Leaders’ Guide: Jumping for Health

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Introduction
The Jumping for Health curriculum consists of six lessons (Sessions 2–7) that teach nutrition and jump rope skills to youth. This curriculum is most suitable for ages 7 through 13.

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Additional Resources


   Jump2bfit includes an instructional videotape, a music CD, and an
   instructional booklet.

   **Videotape** – The videotape is 45 minutes. It is divided into 2 parts.
   Part I demonstrates all the fun jumps that can be learned. Part II
   coincides with the instructional booklet teaching warm-ups and
   individual jumps. In the videotape, each jump is identified with a
   clip number that can be referred to in the instructional booklet. This
   booklet is to assist teachers in learning the warm ups and jumps so
   they can teach their students.

   **Music CD** – The music CD provides fun and rhythmic music with the
   proper beat for jump roping. Any music CD with the appropriate beat
   for jump roping may be used.

   **Instructional booklet** – This booklet provides detailed instruction on
   how to jump rope. Jumps are assigned a clip number that is referenced
   to and demonstrated on the videotape.

   **NOTE:** You may not make copies of the videotape or the music
   CD. You may not copy any part of the instructional booklet and use
   for handouts. This material is copyrighted and we DO NOT have
   permission to copy any part of it for our use. These materials are to be
   used as references for the teaching staff.

   Jump Rope Rhymes

   United States Amateur Jump Rope Federation

5. http://www.gameskidsplay.net/jump%5Frope%5Fryhmes/
   Jump Rope Rhymes and Games

   Skookum Jump Rope Company
   A Non-profit Company Providing Jobs for People with Disabilities
   Kits for making jump ropes as a fundraising project, ropes, rhymes,
   basic information, books, and more.


   "Jump Into a Healthy Life " is a Web site that teaches kids how to do
   some of the basic, intermediate, and advanced jump rope tricks that
   jump rope demonstration teams do in their performances.
    Kid Wizard is a fun, educational place where kids ages six to twelve can play games, solve mysteries, create slimy potions, and find more fun things to do. Jump rope information includes basic single, intermediate single, advanced single, single rope with two ropes turners, and double Dutch.

9.  www.americanheart.org
    The American Heart Association is well known for its Jump Rope for Heart fund raising event. Using the search engine on their Web site, type Jump Rope Skills. Ten basic jump rope skills are taught.

    The University of Illinois Extension teaches youth single rope stunts and offers jump rope rhymes and games.

**SAFETY GUIDELINES:**

1.  Require comfortable athletic-type clothes and shoes for the jumpers.
2.  Have adequate space around each jumper so no one will get hit by another jumper’s rope.
3.  Jump on a smooth, flat, dry surface that is free of debris.
4.  Have jumpers face the leader so participants are looking in similar directions and are less likely to be hit with a rope from another jumper.
5.  Have jumpers warm up (especially calf stretches) before jumping to reduce risk of muscle injury.
6.  Make sure jumpers cool down after jumping.
7.  Remind jumpers to put their heels down periodically while jumping to prevent damage to the Achilles tendon.
8.  As with any new exercise program, start your jumping program slowly and gradually build up to a more vigorous level.
9.  Do not allow participants to stay in a squat position, which some jump skills involve, for very long because it can cause knee joint injury in a growing youth.
10.  Properly store ropes to prevent jumpers from tripping on them.
ARCHIVE
Session 1: Introduction

Getting Started

Give each participant a piece of paper. Ask each youth to draw three foods that they like to eat and draw three activities that they do in their free time. It is advisable for the leader to participate in this activity also. Allow time for the participants to share their pictures of food and activities with each other. Talk about what kinds of foods were chosen as favorite foods and which activities were chosen as favorites.

Collect the participants' pictures for reference in Session 8 (Review).

Explain to the participants that when they come back for the next session they will learn about nutrition and jumping rope. Explain that they must wear athletic-type shoes or they will not be allowed to jump.

Snack

Cracker and juice or popcorn and juice

Jump Rope Rules

• Be a good listener while the sessions are being explained.
• Keep the jump ropes still while you quietly listen to the leader.
• Be careful not to hit others with your rope.
• Look at your surroundings before jumping to make sure there are no objects or people in the path of your rope.
• Be courteous; make sure everyone gets a turn to jump.
• When waiting for your turn to jump, stand quietly and patiently while watching the jumpers.

Note: Add other rules that might be beneficial for your individual groups.
Session 2: Move It:
Jump Rope Basics

Objectives

• Participants will increase knowledge about the equipment needed to jump rope, types of ropes, and how to measure a rope.
• Participants will increase knowledge about safety and skills in the technique of jumping rope.

Please review jump rope class rules.
(Rules are posted in Session 1)

Equipment

Jump rope is a simple activity that requires little equipment and can be done in any location. The only equipment needed are the jump ropes and athletic-type shoes.

The ropes:

Anything can be used for a jump rope. However, there are three types of ropes that are commonly found in stores: speed style, cloth, and beaded ropes.

• The speed style is usually made of vinyl and is good for fast turning activities. Because of the high speed, they may be difficult to control, especially in the wind.
• Cloth ropes are heavier and easier to control. They keep a good arc at all turning speeds.
• Beaded ropes are the heaviest and, like the cloth, keep a good arc. The beads make a sound that can be useful for developing rhythm, but they can be slippery if stepped on.

The ropes can be purchased in different lengths for the different types of jump roping. Show the different lengths of ropes: single rope, long ropes, and double Dutch ropes.
Choosing the right size of rope:

When choosing a single rope, it is important to have the right size. The size is based on your height. To test if a rope is the right length for you, follow these steps:

- Grab the ends of the rope, one in each hand.
- Place the rope under your feet.
- Pull the ends of the rope (rope handles) up toward the shoulders.
- If the rope is the correct length, the ends will be at the armpit level.

Have participants pick up ropes and find the length most appropriate for their height using the technique just described.

Shoes:

To jump rope, it is important to have shoes that fit well to prevent injury. Jumpers should have athletic-type shoes with good support and cushioned soles. Never allow skipping in bare feet. Skipping is a high-impact activity and proper footwear helps protect the jumper against joint injury.

Warm Up and Cool Down

Warm up – See Appendix A: Warming Up—Stretches and Exercises. It is very important to do warm-up exercises before jump roping. This can reduce risk of injury to muscles.

Cool Down – It is very important to cool down after being physically active, especially in warm weather. Walk slowly for a few minutes, and drink cool water after exercising.
The Basics of Jump Rope

Before beginning to jump rope, it is important to learn the basic jumping technique.

1. The correct jumping form is where the body remains erect, shoulders relaxed, with low, rhythmic jumps. Elbows should be close to the body, hands out to the sides and positioned a little below waist level. Rope handles should be held comfortably in the hands by the fingers so that 1½ inches comes out of the hand.

2. When turning the rope, the wrist should make the rope rotate around the body. Beginners tend to use large arm circles when turning the rope. Stress the need to decrease the large arm circles over time so the wrist does all the work.

3. The actual jump should only be 1 inch from the ground. Landing should be soft and on the balls of the feet. Have participants practice jumping with no ropes. Have spotters watch for height of jump and correct landing position.

Note: Allow the participants to practice turning the ropes and working on the jumping technique for the remaining time. Remind participants to bring appropriate shoes for next time.
ARCHIVE
Session 2: Know It: Pyramid Power

Objective
Participants will increase knowledge of the USDA MyPyramid food guidance system, including food groups and serving sizes.

Nutrition—MyPyramid

Materials:
- MyPyramid poster (available at www.mypyramid.gov)
- Food models
- Measuring cups

Have you seen MyPyramid? Where? MyPyramid shows us the kind of foods we should eat every day to grow and stay healthy. MyPyramid foods are put into groups. Have the participants name the groups and give examples of foods in each group. (Work sheets are available at http://fycs.ifas.ufl.edu/pyramid/#Youth.)

Why is it shaped like a pyramid? Unlike the Food Guide Pyramid, MyPyramid has food groups that run up and down (vertically) instead of across (horizontally). Each food group is wider at the base of the pyramid and narrows toward the top. The foods at the base of the pyramid are lower in added fats and sugars. The fat and sugar content of foods increases as you move toward the top of each food group. We should eat more of the foods from the base of the pyramid on MyPyramid because these foods (except oils) are lower in added sugar and fat. Eating a variety of foods every day from all the food groups, especially those foods that have less added sugar and fat, will help us get all the nutrients we need for good health.

Does anyone know how many foods from each group we should eat every day? MyPyramid takes a personalized approach to the number of servings a person needs from each food group. Go to www.mypyramid.gov and enter your age, sex, and activity level and you will be given the number of servings from each food group you need in a day. A MyPyramid for Kids is available at www.mypyramid.gov. For an 1,800-calorie meal pattern, the servings are as follows:
Grains – six-ounce equivalents with half of those coming from whole grains

Vegetables – 2 ½ cups

Fruits – 1 ½ cups

Milk – 3 cups

Meat and beans – 5-ounce equivalents

Go to http://fycs.ifas.ufl.edu/pyramid/#Youth for a handout on servings of oil for youth.

**What is a serving size?** Briefly describe serving sizes using food models, pictures, or measuring cups. **Give handout on serving sizes. Ask participants if this is the serving size they usually eat.**

**What are some of your favorite foods?** Ask the participants where they think their favorite food fits on MyPyramid. Some foods may be combination foods and different parts of the food may fit in different food groups. Have them name what part of their favorite food fits in which food group. If a food, such as cherry pie, is high in added sugar and fat, make sure participants know it is in the fruit group. However, it sits in the top of the fruit group because it is loaded with fat and sugar and should only be eaten occasionally or when you have been physically active and have not eaten very many calories throughout the day. These are known as discretionary calories.

**Activity—Pyramid Relay**

1. Divide the youth into two groups. (Count off by saying apple, orange, apple, etc. All apples go in one group, oranges in another.)
2. Make a bag for each food group by placing a food group name or a picture of food(s) from each food group on a grocery bag. Place the bags in a row in front of the two lines.
3. Have the participants line up in the two groups and give each youth a food picture.
4. When the leader says go, the first person in each line runs to the bags. Have them place the food in the food group bag where they think it belongs and then run back to the line and tag the next person, who continues the relay. The relay can be varied by having participants walk backwards, hop on one foot, skip, etc. Demonstrate the game before it begins. Encourage teams to help each other identify food groups.
5. When both lines have finished, take the pictures out of the bags and have participants tell you if the foods were placed in the correct food groups.
Snack—Butterfly Bites

Ingredients:
- Stalks of celery
- Pretzel pieces
- Cheddar cheese spread or peanut butter
- Raisins
- Twist pretzels
- 100 percent fruit juice

Wash celery stalks and cut in half crosswise. Fill each celery piece with 1 tablespoon cheddar cheese or peanut butter. Add 2 pretzel twists for wings. Use pretzel pieces for antennae and raisins for decoration. Tell your participants “Eat your butterfly before it flies away!” Serve with juice.

Discussion

What food groups were in the snack? Grain, vegetable, fruit, dairy, or protein

What groups are missing? Meat or dairy

How could we add the missing groups?
Session 3: Move It: Two-Foot Skills

Objectives
- Participants will increase their knowledge about the importance of stretching.
- Participants will be able to learn four new single rope stunts.

Warm Up
The Importance of Warm Ups and Stretching

How many of you stretch before you exercise? Does anyone know why you should stretch before you exercise?

Before you exercise it is important to warm up the body to prepare it for action. A good warm up and stretching routine can increase performance and help prevent injury. Stretching is also important because it can increase blood flow and reduce tiredness and muscle soreness.

What are some common stretches or ways to warm up your body before you start to exercise?

A good stretching routine should include getting your heart pumping and warming up the muscles. This may include walking, slow jogging, or jumping jacks. The muscular stretching should include the major muscle groups—arms, legs, and torso.

Sample Warm Up:
See Appendix A: Warming Up—Stretches and Exercises.
- Jogging 2 laps
- 20 jumping jacks
- Arm circles
- Crazy 8’s
- Calf stretch
- Hamstring stretch
Two-Foot Skills
Teach single rope stunts (See Appendix B: Basic Single Jumps.)
- Slalom
- Jumping jax
- X-it
- Twister
Allow participants to practice new steps. Pair older and younger youth. Also pair more advanced jumpers with beginners.

Cool Down
It is very important to cool down after being physically active, especially in warm weather. Walk slowly for a few minutes and drink cool water after exercising.
Session 3: Know It: Wet Your Whistle

Objective
Increase participants' knowledge about avoiding dehydration and choosing the best beverage during exercise.

Nutrition—Staying Hydrated
When you jump rope, do you get thirsty? What do you drink? What do you think is the best beverage to drink when playing sports and exercising? Water

Water is the best drink when exercising because it does not contain sugar or caffeine, and the body quickly absorbs it. Drinks with caffeine actually dehydrate your body more, leaving you thirstier and more dehydrated. High-sugar drinks can lead to tooth decay and take longer to be absorbed by the body.

Drinks with small amounts of sugar, such as sports drinks and diluted fruit juice, are useful when exercising 90 minutes or more because they can give needed energy. If you really dislike water, sports drinks are better than drinking nothing.

What should you do to avoid dehydration? When exercising, it is important to drink 5 ounces (about one-half cup) of fluid every 20 minutes. It is also important to drink fluids before and after exercise. When you are not exercising, you should drink plenty of water (6 to 8 glasses) each day.

If you start feeling sick, cold, very sweaty, or have a rapid heartbeat, stop exercising and drink water immediately.

Activity—Cool Summertime Beverages
Materials
- 9 teaspoons of sugar
- 24 ounces water
- 2 funnels
- 2 number-4 coffee filters
- 2 glasses
- measuring spoons
- stop watch

1. Choose a volunteer to add 9 measured teaspoons of sugar to 12 ounces of water. Stir to mix the sugar in the water. This represents a soft drink.
2. Choose a volunteer to measure 12 ounces of plain water.
3. Place a filter in each funnel and place each funnel in a glass.
4. Using a separate funnel/glass setup for each liquid, pour each through
and note how many seconds it takes for each to pass through the filter.

**What happened? Which one took longer? Why?** Most soft drinks
contain about 9 teaspoons of sugar in 12 ounces. In the experiment, the
water with sugar should take longer to soak through the paper filter than
the plain water. A soft drink would take longer than plain water to empty
from the stomach to where it is needed in the body.

**Message:** Drink water when exercising. The high amount of sugar in
soda causes the drink to be absorbed too slowly to help hydrate you when
exercising.

**Snack—Homemade Soda**

**Supplies:**
- 100 percent frozen concentrate juice (any flavor)
- Carbonated water (double the amount required on juice can)
- Small cups
- Pitcher
- Crackers

Follow the directions on the frozen juice can except double the amount of
regular water using carbonated water. Pour into cups and enjoy. (Serving
size: 6 ounces) Serve with 2 or 3 crackers.

**Discussion**

**When might this be good to drink?** After 90 minutes of exercise

**Why?** The juice’s sugar can replace lost energy.

**What is it better than drinking?** Regular soda (high sugar and caffeine)

**What would be better when you are thirsty?** Water
**Session 4: Move It: One-Foot Skills**

**Objective**
Participants will learn six additional single rope stunts.

**Warm Up**
See Appendix A: Warming Up—Stretches and Exercises.

**One-Foot Skills**
Teach single rope stunts. [See Appendix B: Basic Single Jumps]. First have jumpers practice the stunts without a rope. Then add ropes.
- Hop on one foot
- One-foot bounce
- Alternating step
- Boxer
- Heel tap
- Toe tap

**Challenge:**
How many times can youth jump without a miss?
How many jumps can youth complete in 15 seconds, 30 seconds, 60 seconds?

**Cool Down**
It is very important to cool down after being physically active, especially in warm weather. Walk slowly for a few minutes and drink cool water after exercising.
Session 4: Know It:
Be Active, Be Healthy

Objective
Participants will increase their knowledge about serving sizes and the health benefits of being active.

Nutrition—Exercise and Serving Sizes

Why should we exercise and be active? Exercise is important because it helps you build strong bones and muscles, but it is also important for other reasons too. Exercise, as well as a healthful diet, helps you build a strong heart, improve flexibility, improve speed, and help maintain your weight. Getting regular exercise year round and eating right can help your athletic performance. Snacking on fruits and vegetables is a great start to a healthful diet.

How much should we exercise? To improve your overall health, it is best to get 30 to 60 minutes of exercise each day. The 30 to 60 minutes don’t have to be all at once either. They can be broken down to fit into your schedule: for example, three 10-minute activities or four 15-minute activities. Moving in any way is better than not moving at all. To be at your best, it is good to do physical activities that move your whole body for about 60 minutes on most, if not all, days of the week.

Does exercise have to be sports? No, exercise can be anything that gets you moving. Examples: washing the car, riding a bike, jumping rope, gardening, or walking.

Serving Sizes:
Understand your serving sizes. Demonstrate serving sizes with the vegetable snack prepared below.

Bread, Cereal, Rice, and Pasta
- 1 slice bread OR
- ½ cup cooked cereal, rice, or pasta OR
- 1 ounce ready-to-eat cereal

Vegetables
- ½ cup cooked or chopped raw vegetables OR
- ¼ cup vegetable juice OR
- 1 cup raw leafy vegetables
Fruits
- 1 apple, banana, or orange OR
- ¾ cup fruit juice OR
- ½ cup chopped, cooked, or canned fruit

Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts
- 2 to 3 ounces cooked lean meat, poultry, or fish
  Eating one of these foods counts as eating 1 ounce of meat:
- ½ cup cooked dry beans
- 1 egg
- 2 tablespoons peanut butter

Milk, Yogurt, and Cheese
- 1 cup milk OR
- 1½ to 2 ounces cheese OR
- 1 cup yogurt

Snack—Vegetables With Dip

Supplies:
- Crisp vegetable strips and pieces (carrots, broccoli, green or red peppers, zucchini strips, cauliflower)
- Low-fat dressing (ranch, French)
- Pretzels
Serve vegetables with small amount of dressing. Serve with pretzels.

Discussion
If I eat 1 cup of vegetables for a snack, how many servings have I eaten?
Two: a serving is equal to 1/2 cup.

If I was having fruit for a snack instead of a vegetable, would the serving size be different? No, a serving size for chopped fruit and a serving size for chopped vegetables are the same.

How many minutes of exercise do you need each day? A total of 60 minutes.

Name activities you could do for exercise.
**Session 5: Move It:**

**Long Rope Jumping**

**Objective**
Participants will learn long rope jumping.

**Warm Up**
See Appendix A: Warming Up—Stretches and Exercises.

**Long Rope Jumping**
Long rope jumping uses one rope that is between 12 and 24 feet long. Long rope jumping requires teamwork as the turner successfully turns the rope and controls it for the jumper(s).

Four important skills are needed to be successful in long rope jumping:

1. **Turning skills**
   - Have arms bent at right angles near your waist.
   - Make a circular motion starting at your elbow and extending to your hand, using the lower portion of your arm.

2. **Jumping skills**
   - Jump in the center of the rope.
   - Face a rope turner.
   - Make a double bounce (jump twice in one turn of the rope).

3. **Entering skills**
   - Enter on the side where the rope moves from top to bottom.
   - Stand beside one of the turners.
   - When the rope goes past your face, GO.

4. **Exiting skills**
   - Exit on the opposite side of the rope—the side that moves from bottom to top.
   - As soon as you have completed your last jump, GO.
   - Exit near the turner’s shoulder.

**Rhymes and Chants:**
As youth begin to master the jump rope techniques, have them do rhymes and chants as they jump. (See Appendix C: Jump Rope Rhymes and Chants). Look for more chants in the Web sites listed on page 4 of this Leaders’ Guide.
Games:

Jump rope games are available for every grade level and skill level. Games make jumping fun while youth develop endurance, agility, coordination, timing, and dodging skills. The Jumping for Joy Internationally Competitive Jumprope Team suggests the following games. Look for more ideas on their Web site at www.jumpingforjoy.org.

Cat and Mouse: Jumpers get into groups of four with one long rope for each group. Two youth turn the rope and two play the game. The game is played with the “mouse” entering the rope and jumping one time and exiting on the diagonal, going around the turner and entering the rope on the other side and again exiting on the diagonal (a figure 8 formation). The “cat” may enter the rope after the mouse has jumped once and the chase is on. They each go in the figure 8 formation jumping the rope once each time they enter. The cat is trying to tag the mouse out.

Stack’em Up: This game requires one long rope and a group of youth. Jumpers form one line to enter the rope near one of the turners. With each turn of the rope, another jumper is added. The jumpers must crowd together to make room for yet another jumper. The game is over when there is a miss. The idea is calling out the number of jumpers as each new one is added and trying to beat that number each session time.

Catch Me: Youth get in groups of three with one long rope for each group. Two youth turn the rope as one jumps inside. The idea of the game is to have the jumper jump anywhere he or she wishes; the turners have to follow them to keep the jumper jumping inside the rope. If the jumper can continue to jump, the turners are doing a good job of keeping their eyes on the jumper and making sure the rope goes around them. This game develops concentration, endurance, and turning skills for the turners and endurance and agility for the jumper. They love challenging each other! Jumpers can create hundreds of activities—the only limit is their creativity!

Cool Down

It is very important to cool down after being physically active, especially in warm weather. Walk slowly for a few minutes and drink cool water after exercising.
Session 5: Know It: Snacks

Objective
Participants will learn about healthy snacks.

Nutrition—Healthy Snacks

Why are snacks important? Snacks are an important part of our daily diet. They provide energy and nutrients that you may not get at meal times. Small snacks can also keep you from overeating at meal times.

What are some good snack foods? Fruit, veggies, crackers, cheese cubes, etc. Try to avoid high-sugar, high-fat foods. Eat foods that will give you longlasting energy.

Try to eat meals and snacks during the day to give you energy to keep your brain working while you are at school and so you can jump rope or do other activities during recess and after school.

See Appendix D: Snacks.

Snack—Graham Cracker Deluxe

Supplies:
- Graham crackers
- Peanut butter
- Soft fruit [banana, pear, peaches], cut in pieces
- Butter knife

Spread 2 graham cracker squares with a thin layer of peanut butter.

Place slices of banana, peach, pear, or other soft fruit on top of one graham cracker square. Place other peanut butter graham cracker square on top to make a sandwich.

Discussion

Is this a good snack? Yes
How many food groups does it have? 3
What are other good snacks?
Session 6: Move It: Double Dutch Jumping

Objective
Participants will learn double Dutch jumping.

Warm Up
See Appendix A: Warming Up—Stretches and Exercises.

Double Dutch Jumping
Double Dutch is an advanced jump rope skill. It is important that jumpers have successfully mastered long rope skills before they try double Dutch. The rope turners turn two ropes so that one loop is on the top while the other loop is on the bottom. To enter the ropes, the jumper must do a “back door” jump. Use 12- to 14-foot ropes to learn the new skill. Advanced jumpers can double Dutch with 24-foot ropes.

Four important skills are needed to be successful in double Dutch jumping.

1. Turning skills
   • Each rope turner starts with one arm in a circular fashion from the outside to the inside. Once the first rope is to the top of the loop, the rope turners begin to turn the other rope in the same manner.
   • Turners should move about to keep the jumper in the center of the ropes.

2. Jumping skills
   • Use the same technique used in long rope jumping.
   • Use a single bounce (jumping over a rope each bounce).
   • If using one-foot skills, the jumper must alternate footwork. When a rope travels downward toward one side of the body, the jumper must jump over that rope with the opposite foot.

3. Entering skills
   • Use the same technique used in long rope jumping.
   • The jumper will enter after the back rope passes his or her face. Jump over the rope that is coming toward you across the bottom.

4. Exiting skills
   • Use the same technique used in long rope jumping.
   • After the last jump, run away from the rope just jumped.
   • The turner nearest where the jumper is exiting can assist by stepping away from the exiting jumper.
Cool Down

It is very important to cool down after being physically active, especially in warm weather. Walk slowly for a few minutes and drink cool water after exercising.
Session 6: Know It: Building Better Bones

Objective
Participants will increase knowledge of the role of calcium.

Nutrition—Calcium

What is calcium? Calcium is one of the most important nutrients that your bones need to grow. Most of the calcium in your body is used to build your bones. It also plays a role in helping your heart, muscles, and nerves stay healthy as well as keeping your blood flowing.

Where can you get calcium? The best sources of calcium are milk and dairy products. Calcium is also found in others foods, such as dark green leafy vegetables, tofu, and some fish with bones. If you are allergic to milk, you can get calcium from vegetables and calcium-fortified foods, such as orange juice. If milk gives you an upset stomach, cramps, or bloating, you may be lactose intolerant. You can then get calcium from lactose-free dairy products, vegetables, and calcium-fortified foods, such as orange juice.

What if you don’t get enough calcium? If you don’t get enough calcium, your body can steal it from your bones. When too much calcium is taken from your bones, they can become weak and are more likely to break. You won’t know your bones are getting weaker until they break.

Snack—Ice Cream in a Bag
Recipe from the National Dairy Council

Supplies: (makes 1 serving)
- 1 cup milk
- 1 teaspoon vanilla extract
- 3 tablespoons sugar
- Crushed ice
- 1 ½ cups rock salt
- 1 pint size zip type plastic bag
- 1 gallon size zip type plastic bag

1. Fill the large bag half full of ice.
2. Add the rock salt. Seal the bag.
3. Put milk, vanilla extract, and sugar in the small bag. Seal the bag.
4. Place the small bag inside the large one and seal again.
5. Shake the bag and dance while you do it. The mixture turns to ice cream in about 5 minutes.
6. Wipe off top of small bag. Open carefully and enjoy.
Discussion

Does ice cream provide nutrients for the body? Yes
What mineral is found in milk that is used for building bones and teeth? Calcium

OR

Does cheese provide nutrients for the body? Yes
What mineral is found in cheese that is used for building bones and teeth? Calcium

OR

Does yogurt provide nutrients for the body? Yes
What mineral is found in yogurt that is used for building bones and teeth? Calcium
Session 7: Move It: Practice Makes Perfect

Objective
Participants will improve one jump rope skill of their choice.

Warm Up
See Appendix A: Warming Up—Stretches and Exercises.

Practice Jump Rope Skills
- Two-Foot Skills
- One-Foot Skills
- Long Rope Jumping
- Double Dutch Jumping

Modifications:
1. Use three people and three long ropes to form a triangle. Turn all three ropes at the same time and have three jumpers (one in each rope).
2. Lay two long ropes in a crisscross position on the jumping surface. Position a turner at each end of the rope. Begin turning. The jumper should enter and jump in the center where the ropes intersect.
3. Bounce a ball while jumping in a turning rope.
4. Switch turners while continuing to turn the rope.
5. Have jumper use a single rope and jump in a long rope that is being turned by two other youth.

Cool Down
It is very important to cool down after being physically active, especially in warm weather. Walk slowly for a few minutes and drink cool water after exercising.
Session 7: Know It:
Get Off to a Good Start With Breakfast

Objective
Participants will increase knowledge about why to eat breakfast.

Nutrition—Breakfast
How many of you ate breakfast this morning? Why do you think it is important to eat breakfast? To make sure that you have enough energy throughout the day, it is important to eat breakfast every day. Breakfast also helps you be alert for learning and playing and can also help you get along with others. Breakfast is the most important meal of the day. It gives you fuel to keep going all day.

What are some of the things that you ate for breakfast today? Explain that breakfast doesn’t have to be traditional breakfast foods. It is OK to eat meat, tortillas, and other foods just as long as you eat something healthy. Try to get food from three different food groups. Examples: leftover pizza, milk, orange. Try to avoid foods that are high in fat and sugar. Examples: doughnut, sugar-coated cereal, or pastries.

See Appendix E: No Time for Breakfast.

Activity—Energy for the Day

Supplies:
- 3 participants to volunteer
- 3 balloons

Give the three participants a balloon.

Balloon 1 – Limp Balloon. Explain that the participant’s balloon has no energy because it hasn’t had any food today (it skipped breakfast).

Balloon 2 – Blow up balloon part of the way and let it go. Explain that this balloon only has a short amount of energy because it ate a lot of sugary snacks.

Balloon 3 – Blow balloon up all the way and let it sail around the room to show long-lasting energy. Explain that this balloon has long-lasting energy from foods such as fruits, vegetables, breads, and cereals.
Snack—Trail Mix

Supplies:
- Mixing bowls
- Mixing spoons
- Small paper or plastic cups
- 2 to 3 boxes square-shaped cereal (Chex, Oatmeal Squares, Life)
- 2 to 3 boxes ring-shaped cereal (Cheerios)
- 2 to 3 of the following: raisins, dried fruit, nuts (any variety), chocolate chips, M&M’s, mini-marshmallows, or Goldfish crackers
- 100 percent fruit juice

1. Divide participants into groups of 3 or 4.
2. Have each group pick the items to include in their snack from the items provided.
3. Have each group place ½ cup square cereal and ½ cup ring cereal into a mixing bowl.
4. Add other items of your choice to equal ½ cup.
5. Stir the mix with a mixing spoon.
6. Portion out a small amount of the mix into a paper cup for each person to snack on.
7. Serve with 6 ounces 100 percent fruit juice

Discussion
What are the good sources of energy in the trail mix? Everything except marshmallows and M&M’s.
What food groups make up the trail mix? Grains, meat, fruit.
When could you eat trail mix? Anytime.
**Session 8: Review**

Take a few minutes to review the 6 lessons:

- **Session 2**  Jump Rope Basics and Pyramid Power
- **Session 3**  Two-Foot Skills and Wet Your Whistle
- **Session 4**  One-Foot Skills and Be Active, Be Healthy
- **Session 5**  Long Rope Jumping and Snacks
- **Session 6**  Double Dutch Jumping and Building Better Bones
- **Session 7**  Practice Makes Perfect and Get Off to a Good Start With Breakfast

Ask youth to volunteer something new they learned about nutrition.

Give the youth the same paper as in session one, and ask them to draw or write the three items they like to eat and make sure to include any new foods they like to eat.

Ask them to write down if anything has changed with their eating habits or how they spend their free time since Session 1.

Collect the papers to evaluate what the youth have learned from this curriculum.

**Snack**

Small cup of sherbet or frozen yogurt
Appendix A: Warming Up—Stretches and Exercises

Before jumping rope or exercising, it is important to warm-up for approximately five minutes. The following are some suggested warm-up activities.

- **Walking**: have participants walk at a brisk pace around a gym or playground. Brisk walking increases the heart rate.
- **Jogging**: same as walking, except increases the heart rate a little quicker.
- **Marching**: have participants march in one spot lifting their knees as high as possible. Marching increases the heart rate.
- **Kicking**: have participants step onto one foot and kick the other leg across. Repeat on the other leg. Kicks can be performed low at first to increase heart rate then higher to incorporate more of a stretching motion.
- **Swinging**: hold a folded rope in two hands and lift both arms high and to one side. Swing arms downward in front of body and finish reaching high on the other side. Bend knees over the toes as the arms swing downward. Swinging can increase the heart rate as well as provide a light stretch.
- **Arm circles**: hold arms out at the side of the body, parallel to the floor. Move arm in a forward motion making small circles in the air for a count of 10. Reverse direction, so the arms are making a circle in the opposite direction. Repeat making bigger circles with the arms. Arm circles slowly increase the heart rate as well as stretch the muscles in the arms and upper back.
- **Jumping Jacks**: have participants start standing feet together and arms at their sides. Next, have them jump moving feet apart and hands clapping above their head. Then have them jump back into the starting position. Repeat for a count of 20. Jumping jacks increase the heart rate and provide a light stretch for the entire body.
- **Calf Stretch**: stand with one foot in front of the other and both feet facing forward, hip width apart. Keep both heels on the ground. Bend the front knee- a stretch should be felt in the back of the lower straight leg. If a stretch can not be felt, the back foot should be moved further backwards. Hands can be placed above the head or rested on a wall. Hold stretch for 16 counts. Repeat with the other leg.
• **Hamstring Stretch** - stand with one foot in front of the other and both feet facing forward. Keep both heels on the ground. Bend the back knee and straighten the front leg. Gently bend forward reaching toward the ground with hands. A stretch should be felt in the hamstrings of the straight leg. If a greater stretch is required, the front foot can be flexed by placing the heel on the floor and bringing toes up toward the knee. Hold the stretch for 16 counts. Repeat on the other leg.

• **Crazy Eight** - this exercise in a fun series of eight counts. It is broken down the following way:
  1. Move feet apart by alternating toe and heel. Move apart toe, heel, toe, heel, toe, heel, toe, heel. (8 counts)
  2. Clap hands like you are trying to brush the dirt off of them in a downward direction to the floor. (8 counts)
  3. Walk forward with hands until body is in push up position. (8 counts)
  4. Hold body in the push up position. (8 counts)
  5. Do push ups. (8 counts)
  6. Walk hands backward until hands are on the floor in front of the body. (8 counts)
  7. Clap hands upward like you are trying to brush the dirt off them. (8 counts)
  8. Move feet together using the heel toe motion. (8 counts)
Appendix B: Basic Single Jumps

Slalom- Jump side to side, like you are going down a ski hill.

Jumping Jax- Move your legs apart and together like you are doing a jumping jack.

X-It- Cross your feet, your legs will look like an X.

Twister- Jump and twist at the waist.

Hop on One Foot- Jump on one foot at a time.

Alternating Step- Jump on one foot at a time, kicking the other foot out in front.

Boxer- Jumping rope like boxers do, running while jumping.

Heel Tap- Tap your heel in front of you while jumping, one foot at a time.

Toe Tap- Tap your toe in front of you while jumping, one foot at a time.
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Appendix C: Jump Rope Rhymes and Chants

Cinderella
Cinderella dressed in yellow,
Went upstairs to kiss a fellow,
By mistake she kissed a snake,
How many doctors did it take?
1, 2, 3 ...

Strawberry Shortcake
Strawberry shortcake, blueberry pie,
I got the name of the cutest guy,
And his name begins with
A, B, C ...

Friends
Friends, friends, friends forever,
We cherish each other like a friend,
How many friends does (insert name) and (insert name) have?
1, 2, 3 ...

Teddy Bear
Teddy Bear, Teddy Bear turn around,
Teddy Bear, Teddy Bear touch the ground,
Teddy Bear, Teddy Bear tie your shoe,
Teddy Bear, Teddy Bear that will do,
Teddy Bear, Teddy Bear go upstairs,
Teddy Bear, Teddy Bear say your prayers
Teddy Bear, Teddy Bear dim the lights,
Teddy Bear, Teddy Bear say goodnight.

7-Up
7-up, 7-up count to 11-up,
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
6-up, 6-up do the splits up
1, 2, 3, 4, 5, 6
5-up, 5-up touch the side up
1, 2, 3, 4, 5
4-up, 4-up touch the floor up
1, 2, 3, 4
3-up, 3-up touch your knee up
1, 2, 3
2-up, 2-up touch your shoe up
1, 2
1-up, 1-up you’re all done up

All Together
Participants jump in one at a time until everyone is in the rope. As they enter the rope, repeat ALL, ALL, ALL ... until the last person is in the rope. Say the chant and then the participants will exit on their birthday month.

ALL, ALL, ALL, ALL ...
All in together, any kind of weather,
I see a teacher looking at the window,
Ding, dong a fire bell,
January, February, March ...

School
Participants jump in the rope one at a time.
They jump the number of times depending on what grade they are in. All participants start at kindergarten followed by 1, 2, 3 ... For kindergarten, they run through the rope without jumping, first graders jump once, and so on ... If they miss as they are jumping, they have to start over at kindergarten.
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Appendix D: Snacks
An Important Part of Your Diet

Healthful snack foods include the following:
- Low-sugar cereals
- Wheat crackers
- Popcorn
- Breads
- Graham crackers
- Peanut butter spread thin on crackers
- Hard-cooked eggs
- Bean dip spread thin on crackers
- Celery stuffed with peanut butter
- Vegetable sticks
- Canned or fresh fruit chunks
- 100 percent fruit juice
- Cheese slices or string cheese
- Yogurt
- Milk shake made with fruit and milk
- Cooked vegetables
- Muffins
- Milk
- Small bagels
Appendix E: No Time for Breakfast

Check out some ways you can build a breakfast around foods that are ready to eat or take little time to prepare.

Quick To Fix Foods

- Fresh, canned, or frozen fruit and vegetable juices.
- Fresh, canned, or dried fruits.
- Milk, yogurt, cheese, cottage cheese, custard.
- Leftover poultry, fish and meat; canned fish such as tuna.
- Leftovers such as casseroles (macaroni and cheese), spaghetti, pizza, enchiladas, etc.
- Breads, muffins, rolls
- Quick-cooking and instant hot cereals
- Ready-to-eat cold cereals