It is recommended that children and youth participate in at least 60 minutes of moderate intense physical activity most days of the week. Each day you should try to get at least 60 minutes of moderately intense activity. We may not be able to get all of the activity in at one time. However, we may be able to take 6 short 10 minute walks.

Last month we looked at food portion sizes and saw how many extra calories that we are eating today verses twenty years ago. This is one reason for the health care problem that America has today. We are eating more and moving less. The end result is a heavier, unhealthy population. Today we are talking about the importance of movement to our health.

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Ask the class why physical activity is important, after giving them time to come up with some answers go over the benefits listed in the slide. Your class may come up with others and that is okay.

Ask with a show of hands how many of them think they get enough physical activity? Then read the following statement.

Of the average 75 years on earth, Americans spend 24 years sleeping, 13 years watching TV and 1 year

Ask the class what physical activity is, after they have a chance to answer go over the answer. Physical activity is simply movement of the body that uses energy.

It can be active play, working in a physically demanding job or exercising.

Go over examples, stress that physical activity should be moderate vigorous intensity. Meaning you should have to breath harder and your heart beats faster.
Any movement is better than no movement, but for the best health benefits, physical activity should be moderate or vigorous in intensity.

Moderate physical activity includes the following.

- Walking briskly (about 3.5 miles per hour)
- Bicycling (less than 10 miles per hour)
- General gardening (raking, trimming shrubs)
- Golf (walking and carrying clubs)
- Canoeing
- Tennis (doubles)

The main difference between moderate and vigorous activity is the intensity of the activity or how hard you are working. Shooting hoops would be only moderate activity where playing a competitive game would be vigorous.

You can choose moderate or vigorous intensity activities, or a mix of both each week. With vigorous activities you get similar health benefits in half the time it takes you with moderate ones.

Light intensity activities do not increase your heart rate, so you should not count these toward meeting the physical activity recommendations.

**Aerobic activities** can be vigorous or moderate. Moderate activities, you can talk while you do them but you can’t sing. For vigorous activities, you can only say a few words without stopping to catch your breath.

**Muscle-strengthening activities** include push-ups, and lifting weights. Youth should not lift heavy weight because bones and muscles are still growing. Many exercises can be done where your body is the weight.

**Bone-strengthening activities** produce a weight or stress on the bones that promote bone growth and strength.

**Balance and stretching activities** these activities reduce the risk of injuries and falls.

Ask students which type of activity is represented by the pictures, point out that some of the things that we do can include more than one type of physical activity.
As you go through the next few slides have the students do the math to figure out the number of calories they will burn if they do the following activities for 60 minutes.

**Moderate Walking**
- 30 minutes burns 140 calories
- 60 minutes burns 280 calories

**Vigorous Walking**
- 30 minutes burns 230 calories
- 60 minutes burns 460 calories

**Hiking**
- 30 minutes burns 185 calories
- 60 minutes burns 370 calories

**Bicycling**
- Moderate
  - 30 minutes burns 145 calories
  - 60 minutes burns 290 calories
- Vigorous
  - 30 minutes burns 295 calories
  - 60 minutes burns 590 calories

**Basketball**
- Vigorous
  - 30 minutes burns 220 calories
  - 60 minutes burns 440 calories

Continuous play, you don’t burn many calories when you sit on the bench.
Jogging for 30 minutes*
A rate of 5 mph uses: 295 calories
*approximate calories used

Dancing for 30 minutes*
Uses: 165 calories
*approximate calories used

Swimming for 30 minutes*
Slow freestyle uses: 255 calories
*approximate calories used

Aerobics for 30 minutes*
Uses: 240 calories
*approximate calories used

Jogging  30 minutes burns 295 calories
60 minutes burns  590 calories

Dancing  30 minutes burns 165 calories
60 minutes burns  330 calories

Swimming  30 minutes burns 255 calories
60 minutes burns  510 calories

Aerobics  30 minutes burns 240 calories
60 minutes burns  480 calories
Choose to add steps to your day. Take the steps instead of riding up or down the elevator or escalator. Get your parents to park and walk at the grocery store or mall.

Walk and play with your pets; this not only helps you to be healthier, but is also good for your pets.

Remember 60 minutes is the minimum amount of exercise recommended for youth. Experts believe that 120 minutes of active play each day is what’s best for overall good health.

60 or 120 minutes is a long time to be doing something that you dislike. Remember that you don’t have to “exercise,” you just have to keep moving.

Find things that you really enjoy and move. You are much more likely to move if you are having fun.
This slide starts talking about the demonstration contest that we have in February.

The number of demonstrations you have will depend, for a large part, on how excited you get the class in telling them about it!

Please go through these four slides carefully. Most of your students do not know what a true demonstration is.

When selecting a topic, they should choose something that can be done in class. Something that is small enough that they can bring supplies and that they can demo in a short amount of time.

Give examples of things that you have seen demonstrated.

Making an outline helps them plan their demonstration like having an outline helps you write a speech or a paper. It also helps you present the demo if you follow the outline.

Visuals aids are just that. Visuals that assist you in showing and telling how you make something or how something works. Giving a speech while pointing to a poster is not a demonstration.
Go over the final checklist. Make sure they understand. At this point, I like to walk them through the planning stages of a demonstration. Give them the topic of demonstrating how to make Kool-Aid.

- what do we need to make Kool-Aid?
- what steps do we go through to make Kool-Aid?
- make Kool-Aid at home to practice
- get your equipment ready and your ingredients measured out the day before the contest
- Bring everything that you need to school on 4-H day.

Remind students that Sixth grade members can participate in a Project display and portfolio contest in May at the multi-county contest.