits and vegetables should you eat every day?

Which food group should you limit what is eaten?
FOR IMMEDIATE RELEASE

TEACHING YOUTH THE IMPORTANCE OF HEALTHY LIVING
KICKS4KIDS EDUCATES & INSTRUCTS YOUTH ABOUT GOALS OF HEALTHY LIFESTYLE

(Your City, OK) Date -With national statistics showing that 13% of children ages 6-12 and 14% of children 12-19 are overweight, children are at high risk for cardiovascular disease, diabetes, and other serious health problems. Because children are important to our state, Kicks4Kids will provide education to curb child obesity and promote good health.

Kicks4Kids is a 4-H service project with two main goals: 1) To provide an educational curriculum that teaches youth the importance of hygiene, physical fitness, and nutrition; and 2) To create a program where children can receive athletic shoes needed for physical education classes for no charge. The Oklahoma Cooperative Extension Service will provide training for 4-H volunteers, 4-H members, and other youth-serving organizations to implement the program. Kicks4Kids will be an ongoing program that will require approximately three years to implement statewide.

The purpose of the curriculum is to teach youth how to take care of their bodies through good hygiene and proper nutrition. Young people will learn that physical activity will help them feel better mentally and physically while improving their quality of life. Kicks4Kids can be implemented as an after-school program, complement classroom activities, or could be taught as a workshop.

Kicks4Kids will target elementary children from kindergarten through fourth-grade. It is recognized that the younger one learns good health habits, the more likely they will continue into adulthood.

The Oklahoma Department of Education, Oklahoma Cooperative Extension Service 4-H Youth Development and Family Consumer Sciences have agreed to supply educational information and endorsement of this program. Funding for this project will come from grants and private contributions. Kicks4Kids was funded in part by Wal-Mart and National 4-H Council Youth in Action/Community Service Grant. Contact the Oklahoma 4-H Youth Development Program at (405) 744-4493 or visit their website http://oklahoma4h.okstate.edu/service to learn more about this initiative.
References

Oklahoma Department of Education, Lifetime Health and Fitness


www.foodsafety.com, Food Safety Practices

www.cdc.gov, Nutrition and Physical Activity


Langston University