

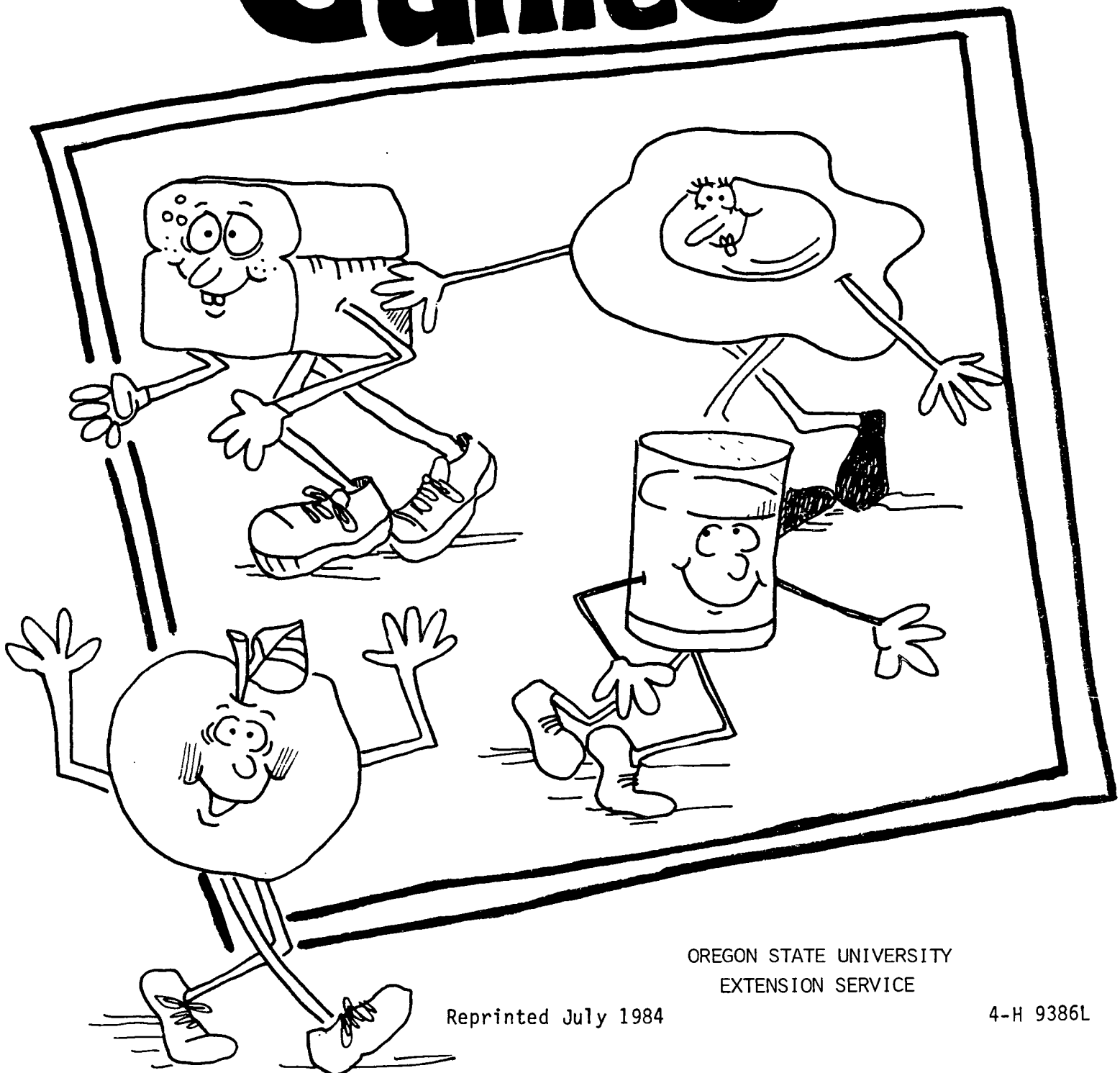
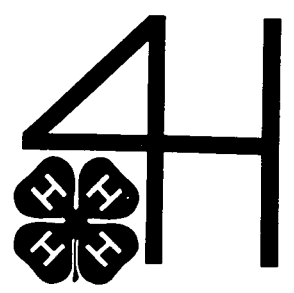
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LEADER GUIDE

Vitality Games



OREGON STATE UNIVERSITY
EXTENSION SERVICE

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ACTIVE GAMES

KNOW AND GO

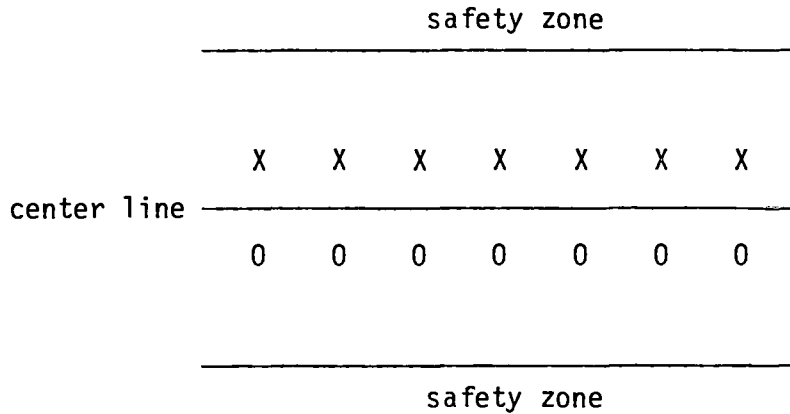
Grades 2-8

Equipment

A list of 20-50 true and false questions that relate to nutrition;
two long pieces of masking tape; one large area free of obstacles.

How to Play

1. Divide the players into two teams, Group True and Group False.
2. Designate a center line and two safety zones approximately 20-30 feet from the center.
3. The teams line up opposite each other with the center line as a boundary between them (see diagram).



4. The leader asks the groups a true or false question about nutrition.
5. The group representing the correct answer chases the group representing the wrong answer. Members of the group that has the wrong answer try to reach their safety zone before they are tagged by the other group's members. Example: "Cheese is in the meat group." - False. The False group chases the True group members to their safety zone.
6. When an individual is tagged before he reaches his safety zone, he must join the other group.
7. The game is over when all players are on one team.
8. Stress safety!

PEOPLE PUZZLES

Grades 5-12

Equipment

Two sets of 31 pieces of 8½"x11" paper with each letter of the alphabet (ABCDEFGHIJKLMNOPQRSTUVWXYZ) and duplicates of the vowels (AEIOU) written on them.

How to Play

1. Divide the group into two teams. Select a captain and a speller for each team.
2. Give the speller for each team a complete set of alphabet sheets.
3. The leader starts the game by choosing a name of a nutritious food and saying it aloud.
4. The speller finds the letters in his team's set and gives them to team members to hold in front of them.
5. The captain arranges the team members with letters in proper spelling order.
6. The first team with a correctly spelled word is the winner.
7. Rotate spellers and captains.

BASIC FOOD GROUP RELAY

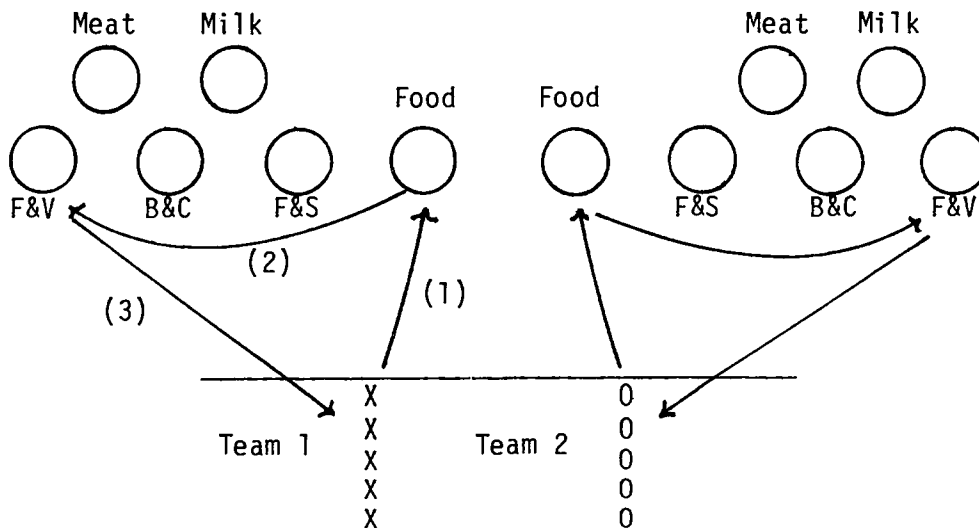
Grades 2-4

Equipment

Six paper plates, six labels attached to plates per team. Labels to be marked Food, Meat, Milk, Fruits and Vegetables, Bread and Cereal, Fats and Sweets. Pictures of food or Dairy Council food models (six pictures per food group) for each team.

How to Play

1. Divide group into two teams. Arrange paper plates and teams as shown below.



Basic Food Group Relay (cont'd)

2. Mix the 30 food pictures and place them on the food plate for each team.
3. Have one player from each team run to the food plate, select a picture, and place it on the correct food group plate.
4. Award one point to the team that finishes first and one point for each food that is correctly categorized.
5. The team with the most points wins.

4-4-3-2 CIRCLE RACE

Grades 1-4

Equipment

Large grassy area free of obstacles.

Purpose

To learn more about the basic food groups for foods that are high in key nutrients.

How to Play

1. Group sits in a circle with arms folded and legs crossed.
2. Select a person to be "it." "It" chooses a food group or a nutrient and announces it to the group.
3. "It" moves around the circle putting his hand between two people, saying a food.
4. If the food is contained in the announced food group or is a food high in the announced nutrient, those two players race around opposite sides of the circle, trying to get back to their original position.
5. The person who doesn't regain his seat is the new "it" and the game is repeated.

4-4-3-2 RELAY

Grades 1-6

Equipment

Food models; chalk or tape.

Purpose

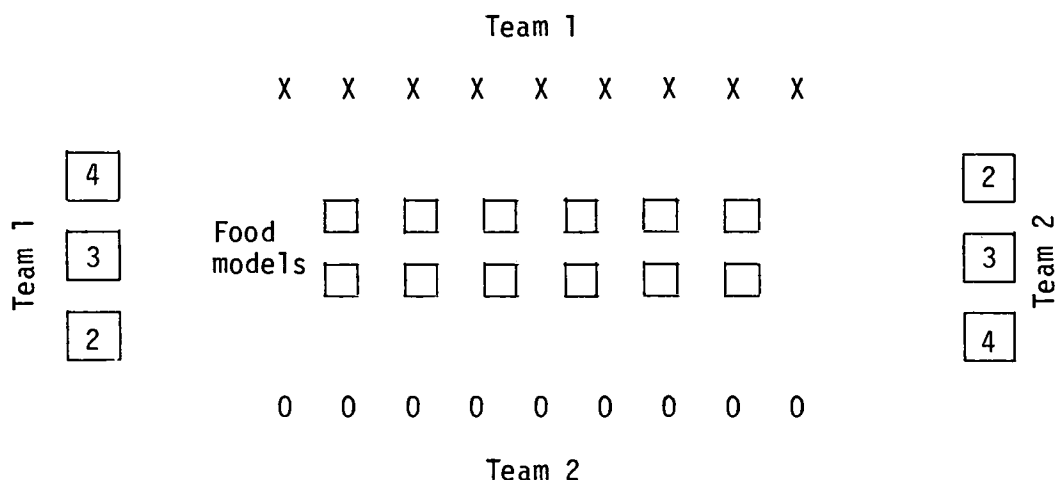
To teach the numbers of servings needed for each food group.

How to Play

1. Divide the players into two teams. Put one team on one side of the room. Both teams should be lined up so they are facing each other.
2. Separate the teams by a distance appropriate for the room in which the game is being played. Half way between the two teams and in the center, place face down an equal number of food models for the four food groups. Between the two teams, at both ends of the line, draw with chalk (or use masking tape to put on floor) three 3-foot squares, at right angles to the opposing teams (see diagram on page 4).

4-4-3-2 Relay (cont'd)

Using chalk or tape, number one square 4, the other 3, and the last 2, for each team.



- Have each team number off so that the number 1 of Team 1 is opposite number 1 of Team 2. The game begins with the leader calling out one or two of the numbers assigned to the children. The player(s) on each team whose number(s) has been called (e.g., number 6) runs to where the food models have been placed face down. Each player picks up one of the food models, looks at the picture, and then runs to his team's squares. Each player drops his food model into the proper square. If his picture is from the milk group, he would drop it in the square that has the number 3 written (taped) in it. Each player then runs back to his spot on his team.

Continue playing until every player has had at least one turn.

Scoring: 1 point for being first back in line
2 points for placing the food model in the right square

Note: Have the children help you decide if the models have been placed in the right squares.

Suggestion: Rather than having each player return to his place in his team's line, you might have him stand in the square where he believes the food should be placed. The teacher and other players would decide whether or not the child is standing in the right square.

RELAY RACES

Grades 1-6

Equipment

None

Purpose

To learn more about nutrition

How to Play

Any relay race can become a 4-4-3-2 learning experience. All you need to do is line players up in teams and have them race to a designated point, say a food contained in a designated food group or a food containing a designated nutrient, and run back to the starting point. You can have Vitamin A races, Vitamin B races, Protein races, etc.

Here are some relay ideas:

1. Running backward and forward
2. Crawling
3. Racing in sacks
4. Wheelbarrow races (one person stands holding the other person's feet, while that person must walk on his hands)
5. Hopping races
6. Balance races (players must balance paper plates or other objects on their heads as they race)
7. Tiptoe or walk on heels

There are many variations; have the children think of some.

HIDDEN FOOD NAMES

Grades 3-6

Equipment

Scratch paper, safety pins, pencils, squares of paper labeled with foods from the five food groups.

Purpose

To create an awareness of the different foods contained in the five food groups.

How to Play

1. Give each player the name of a food on a slip pinned to his back.
2. The object is to circulate around and be the first person to find a food from each of the five food groups. This would be easy if the other players would cooperate, but the object is to find other people's food names without letting them find out your name. Players, therefore, back up against walls, dodge around quickly to avoid having their names read. All players must write on their papers, food names and corresponding groups in order to win.
3. Set a 5-8 minute time limit and see how many foods players can identify.

NUTRITION BASEBALL

Grades 3-12

Purpose

To learn basic nutrition facts.

How to Play

1. Divide class into two teams. Set four chairs up in a diamond shape representing home, first, second, and third bases.
2. The teacher serves as the pitcher and umpire.
3. The first batter of team A sits at home plate and the pitcher winds up with a question. Before asking the question, the pitcher should indicate the value or number of bases the correct answer is worth. If the batter answers correctly, he moves to the chair corresponding to the number of bases the question was worth. The next batter can advance runners on base or bring them in for a run. An incorrect answer or one not given by the time the umpire counts out ten seconds is an "out." Three outs retire the side and the other team has a turn at bat.

(One-base Hit)

- * Everyone needs 4 servings of fruits and vegetables and 4 servings of breads and cereals every day.
- * Nine- and ten-year-olds need 3 servings of milk and 2 servings of meat products every day.
- * List three good after-school snack foods (apples, peanut butter sandwich, cheese and crackers, etc.)
- * Name three foods in the Fruit and Vegetable Group.
- * Name three foods in the Bread and Cereal Group.
- * Name three foods in the Milk Group.
- * Name three foods in the Meat Group.
- * Name three foods in the Fats and Sweets Group.

(Two-base Hit)

- * How much milk is needed for a serving? (1 cup)
- * Milk is a good source of iron. (True or False)
- * Peanut butter is in the Meat Group. (True or False)
- * What nutrient helps build strong teeth and bones? (Calcium)
- * What food group can cheese be put in? (Milk Group)
- * What food group are dried beans in? (Meat Group)

Nutrition Baseball (cont'd)

- * Potatoes contain a medium amount of Vitamin C. (True or False)
- * Vitamin A helps keep your skin smooth, helps your eyes adjust to dim light. (True or False)

(Three-base Hit)

- * Name two vegetables that contain Vitamin C. (Cabbage, potatoes, broccoli, cauliflower)
- * Name two fruits that contain Vitamin A. (Peaches, apricots, watermelon, cantaloupe)
- * Name two foods that are high in iron. (Red meats, dried fruits, beans)
- * Why is liver good for you? (High in iron)
- * Name two ways that Vitamin C helps your body. (Helps heal cuts and resist infection)
- * Vitamin C helps cure colds. (True or False)
- * Eggs contain Vitamin C. (True or False)
- * Fruits are high sources of iron. (True or False)

(Home Run)

- * Name two ways iron helps your body? (Helps build healthy blood and helps you use energy from the foods you eat)
- * Eggs contain Vitamin A. (True or False)
- * Name four nutrients that keep our bodies healthy. (Calcium, iron, Vitamin A, Vitamin C)
- * Name two foods that are medium or high sources of Vitamin A and C. (Cantaloupe, oranges, broccoli, brussel sprouts, greens)
- * Name four foods that are high in calcium. (Milk, milk shake, cheese, yogurt)
- * Name two ways Vitamin A helps your body. (Helps you see in dim light; helps you grow)
- * Apples are a food high in Vitamin C. (True or False)
- * Celery is a food high in Vitamin A. (True or False)



PASSIVE GAMES

FOOD RECALL

Grades 3-12

Equipment

None

Purpose

To acquaint the children with the variety of foods in each food group and foods that contain key nutrients.

How to Play

1. Divide players into two groups.
2. Choose a food group or nutrient.
3. Have each side name a food within that food group or that contains the key nutrient.
4. A point is scored for the other team if the answering team gives an incorrect answer or fails to answer within 10 seconds.
5. Foods cannot be repeated.
6. The team which reaches 3 points first wins.
7. Repeat with each food group and key nutrient.
8. Optional: You can reward winning team with peanuts.

FOOD WORDS

Grades 3-12

Equipment

One stick or writing pen.

Purpose

To become acquainted with a wide variety of nutritious foods.

How to Play

1. Group sits in a circle.
2. Hand the stick to a member in the group; he is "it."
3. Tell him to name two nutritious foods that are in a food group or contain a key nutrient. (Iron - red meat, egg; Milk Group - cheese, milk)
4. "It" must pass the stick around the circle while thinking of appropriate answers.
5. The group tries to pass the stick around the circle as many times as possible before the second food is named.
6. The person holding the stick when the second food is named is the new "it."
7. A new food group or nutrient is named and the game starts again.

FOOD SENSE GAME

Grades 1-3

Equipment

10-20 samples of familiar food or food stuffs, enough for a sample for each group; table; blindfold; tablecloth.

Purpose

To help develop senses other than sight in identifying familiar foods.

How to Play

1. Divide players into groups. Set up a table in the center of the room. On the table set out the food samples.
2. Blindfold one player from each team and have him led up to the table to identify three foods only by the senses of feel, touch, and smell. The player must stay at the table until three foods are identified correctly.
3. The player takes off the blindfold, runs back and gives it to the next person in the group, who is then led to the table by the person who last was blindfolded. The team to finish first is the victor.

FOOD SKITS

Grades 1-3

Equipment

None

Purpose

To learn the basic food groups and the different foods in them.

How to Play

1. Divide the children into four groups.
2. Separate the groups and assign them a location in the area.
3. Secretly assign each group a food group name.
4. Have each child pick a food from his group.
5. Allow everyone 5 minutes to prepare for an acting out of their food.
6. Call all groups together, have them act out their food parts. Have the other groups try to guess first what each player is, then what group he is in.
7. Example: Meat Group--Bill, bacon; Susan, lamb chop; Paul, hot dog.

PEANUT TOSS

Grades 1-6

Equipment

Peanut toss board; peanuts.

Purpose

To learn the correct servings needed from the basic food groups.

How to Play

1. Construct a small cardboard 4-4-3-2 board which has openings for each food group.
2. Divide the players into teams of four to six players.
3. Have the players throw peanuts through the openings. Each person gets three attempts to throw one peanut through each opening.
4. Score 4 points for fruits and vegetables, 4 points for breads and cereals, 3 points for milk group, and 2 points for the meat group. The points correspond to the number of servings needed from each food group.
5. Peanuts thrown through the opening may be eaten by the thrower.
6. The team scoring the most points wins.

THE SILENT INTERPRETER

Grades 4-12

Equipment

Pencil and paper for each participant; a list of words of nutritious foods; a watch with a second hand.

How to Play

1. Divide the group into two teams by counting off by "silent" and "interpreter." Get a volunteer from each group to be a silent interpreter for the first round of play.
2. Players sit in view of their interpreter who stands and faces his team. Teams sit opposite each other with their backs toward the other team.
3. The leader gives paper and pencil to all sitting players and gives a covered word to each interpreter, explaining that they are not to uncover it until directed to do so. Give the same word to each interpreter.
4. The leader tells each team the number of letters in the word before each round begins.
5. The Silent Interpreter interprets the word to his team by spelling out sounds through pantomime with no verbal sounds.
6. Team members cannot speak to each other or make any verbal sounds. They write down what letter they believe is being interpreted by their interpreter.
7. The interpreter has 30 seconds or more, depending on the group, to interpret each letter. Once time has run out, there is no repetition of any letters and there is no forging ahead to other letters.
8. When every letter has been covered by the interpreter, the seated team players have 30 seconds to discuss the word and come to an agreement of what the word was. The first team to identify the word wins.

NUTRITION SQUARES

Grades 4-12

Equipment

A tic-tac-toe grid (drawn on transparency, newsprint, blackboard, etc.); questions made up for the game; a pen or pencil for marking X's or O's on the grid.

Purpose

To stimulate interest in and/or discussion of nutrition or nutrition-related facts.

How to Play

1. Choose 9 players with "star status" to serve on the grid; 2 players as contestants, designated as X or O; a moderator and a score keeper.
2. The game is similar to the Hollywood Squares game played on television. The object is to place an X or O in three squares to form a straight line either vertically, horizontally, or diagonally.
3. The name of each student with "star status" is placed in a block on the grid (see diagram below).

Sue	Mark	Jane
Don	Karen	Debra
Benny	Carol	Louis

4. One person serving as a contestant will choose a student-star on the Nutrition Squares grid. The moderator poses the question to the student-star, who from his knowledge can either answer correctly or incorrectly. The contestant must then decide to accept or reject this answer. (A panel of student judges or the entire class might be used to confirm the answers for the game, depending on the size of the group.) If the contestant is correct in his decision, then he receives either an X or an O (depending which symbol is representing him) in the appropriate square. If the contestant answers incorrectly, no mark is made and play proceeds to the other contestant and a new question. When a player is awarded three squares in a straight line, he is declared the winner.

VIEWLESS VIEWS

Grades 3-8

Equipment

Paper and pencil for each player; foods with interesting shapes.

How to Play

Two players sit back to back. One player is given a nutritious food, such as broccoli, cauliflower, a muffin, yogurt, etc. The other is given a pencil and paper. The first player must describe the food without naming it, and the other must draw the food from the description given by his partner. Display the masterpieces with the original objects. There will be a lot of laughs. This is a good time to discuss food and nutrition.

CALCIUM IN BONES

Grades 4-9

Equipment

Chicken bone, vinegar.

Purpose

To learn why calcium is important for our bodies.

How to Play

Take a clean chicken bone and cover it with vinegar. Tell the students that you plan to leave it for several days and at the next meeting examine it for any changes. Help the boys and girls think out WHY the chicken bone is hard. (Calcium works with Vitamin D and phosphorus to build bone.) Next, anticipate what effect the vinegar, an acid, might have on the bone. (Vinegar tends to dissolve out the calcium, softening the bone.) This is just an oversimplified way to illustrate the importance of calcium to the formation of good strong bones. Feature the results of the experiment at the next meeting. (The bone should be pliable and bend easily.)

NUTRITION LEARNING ACTIVITIES

Grades 3-9

Equipment

Paper plate, paring knife, toothpicks, apples, water, orange juice, pineapple juice.

Purpose

To help youth become curious about foods.

Nutrition Learning Activities (cont'd)

How to Play

1. Cut fresh apples into bite-sized pieces. Let each child have four pieces.
2. Each child puts one piece of fruit into each of these: water, orange juice, pineapple juice--the last piece shouldn't be dipped into anything. Use toothpicks or forks for dippers.
3. Wait 15 minutes while you do another activity. What is happening to the pieces? What kept some from turning dark? Oxygen in the air causes some fruits to turn dark. Vitamin C protects the fruit from oxygen. What other juice might keep fruit from turning dark? Lemon, lime, or grapefruit.



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