Leaders’ Guide: Frisbee Fun and Food
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Frisbee Fun and Food is a program of the Alabama Cooperative Extension System 4-H and Youth Development; Human Nutrition, Diet, and Health; and Food Safety Preparation and Preservation Priority Program Teams. Frisbee Fun and Food is one of many program resources developed as part of Extension’s Just Move Alabama project. Just Move Alabama program resources were funded by an Extension Priority Team Grant.

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Leaders’ Guide: Frisbee Fun and Food

Introduction
The Frisbee Fun and Food curriculum consists of seven lessons that teach nutrition and Frisbee skills to youth. This curriculum is most suitable for youth ages 9 through 13.

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General Modification

Use deck rings instead of Frisbees.

How to Make Deck Rings:

Materials needed: Old newspapers and tape [any kind]

1. Unfold and spread out the front and back pages of a regular-sized newspaper. When these are unfolded, one big sheet is created.
2. Place a second piece of newspaper of the same size on top.
3. Begin at one corner of the newspaper and roll it up very tightly.
4. Fold the ends on top of each other to create a circle approximately 6 inches in diameter.
5. While having someone hold the newspaper, tightly wrap tape around the ring. Be sure to cover the entire ring to prevent fraying and smudging of the newspaper.

SAFETY GUIDELINES:

- Do not throw a Frisbee to someone until you make eye contact with the player catching the Frisbee.
- Look at your surroundings before you throw a Frisbee. Make sure you are at least 2 arm lengths away from the people near you.
- Look at the person you are throwing to; make sure he or she is ready to catch the Frisbee and is looking at you.
- Remove debris and sharp objects from the playing area.
**Session 1**  Move It: 
**Rules and Backhand Throw**

**Objective**
Participants will be able to throw a Frisbee using the backhand throw.

**Frisbee Rules**
1. Be a good listener while the lesson is explained.
2. Review the safety guidelines.

**How to Hold and Throw a Frisbee Using the Backhand Throw**
Hold the Frisbee with your thumb on top, your index finger on the side of the rim, and your other fingers under the rim. Stand sideways to your target, swing across your body, and release toward your target. Follow through. Tilt the Frisbee slightly to make it fly level, or tilt the Frisbee more to one side or the other to add a curve.

**Verbal Cues:**
1. Hold the Frisbee with your thumb on top, your index finger on the side of the rim, and your other fingers under the rim.
2. Stand sideways to the person or target you are throwing to and with your throwing hand on the target side.
3. While holding the Frisbee, move your arm back and across your body keeping the Frisbee flat.
4. Lean into or step with your foot closest to the target while your throwing arm straightens out during the throw.
5. Snap the wrist.
6. Follow through to your target.
Practice Backhand Throwing

1. Allow each player to choose a partner.
2. Each pair finds their own personal space at least three arm lengths away from others.
3. Partners stand at least 5 feet apart.
4. Each pair gets a Frisbee.
5. If playing inside, pairs stand in their own space, two arm lengths away from another pair, facing a wall.
6. If playing outside, players stand two arm lengths apart, all facing the same direction.
7. Leader reviews cues for holding and throwing the Frisbee.
8. On a cue, such as saying the word go or blowing a whistle, one player throws the Frisbee while his or her partner stands 5 feet behind.
9. Following another signal, players retrieve the Frisbees, which is the cue for the throwers’ partners to retrieve the Frisbees.
10. Allow each player to practice throwing 10 times.

Note: The above activity is not intended for players to throw the Frisbee to each other or to a target, but rather to throw the Frisbee in general space without a target, working specifically on grip, form, and flight.

Modifications:

1. To ensure success, decrease the throwing distance.
2. Use a nerf Frisbee or deck ring.
3. To make the activity more challenging, increase the throwing distance.
4. To make the activity more challenging, have players practice throwing with their nondominant hand.
Session 1  Know It:  
Media Madness

What does it mean to be fat or skinny or overweight or normal? This unit looks at how different body types are portrayed on television, in magazines, and in other forms of mass media.

Objectives
Youth will begin to do the following:

1. Start thinking about ways that unrealistic and unhealthy body images are presented.
2. Begin to recognize and accept that there are “regular” people with all body types. The shape of your body does not indicate what sort of person you are.

Materials Needed
- Flip chart and markers
- Old magazines that participants can cut up
- Art supplies to create a mural

Background
Mass media and advertising have a powerful influence on how we perceive body image. Our culture is filled with ideal images of thin, male and female super models. Subtle messages convey that if you use a certain soap or drive a certain car, you will be prettier, thinner, and sexier. Young people are presented with a very narrow ideal of what it means to be attractive and successful. This ideal carries unrealistic physical expectations. Both boys and girls are told they should look like a super model, but only one in 40,000 naturally has a model’s body type.
Introduction

Ask participants to think about people they really like and respect. What is it that they value and enjoy about these people? What is it that makes these people happy or successful? What makes them fun and interesting to be around?

Now describe these people. How are they built? What do they look like? Do they look like athletes or super models? Do you see people like them on television or in magazine advertisements?

What does this say about how the mass media presents “real people”? Are chubby or short or gangly men or women shown as smart, heroic, or appealing? What about the diversity of body types shown as good guys and bad guys? Youth can discuss how the people they like and respect are different from the people they see on television and in magazines and advertising.

Activities

1. Based on your group discussion, challenge participants to cut out pictures of people who look like the real people they know. Note that this may not be an easy task. Ask participants if it was easy to find pictures of “real people” or did they find many unrealistic pictures? Discuss how these media images may affect their own body image. Encourage participants to question the body images shown in the media. Have them discuss the photography techniques used in magazines and in films. Did you know that a technique called airbrushing takes away blemishes and makes skin look smooth and even? Have participants describe why the people in the pictures they picked look real to them and what they like about them.

2. Have participants create a “real people” mural for the room with the pictures they collected.

More to do:

Have participants take action by writing to a magazine editor or an advertising executive expressing concern about unrealistic images that are being portrayed. Their letters should ask the magazine or TV station to depict more “real people.”

Assessment:

Base your assessment on the critical analysis of unrealistic images and appreciation of diversity that youth express in their letters to the editor.
Session 2  Move It: Catching and Backhand Throwing to a Partner

Objective
Participants will be able to use the backhand Frisbee throw with a partner while also being able to catch a Frisbee.

How to Catch a Frisbee
Regular Catch: (Can catch with any hand or with both)
Make a quick, strong squeeze when catching, just before the Frisbee hits your hands. C catches, are low catches that are made with your thumbs up, and high catches are made with your thumbs down. A two-handed or pancake catch is made with both hands clapping together onto the disc. The most important thing to remember is not to be afraid of the Frisbee.

Practice Throwing and Catching With a Partner
1. Have players select a partner.
2. Each pair needs one Frisbee.
3. Have partners standing approximately 10 feet away from each other.
4. Have all pairs throwing the same direction approximately 5 feet away from other pairs.
5. Partners throw the Frisbee back and forth to each other practicing the backhand throw and catch.

Modifications:
1. To ensure success and/or increase the challenge, shorten or extend the distance between partners.
2. Change the object being thrown to a nerf Frisbee or deck ring.
3. Continue throwing to a wall or target.
4. Self toss the Frisbee in the air and practice catching.
5. Add a point every time a partner catches the Frisbee; earn 5 points and take a step back from each other, increasing the throwing distance.

SAFETY:
⊙ A Frisbee should not be thrown to someone until the thrower receives eye contact from the player catching the Frisbee.
Session 2  Know It:
Go With Grains

Objectives
Participants will be able to do the following:

• State that grains contain complex carbohydrates that provide
  energy for the body
• Learn the importance of eating whole grains and be able
  to explain how grain grows and is converted into food
• Name at least three foods from the USDA MyPyramid food
  guidance system grain group

Materials Needed
Wheat seeds (feed store)
Sheaths of wheat (craft store)
Whole wheat flour (grocery store)
Wheat germ (grocery store)
A small, resealable plastic bag with flour
A slice of bread
Samples of other grains such as oatmeal, barley, or rice. (Check health
food stores or whole food stores for unusual grains.)

Note: If you plan to store the grain for a long time, keep it in the
refrigerator or freezer to prevent pests from hatching in the grain.

Explain to the participants how farmers plant wheat seeds that use
energy from the sun to grow into tall sheaths of wheat. The grain is then
harvested with the use of large combines. The grain is collected and taken
to the processing mill. The straw, which is not used for food, is separated
from the heads, which are removed and ground into flour. Different parts
of the grain are used to make different products. Whole wheat contains
more of the wheat’s whole grain, and wheat germ is made from the germ
of the grain. Flour is mixed with other ingredients to make dough for bread
or is used in other processed foods [http://www.kswheat.com].
Activity

Make Bread in a Bag

Bread-in-a-Bag Recipe

This recipe makes 2 large loaves or 4 small loaves of bread. Enlist a few adult volunteers to help measure and mix. Make arrangements for bread to be baked on sight or prepare a means for youth to take their bread home to bake. Before beginning, have students cover desks with clean butcher paper for quick cleanup of the work area. Have students wash their hands. Volunteers should fill large bowls with warm water and warm milk (105 to 115 degrees F) from which students will measure out the amounts needed.

Mix in a 2-gallon heavy duty freezer bag:
- 1 cup all-purpose flour
- 2 packages yeast
- 1 cup warm water
- 2 tablespoons sugar
Squeeze upper part of the bag to force out any air. Close the top of the bag tightly. Mix well by working the bag with your fingers until all ingredients are completely blended. Allow mixture to rest for 15 minutes.

Add: 1¼ cups warm milk
- 1 tablespoon salt
- 2 tablespoons shortening
Mix well by working the bag with your fingers. Gradually add 5 to 6 cups of all-purpose flour. Add enough flour until the dough is stiff or until it pulls away from the bag. Turn dough onto floured surface. Divide the dough in half. Knead each half for 5 minutes or until it is smooth and elastic. Add more flour if the dough is too sticky. Cover the dough with a plastic bag, and let it rise for 10 minutes.

Flatten dough into a 12 x 7 inch rectangle. Starting from the narrow end, roll dough toward you. Pinch edges to seal. Tuck the ends under. Press each end to seal.

Place seamed side down in a greased 10 x 5 x 3 inch pan. Repeat for the other loaf. Cover loosely with plastic bag, and let rise in a warm place until it doubles (about 45 to 60 minutes.) Uncover. Bake at 400 degrees F for 35 to 45 minutes. Remove from pans. Cool on wire racks.

If you prefer, shape the dough into four 7½ x 5 inch rectangles and place in four 5¼ x 3¾ x 2 inch loaf pans. Baking time is slightly shorter.
As you go through the various processes, lead a discussion about bread making. Ask the following questions:

**Why does the bread dough rise?** Yeast is a living fungus that gives off gasses when it is moistened with a warm liquid and provided with food, the sugar. Wheat flour has gluten that allows the dough to stretch like a balloon.

**What are other kinds of flour besides all-purpose?** Whole wheat flour contains the bran and sometimes the germ of the wheat kernel. Cake flour is fine flour made from soft wheat. Rye flour is from the rye plant and must be mixed with wheat flour to form a dough that will rise correctly. Bread flour has higher gluten content than all-purpose flour and is used specifically for baking breads. Unbleached flour is white flour that has not been artificially whitened.

**What other products besides bread are made from flour?** Rolls, muffins, buns, cereals, crackers, spaghetti, macaroni, cakes, cookies, and much more.

**Additional Activities:**

- Pass around wheat seeds, sheaths of wheat, flour, whole wheat flour, wheat germ, and a slice of bread.

**Science:** Study the different parts of wheat.

- Have participants name some foods from the grain group:
  - Some foods made from wheat flour include bread, bagels, cereal, crackers, muffins, noodles, pancakes, tortillas, and waffles as well as cakes and cookies, which are usually high in fats and sugars.
  - There are other grains besides wheat. Some examples of common grains are oatmeal, barley, rice, and rye. (Pass around examples of different types of grain.)
Sociology: Certain other grains are used throughout the world for food but are not common in the United States. Have participants research other grains used for food. For example, Spain uses cornmeal as its main grain. It is stored in stone containers.

Health: Our bodies need energy to run even when we are resting. Grain group foods contain complex carbohydrates that are used for energy by the body. The more active you are, the more energy your body needs. Eating foods from the grain group every day gives your body the energy it needs for thinking, resting, running, jumping, and playing.

Have participants name different activities that require different levels of energy.

Conclusion

Eat foods from the grain group, especially whole grains, every day to give your body the energy it needs for thinking, resting, running, jumping, and playing.
Session 3  Move It: Frisbee Hustle

Objective
Participants will be able to use the backhand Frisbee throw and catch in a group activity.

Frisbee Hustle
1. Review throwing and catching techniques with a partner.
2. Divide the players into teams of 6 to 8.
3. Give one Frisbee to each team.
4. Half of the team of 6 or 8 stands 15 feet away, facing their teammates. Each half of the team is standing one behind the other.
5. Players in line throw the Frisbee to the teammate directly across from them. Once the Frisbee is thrown, throwers run to the end of the line they threw to. Teammates catching the Frisbees, catch them and throw them to the next people in the line opposite them and run to the back of the line they threw the Frisbees to. This continues until the players are back in their original positions or until a certain number of catches is reached.

SAFETY:
- A Frisbee should not be thrown to someone until the thrower receives eye contact from the player catching the Frisbee.
- When the players are running to the other line, they should run in an arch rather than straight ahead. Specify whether players should run to the right or left after throwing, and keep the direction consistent throughout the activity.

Modifications:
1. Decrease the throwing distance.
2. Use a nerf Frisbee or deck ring.
3. To increase the challenge: increase the throwing distance or add a second Frisbee.
Session 3  Know It: Crash Course on Carbs

Objectives
The participants will be able to do the following:

• Identify foods with complex carbohydrates and state that they contain starch and provide energy for our bodies.
• Identify foods with simple carbohydrates and state that they provide energy for our bodies.

Background
Carbohydrates are the main source of energy for the human body. The two types of carbohydrates are simple and complex. During digestion, carbohydrates are broken down into glucose in the bloodstream. Glucose is what our cells use for energy. Carbohydrate molecules are made up of carbon, hydrogen, and oxygen atoms that are grouped together.

Simple carbohydrates are smaller molecules than complex carbohydrates. Because simple carbohydrates are small and have fewer groupings of carbon, hydrogen, and oxygen atoms grouped together, they do not take as long as complex carbohydrates to break down during digestion. Foods that contain simple carbohydrates break down at different rates during digestion depending on their structure. A piece of whole fruit contains soluble and insoluble fibers that take longer than a glass of juice to digest. Like juice, table sugar or corn syrup is digested rapidly causing glucose, the end result of carbohydrate digestion, to be released rapidly into the bloodstream.

Complex carbohydrates consist of more groupings of carbon, hydrogen, and oxygen atoms and take longer than simple carbohydrates to break apart during digestion. This causes glucose to be released more slowly into the bloodstream than with simple carbohydrates. The more fiber a complex carbohydrate has, the longer it takes to digest the food, and glucose is released even more slowly into the bloodstream. A food made from wheat flour that has very little fiber will be digested more rapidly than whole grain food and will cause glucose to be released into the bloodstream more rapidly. Selecting more whole grains and fruits and vegetables that are high in fiber and consuming fewer processed carbohydrates helps our bodies regulate the release of glucose into the bloodstream.
Carbohydrates are important sources of energy for the human body and should not be avoided. Strive to consume healthy carbohydrates that contain more fiber and less added fat and sugar. To tell how much fiber is in a processed food, read the Nutrition Facts label. Fiber is listed under total carbohydrates. A food that contains 3 grams or more of fiber is a good source of fiber.

**Activity**

**Supplies:**
- Bottle of iodine (can be purchased at a drug store)
- Eyedropper
- White paper plate

A small portion of each of the following foods:
- Bread
- Flour
- Milk
- Raw potato
- Cooked potato
- Apple
- Carrot
- Broccoli
- Uncooked macaroni
- Ripe banana
- Unripe banana

**Caution:** Iodine is poisonous and will stain clothes, skin, and other surfaces. Do not eat food that has been tested with iodine.

**Note:** If you are doing this experiment with young children, have the adult leader perform the experiment and have the participants make observations.
Explain to the participants:

- Some foods contain carbohydrates that our body uses for fuel to provide energy.
- There are simple carbohydrates and complex carbohydrates.
- Today we are going to do an experiment to test for starch, which is a complex carbohydrate.

Place a piece of each food on the paper plate. Put a drop of iodine on each of the foods and watch for a color change. If the iodine remains yellow-brown, the food does not contain starch, but if the iodine reacts with the food and turns purplish to black, it contains starch.

Review the results:

- The milk, apple, carrot, broccoli, and ripe banana do not contain starch and will not react with the iodine. They contain simple carbohydrates.
- The ripe banana and apple contain simple carbohydrates in the form of sugar and do not react to the iodine, but an unripe banana and an unripe apple contain starch that is converted to sugar when they ripen.
- The cooked potato has broken down during the cooking process and has more starch available than the raw potato. It turns almost black when it reacts with the iodine.
- Unlike the bread, the flour turns almost black because the bread is mixed with other ingredients.

Conclusion

It is important to eat a variety of foods that contain simple and complex carbohydrates so your body has fuel for energy. Just like a car engine, your body will run badly if you fuel-up on less nutritious foods with lots of fats and sugar. It is better to fuel your body with a variety of healthy foods from MyPyramid so your body can run smoothly.
Session 4  Move It:  
Forehand/Flick Throw and 
Throwing to a Partner

Objective
Participants will be able to throw a Frisbee using the forehand throw with 
a partner.

How to Hold and Throw a Frisbee 
Using the Forehand/Flick Throw

Teaching Cues:
1. Make the peace sign or the number two and then turn your hand so 
your palm faces up.
2. Place your middle finger on the rim of the underside of the disc.
3. Extend your index finger toward the center of the disc on 
the underside.
4. Rest your thumb on the top of the Frisbee, wrapping it around 
the edge.
5. Remember that the power behind the throw comes from your wrist.
6. Tuck your elbow in toward your body.
7. Stand with the Frisbee to your right hand (left if you are left handed), 
flat, and parallel to the ground. Hold the Frisbee slightly behind you.
8. Flick your wrist to bring the Frisbee behind your hand.
9. At the same time, step forward with your left foot if you are right 
handed or step with your right foot if you are left handed.
10. Snap your wrist forward and release the disc when your wrist crosses 
your rear leg.
Teaching Tip:
When first learning to throw a flick throw, it may help to tuck the elbow toward the body. As the players improve, have them work on extending their arm out away from the body and flicking/throwing the Frisbee. Beginners often throw off the wrong foot. When starting, their weight is on the same foot as the hand that is holding the Frisbee and switches to the opposite foot during the throw.

Practice the Forehand/Flick Throw
1. Have players select a partner.
2. Give each pair one Frisbee.
3. If inside, have players stand in their own space, an arm’s length away from each other, facing a wall.
4. If outside, have players standing an arm’s length apart, all facing the same direction.
5. Advise how to hold and throw the Frisbee using the forehand/flick throw.
6. On a cue, such as saying the word go or blowing a whistle, have players throw the Frisbee while their partners stand 5 feet behind them.
7. Give another signal for the players to retrieve the Frisbee, which is also the cue for the thrower’s partner to retrieve the Frisbee.
8. Allow each player to practice throwing 10 times. If the players need a challenge, have them practice throwing with their nondominant hand.

Note: The above activity is not intended for players to throw the Frisbee to each other or to a target, but rather to throw the Frisbee in general space without a target, working specifically on grip, form, and flight.

Practice Throwing and Catching With a Partner Using Backhand and Forehand/Flick Throw
1. Have players select a partner.
2. Give each pair one Frisbee.
3. Have partners stand approximately 10 feet away from each other.
4. Have all pairs throw the same direction, approximately 5 feet away from other pairs.
5. Have partners throw the Frisbee back and forth to each other practicing the backhand and forehand/flick throw and catch.

Modifications:
1. Decrease the throwing distance.
2. Use a nerf Frisbee or deck ring.
3. To increase the challenge: increase the throwing distance.
Session 4  Know It: Glow With Fruits and Vegetables

Objectives
By the end of the lesson, participants will be able to do the following:

- Name at least three foods that belong to the fruit group and three that belong to the vegetable group.
- State how fruits and vegetables help keep them healthy.

Introduction
Explain to participants that fruits and vegetables contain vitamins, minerals, and fiber to help keep them healthy. Eating a variety of fruits and vegetables in the color of a rainbow will provide them with many nutrients. The deeper the color of a fruit or vegetable, the more nutrients it contains.

Vitamin C is an important nutrient found in fruits and vegetables. Vitamin C is important in helping heal cuts and bruises. We need to get vitamin C every day because it is not stored in our bodies. Citrus fruit, berries, and kiwi fruit are high in vitamin C.

Deep yellow or orange fruits and vegetables are high in vitamin A. Vitamin A is important for helping us see better in the dark and for healthy skin.

Activity
Fruit and Vegetable Follies

This activity can be done as two teams competing or as individuals competing for the right answer. The prize for the most correct answers could be a piece of fruit or inedible item with a fruit or vegetable theme (pencils with apple imprint).

Ask the following questions about either a fruit or a vegetable until a child is able to guess the correct fruit or vegetable.

Name a fruit or a vegetable that is
1. High in vitamin C that helps cuts heal
   A fruit
   Round
   Orange
   Must peel to eat
   Separates into sections
   (orange)
2. High in vitamin A that helps keep your skin healthy
   A vegetable
   Is a root
   Long and pointed
   Rabbits love to eat
   Orange in color
   (carrot)

3. Has calcium and vitamin C
   A vegetable
   Dark green
   Small tight leaves on top of stems
   Does not have to be peeled
   Delicious with ranch dip or cooked with melted cheese
   (broccoli)

4. High in vitamin C
   A fruit
   Brown and fuzzy on the outside
   Green with small black seeds on the inside
   (kiwi)

5. Has vitamin C
   Can be red or green
   The size of marbles
   Some have seeds and some don’t
   Comes in a bunch
   Becomes a raisin if left in the sun
   (grapes)

6. High in fiber
   A vegetable
   Yellow or white in color
   Has ears
   Has silky hair
   Comes on a cob
   (corn on the cob)

7. High in potassium, which is a mineral
   A fruit
   Long
   Has a yellow peel
   Monkeys like them
   (banana)
8. High in vitamin A
   A vegetable
   Orange
   Has a long bumpy shape
   Good baked, mashed, candied, or in a pie
   Eaten at Thanksgiving
   (sweet potato)

9. Rich in vitamin C
   A vegetable
   Round
   Sold by the head
   Red or green
   Used to make coleslaw
   (cabbage)

10. High in vitamin C
    A bulb vegetable
    Has a skin that has to be peeled
    Comes in many sizes and colors
    Can make you cry
    (onion)

11. Has vitamin C and vitamin A
    Called a vegetable but is really a fruit
    Red
    Round
    Used to make ketchup
    (tomato)

After a participant guesses the answer, review the facts about each fruit or vegetable by asking him or her, “What vitamin or mineral is the fruit or vegetable high in?”

**Conclusion**

Eat a rainbow of fruits and vegetables every day to get the vitamins and minerals you need to keep your body healthy. The more colorful the fruits and vegetables are the more vitamins and minerals they contain. Be sure to eat a fruit that is high in vitamin C every day.
**Session 5**  
**Move It:**  
**Frisbee 5**

**Objective**
Participants will be able to move to open space and make short passes using offensive and defensive strategies during a group activity.

**Frisbee 5**
This activity is to practice skills such as moving to open space and making short passes.

1. Create teams of five and a designated playing area (40 x 40 square or rectangle). Each team needs one Frisbee.
2. On the teams of five, designate two players to be defense (if available use scrimmage vests) and the remaining three to be offense.
3. Offense starts with the Frisbee and tries to make four catches before the defense makes two interceptions. An interception is a catch by the defense or the defense touching the Frisbee in flight causing an incomplete pass. Everyone on the offensive team must have an opportunity to catch the Frisbee at least once.
4. If the Frisbee goes out of bounds, is not caught by the offensive team, or is intercepted by the defensive team, the play begins in bounds at the area the Frisbee landed.
5. Once the offense makes four catches or the defense makes two interceptions, the two defensive players become offense and select two of the offensive players to be defense and start the game over. (There are always three offensive and two defensive players).
6. Continue until every player has played both offense and defense twice.

**Modifications:**
1. If teams are not successful, change the Frisbee to another object such as a nerf Frisbee, deck ring, or squish ball (deflated playground ball, deflated football).
2. To create a challenge, the offensive team must make the catches consecutively and/or increase the number of catches or increase the number of interceptions the defense must make.
Session 5  Know It:  
Power Up With Meat and Beans

Objectives
The participants will be able to do the following:

- State that the meat and bean group foods are high in protein and iron.
- Name at least five different foods from the meat and bean group.
- Demonstrate activities that involve muscular endurance, flexibility, and strength.

Background
The meat and bean group provides the body with many different nutrients, especially protein and iron. Meat and bean group foods help build strong muscles and provide iron for healthy blood. Some foods in the meat and bean group are chicken, beef, fish, pork, eggs, dry beans and peas, lentils, nuts, and seeds.

Activity
Have participants name meat group foods that they like to eat.

Our bodies have about 650 muscles that help us move and that give us shape. The way our muscles are attached to our bones enables us to move our legs, arms, fingers, heads, waist, and toes the way we do. Some people may be more flexible or stronger than others because of the way they are built or because they use physical activity to stretch their muscles to make them more flexible or to strengthen their muscles. Physical activity can also build muscular endurance.

As participants do the following physical activities, ask if the activity requires flexibility, strength, or muscular endurance.

- Touch toes (flexibility)
- Run in place for 2 minutes (muscular endurance)
- Do 10 lunges with each leg (strength and endurance)

Have participants name physical activities that they do, and decide if they take flexibility, strength, or muscular endurance.

Conclusion
To build strong muscles and keep blood healthy, be sure to eat meat and bean group foods every day. To keep your muscles strong and flexible and to gain muscle endurance, be physically active every day.
Session 6  Move It: 3–Step Ultimate

Objective
Participants will be able to participate in a modified game of ultimate Frisbee.

3–Step Ultimate Frisbee
1. Review backhand and forehand/flick throwing and catching with a partner.
2. Warm up playing Frisbee hustle (see Session 3).

Rules:
The playing area is a rectangle with end zones on each side that are the goal-scoring areas. A goal is scored when a team makes a complete pass to a teammate who is standing in the end zone it is attacking.

During the game when a player catches the Frisbee, he or she may take three steps after the catch. A player cannot run with the Frisbee. By passing from teammate to teammate, the team attempts to move the Frisbee toward the end zone it is attacking. If the Frisbee hits the ground, is intercepted or knocked down by the other team, is thrown or caught out of bounds, or if the player holding the Frisbee takes more than three steps, possession turns over to the opposing team at the area the Frisbee lands (if out of bounds, bring the Frisbee in bounds).

On defense, the players may defend an opposing player but must stay an arm’s length away.

Starting the Game:
1. Divide players into teams of four or five players.
2. Assign an end zone for each team.
3. To start the game, select a team that will throw the Frisbee off to the opposing team. This is similar to a kickoff in football.
4. The receiving team receives the Frisbee and begins trying to move the Frisbee down the field to the opposite end zone.
5. Each time a score is made, the teams start back at the end zones they were in at the beginning of the game.

Modifications:
- Change the rules to allow only one or two steps to be taken by the player with the Frisbee.
- Specify a number of passes a team must make before it can attempt to score.
- Add side goals; each team can score at two goals.

Starting Positions

\[
\begin{array}{c|c|c}
X & X & X & X \\
\hline
E N D Z O N E & X & X & X & O & O & O & O & E N D Z O N E \\
X = \text{players} & \text{VS} & 0 = \text{players}
\end{array}
\]
Session 6  Know It:
Facts About Fat

Objectives
The participants will be able to do the following:

• Determine which foods are high in fat by how each food reacts to paper, by how greasy it feels, or by the greasy residue it leaves.
• State that we all need some fat and that it is important to get healthy fats from the foods we eat.

Background
Fat provides us with flavor, essential nutrients, and energy in the form of calories. It is important to remember that fat is an essential nutrient. The body uses fat for energy and is important in the absorption of the fat-soluble vitamins A, D, E, and K. Carefully selecting the types of fats you include in your diet may have an impact on your overall health. Remember that all fat is high in calories and even too much of a “good” fat may add extra calories that can lead to weight gain. Fat eaten in moderation is important for proper growth, development, and maintenance of the body. Fat is especially important as a source of energy and nutrients for infants and children up to age two.

The food we eat contains three basic types of fat: saturated, polyunsaturated, and monounsaturated. They all have different effects on blood cholesterol levels.

Fats that are high in saturated fatty acids are usually solid at room temperature and are the major contributor to heart disease. The harder the consistency of the fat at room temperature, the more damaging it is to your health. Saturated fats are higher in meat, dairy products, and palm and coconut oils. These fats contribute to LDL (bad) cholesterol levels. The amount of saturated fat contained in a food is listed on the Nutrition Facts label under Total Fat. Select meats that are low in visible fat, and trim off excess fat before cooking. Choose low-fat or nonfat dairy products, such as cheese, milk, and sour cream, and limit your intake of butter and other high-fat dairy foods.

It is recommended that you reduce the intake of saturated fats and trans-fatty acids and replace with polyunsaturated and monounsaturated fatty acids. Plant oils are usually high in polyunsaturated and monounsaturated fats. These fats may help lower LDL (bad) cholesterol if used in place of saturated and trans fats. It is not required that polyunsaturated and monounsaturated fats be listed on the Nutrition Facts label; however, you can look at the list of ingredients to see what type of oil is used in the product. Watch out for palm and coconut oils that are high in saturated fats.
Polyunsaturated and monounsaturated fats are liquid at room temperature. These include corn, soybean, safflower, and sunflower oils. Canola, olive, almond, and peanut oils are high in monounsaturated fats.

Trans fats are fats that do not occur naturally. Trans fatty acids are partially hydrogenated liquid oils. Liquid plant oils are chemically altered by adding hydrogen to make them more solid and to increase the shelf life and flavor stability of foods. The process of making liquid oils more solid at room temperature makes them similar to saturated fats. Like saturated fats, trans fats raise LDL (bad) cholesterol and increase the risk of heart disease. Trans fat information has been added to the Nutrition Facts labels since January 1, 2006. To find out if a food contains trans fat, read the list of ingredients. If the words hydrogenated or partially hydrogenated are included toward the beginning of the list of ingredients, the product may be high in trans fat. If hydrogenated or partially hydrogenated are found at the end of the list, the product may not have enough trans fat to be harmful.

Choose foods that are low in saturated and trans fats and replace these fats with more heart healthy fats such as monounsaturated and polyunsaturated fats. Limit the amount of fat to less than 30 percent of calories.

Activity

Supplies:

- Brown paper bag
- Black marker or pen
- 6 snack foods high or low in fat (potato chips, a cookie, fruit, nonfat milk, cheese, peanut butter, margarine, and a cracker are examples.)

Draw six circles with the marker on a brown paper bag. Write the name of a different food item under each circle. Rub each of the food items to the inside of the circle and allow to dry because some items will leave the paper wet but not greasy.

Have the participants observe each circle and record which food items they think are high in fat or those they think have little or no fat.

Questions to ask participants:

- Which foods make your hands feel greasy?
- What foods leave grease spots on napkins or in a paper container?
- What foods leave a greasy substance on your plate or in a container?
Discuss the following:

- Fat is a necessary nutrient that provides energy and helps in the absorption of fat soluble vitamins.
- All fats are high in calories. Some fats are healthy fats and others are unhealthy for the heart and will clog arteries.
- Fats that are solid at room temperature clog arteries. They can build up over time and lead to heart attack or stroke. These fats include trans fats, which are hydrogenated vegetable oils.
- Most fats that come from plants and are liquid at room temperature are heart healthy. Palm kernel oil and coconut oil are saturated fats that can clog arteries.

Have participants identify which fat is heart healthy. This may require looking at the Nutrition Facts label and ingredient list to determine what type of fat is in a food item.

Conclusion

Healthy fats are an important part of the foods we eat. Fat provides us with flavor, essential nutrients, and energy.

About 30 percent of the calories we eat should come from fats. Replace saturated and trans fats with healthy fats that are high in polyunsaturated and monounsaturated fats.
Session 7  Move It:  
Frisbee Golf

Objective
Participants will be able to accurately throw a Frisbee to a target using the 
forehand and backhand throws.

Frisbee Golf
1. Randomly throughout a playing area, set up 9 holes at least 25 feet 
apart. (Using rope, jump ropes, or hula hoops create a circle for each 
golf hole.)  
2. Place a number in each hole and at the starting position for that hole 
(Appendix B).  
3. Have each player select a partner.  
4. Give each pair one Frisbee.  
5. Have partners select another pair of partners to play with.  
6. Give each group a score card and a number of the hole they are to 
start at and then move in order from there. For example, start at hole 
number 3, then go to 4, 5, 6, 7, 8, 9, 1, 2.  
7. Have the group decide which partners are going to throw toward the 
hole first.  
8. The other partners throw toward the hole from where the Frisbee 
landed. Players continue to alternate throwing until the Frisbee lands 
in the hole.  
9. Players not throwing the Frisbee must stand 5 feet away from the 
thrower.  
10. Players count how many throws it took to get the Frisbee into the hole 
and record that number on their score card (Appendix C).

Modifications:
- Decrease the distance to the hole.
- Change the object being thrown (bean bags, deck rings).
- Create a challenge by giving each hole a par (par equals the number 
of throws it should take to get the Frisbee into the hole).
Session 7  Know It: Mealtime Scramble

Objectives
By the end of the lesson, the participants will be able to do the following:

• Understand that nutritious foods combine to make a healthy meal.
• Plan a balanced meal that contains foods from at least three of the five food groups on MyPyramid.

Introduction
Explain to participants that a healthy meal should include foods from at least three of the food groups from MyPyramid (display the MyPyramid poster). We eat foods to provide our bodies with the nutrients they need to be healthy. These nutrients include carbohydrates, protein, fat, vitamins, minerals, water, and fiber.

At least half of the plate should be fruits and/or vegetables, one-fourth grains, and one-fourth lean meat or protein-rich food. Having a variety of colorful foods, a variety of texture, a variety of flavors, and different temperatures makes the meal more interesting and assures a variety of nutrients. To get enough calcium, serve a glass of milk at each meal.

Activity

Supplies:
Food cards. Use note cards and write the names of different foods on them. Be sure to include foods high in sugar and fat as well as healthy selections. Use the cards in Appendix D to get you started.

Tape a food card to the front of each participant. Have participants form a meal that contains at least three foods from different food groups. Include up to but no more than five people in a meal. Some participants may have a difficult time finding a meal to join because they are unhealthy or not a favorite food. The leader can be a mediator and try to convince a group that a particular food is delicious and should be included in that meal.
Alternate method:

Select participants to come to the front of the room and select foods to complete their meals. (Choose one leader for every four participants—the leader plus three other youth.) The leaders will each choose one food and then start over and choose another food; continue until all participants are in a group. The number of foods in each group can vary between three and five so after three foods are in a group, give the leader the option to stop.

When all the foods are combined into meals, points can be given to each meal/group for the following categories or participants can determine through a group discussion what point value to use for scoring meals:

- 3 or more food groups included: 5 points
- Variety of color: 5 points
- Variety of texture (crisp, mushy, chewy, etc.): 5 points
- Variety of tastes (sweet, salty, sour, etc.): 5 points
- Variety of temperatures (hot and cold): 5 points
- A meal low in sugar and fats: 5 points

Discuss each meal/group with the whole group and tell them why you are giving them points. Explain that all foods can fit into a healthy diet, but if we include too many foods high in sugar and fat in most of our meals we may not be eating what is needed for a healthy body. The leader might want to recombine some groups to show how to make healthier choices. Apply what has been learned in the previous lessons.

Additional Activity:

Supplies:

- Magazines with food pictures
- Scissors
- Glue
- Paper plates for each person

Have participants cut out pictures of food from magazines. Glue the pictures on a paper plate to create a picture of a healthy meal.

After participants have completed their meals, have them present their plates to the rest of the group. If a participant has included less nutritious foods, gently discuss how all foods can fit into a healthy meal plan. Explain that the first thing we need to do is eat foods that help build healthy bodies. When we get the foods we need, we can then have extras in reasonable portion sizes.
Some participants may have included a beverage with the meal. Discuss the need for youth to include a glass of milk with their meal or a food with calcium for strong bones. Ask the participants what other drinks would be healthy choices. Explain that sugar-sweetened drinks add extra calories that don’t help build strong, healthy bodies.

Conclusion
Planning colorful, low-fat and low-sugar meals and snacks that vary in texture, taste, and temperature will make it easier to eat healthy. It is unreasonable to think you always have to eat low-fat and low-sugar foods. As long as you balance your meals over several days and include physical activity in your daily life, you can work in a few foods that are high in fat and sugar. If you know you are going out for pizza and ice cream with your friends, plan more physical activity into your day or watch your food intake for the rest of the day. Remember that all foods can fit into a healthy lifestyle.

Frisbee Fun References

PE Central, The premier Web site for health and physical educators - www.pecentral.org


Appendix A

Facts About Fat Work Sheet

Record the name of the food, how it reacts to the brown paper, and if you think the food contains fat.

1. Food: ____________________________
How did the food react to the brown paper? ________________________________________________________________
______________________________________________________________________________________________________
______________________________________________________________________________________________________
Do you think the food contains fat? _______________________________________________________________________
______________________________________________________________________________________________________

2. Food: ____________________________
How did the food react to the brown paper? ________________________________________________________________
______________________________________________________________________________________________________
______________________________________________________________________________________________________
Do you think the food contains fat? _______________________________________________________________________
______________________________________________________________________________________________________

3. Food: ____________________________
How did the food react to the brown paper? ________________________________________________________________
______________________________________________________________________________________________________
______________________________________________________________________________________________________
Do you think the food contains fat? _______________________________________________________________________
______________________________________________________________________________________________________

4. Food: ____________________________
How did the food react to the brown paper? ________________________________________________________________
______________________________________________________________________________________________________
______________________________________________________________________________________________________
Do you think the food contains fat? _______________________________________________________________________
______________________________________________________________________________________________________

5. Food: ____________________________
How did the food react to the brown paper? ________________________________________________________________
______________________________________________________________________________________________________
______________________________________________________________________________________________________
Do you think the food contains fat? _______________________________________________________________________
______________________________________________________________________________________________________
6. Food: __________________________

How did the food react to the brown paper? ________________________________

________________________________________________________________________

________________________________________________________________________

Do you think the food contains fat? ________________________________

________________________________________________________________________
Appendix B

Numbers for Frisbee Golf
2
5
6
### Appendix C
Frisbee Golf Score Card

Frisbee Golf Score Card

<table>
<thead>
<tr>
<th>Name</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>Total</th>
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</tr>
</tbody>
</table>
Appendix D
Meal Planning Cards

Green Beans
Carrot Sticks

Mixed Vegetables
Broccoli with Cheese Sauce

Peas
Corn
Baked Potatoes
<table>
<thead>
<tr>
<th>Mashed Potatoes</th>
<th>Brown Rice</th>
</tr>
</thead>
<tbody>
<tr>
<td>French Fries</td>
<td>Pasta</td>
</tr>
<tr>
<td>Baked Potatoes</td>
<td>Baked Beans</td>
</tr>
<tr>
<td>Pears Canned in Juice</td>
<td>Strawberries</td>
</tr>
<tr>
<td>----------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Peaches Canned in Light Syrup</td>
<td>Applesauce</td>
</tr>
<tr>
<td>Cherry Pie</td>
<td>Watermelon</td>
</tr>
</tbody>
</table>
Baked Ham
Roast Beef
Baked Hawaiian Chicken Breast
Spaghetti Sauce with Meat
Fried Chicken
Pepperoni Pizza
<table>
<thead>
<tr>
<th>Butter</th>
<th>Sour Cream</th>
</tr>
</thead>
<tbody>
<tr>
<td>Italian Dressing</td>
<td>Low-fat Ranch Dressing</td>
</tr>
<tr>
<td>Margarine in a Tub</td>
<td>Low-fat Sour Cream</td>
</tr>
</tbody>
</table>