

Steppin' Out: Fitness Walking



**Missouri 4-H Youth Development
Program**

May 15, 2003

Dear Adult Leader:

Young people can build healthy bodies and establish healthy lifestyles by including physical activity in their daily lives. However, many young people are not physically active on a regular basis and physical activity declines dramatically during adolescence. It is not surprising that physical inactivity has become the number one health concern in the United States.

Steppin' Out: Fitness Walking is designed to help you help youth (age 5 and older) increase their physical activity by walking. This simple walking program also includes information about physical fitness and healthy habits. *Steppin' Out: Fitness Walking* is designed so that very little preparation time is required and the activity – walking – requires very few materials. The program is flexible, too. Youth of all ages can walk individually and/or in groups.

You can help promote physical fitness by including this walking program in club meetings, camps, school programs or any other setting that includes youth. Health is the fourth “H” in the 4-H Clover (head, heart, hands, health) and the 4-H Youth Development Program needs your help enhancing health programs and outreach to youth. Thank you for helping promote this important program!

Sincerely,

Alison Copeland

Alison Copeland
4-H Youth Development Specialist



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Introduction

Healthy People 2010, sponsored by the U.S. Department of Health and Human Services, identified ten indicators reflective of the major health concerns in the United States (i.e., tobacco use, injury and violence, immunization). At the top of the list, though, is physical inactivity. A pattern of inactivity begins early in life, making the promotion of physical activity among children and youth very important.

Young children are among the most active of all people of the population. By the teen years activity levels begin to decline, continuing into adulthood. This result is more dramatic among teenage girls than boys. At age 13 only 6 to 7% of all teens report no physical activity while that number is nearly 25% of all girls and 20% of all boys by the age of 19. The activity trends in youth suggest that it is important to develop an appreciation for physical activity and develop lifestyle behaviors in children and youth that can be adopted and maintained into adulthood.

Benefits of Physical Activity

Regular physical activity during youth promotes a number of positive health indicators:

- Improves strength and endurance
- Helps build healthy bones and muscles
- Helps control weight
- Reduces anxiety and stress and increases self-esteem
- May improve blood pressure and cholesterol levels

(Center for Disease Control, 2000)

Children and adolescents who are at least moderately physically active for 30 minutes or more per day on five or more days of the week can experience these health benefits. In addition, many young people say they like physical activity because it is fun; they do it with friends; and it helps them learn skills, stay in shape, and look better (CDC, 2000).

Guidelines for Promoting Lifelong Physical Activity

The CDC emphasizes that physical activity programs for young people are most likely to be effective when they:

- Emphasize enjoyable participation in physical activities that are easily done throughout life;
- Offer a diverse range of noncompetitive and competitive activities appropriate for different ages and abilities;
- Give young people the skills and confidence they need to be physically active;
- Promote physical activity by developing links between school and community programs.

Walking offers a simple yet healthful approach to physical activity, one that almost anyone can achieve regardless of age, income, time commitments, or place of residence. Walking can meet social and family needs, as well. Although walking can be done alone it can also be a group or team activity enjoyed with friends and family. A walking program that encourages a team approach provides support and encouragement to greatly increase the chances of success for each team member.



Program Goals

Steppin' Out: Fitness Walking is designed to get young people (age 5 and older) walking. Whether it is a 4-H club, a team within a 4-H club, youth group, summer camp, special project or whatever. Just help young people increase their level of physical activity by walking!

Program Objectives

- Increase awareness of walking as physical and mental exercise
- Increase physical activity
- Teach walking as a lifelong, physical activity
- Increase knowledge about the benefits of exercise, nutrition and healthy lifestyles



Program Instructions

1. Walk – that’s right, just walk! No special equipment or clothing needed! The group should determine the period of time they will walk. For example it could be a:
 - year-long 4-H club project,
 - short summer camp activity,
 - seasonal short-term activity with a community youth group
 - Anything else – be creative!

Be sure to share the information in the Walking Basics Section with youth before walking so they will be safe and well prepared. In addition, please share the attached letter with parents so that they can support their child’s involvement in the program and help monitor their safety during walks.

2. Chart Progress – Help young people chart their progress by keeping track of the number of miles walked over the specified period of time (progress forms attached). There is no prescribed number of miles a youth must walk – all efforts are to be encouraged and celebrated! Youth will keep track of their individual miles walked. During meetings record the number of miles accumulated by each team member.
3. Discuss – encourage youth to discuss their walking experiences during meetings. Ask the following types of questions:
 - What did you like and dislike about walking?
 - How do you feel after you’ve finished walking? Do you have more energy? Do you feel like you’re in a better mood? Does walking help you do better with homework and other activities? Why?
 - Do you have any stories about your walking you would like to share? What is it like to walk with friends? What is it like to walk alone?
 - How do you think walking will affect you in the future?
 - What would your life (health, happiness, appearance) be like if you weren’t physically active?
 - What will help you continue to walk or be physically active in the future?
4. Health Break Activities (optional) – a way to reinforce the importance of healthy lifestyles during meetings is to offer hands-on health break activities that focus on nutrition, healthy eating and physical activity. Three are available in this manual: 1) Pack a Snack, 2) Choose a Meal, and 3) Sam I Am (see attached activity plans).
5. Celebrate Successes – (see attached incentives and recognition ideas) most young people need reinforcement, recognition, and sometimes friendly competition to stay involved in physical activity. Most adults do, too! It can be very simple, as suggested in the attached section, but make sure you incorporate these types of activities to keep young people motivated!



Frequently Asked Questions

Does it matter where youth walk?

No, as long as they walk in a safe place and have permission from a parent, youth leader or other adult.

Where should youth walk?

Young people can walk anywhere, as long as it is safe. Trails, neighborhood sidewalks, school grounds, recreation center, pasture, etc. You may want to help youth and their families brainstorm places they can walk.

Does the walking have to happen during a club meeting?

It can but it is not necessary. Youth can walk individually or in small or large groups.

When should youth walk and what about safety issues?

See “Pedestrian Safety Tips” in the Adult Leader Information Section of this manual

Does everyone in the club or group need to participate?

It is encouraged but not required.

How do I help young people record the number of miles walked?

Provide each youth with an individual progress form. Individuals then record their progress on the group progress form during meetings. Younger children may need help from older youth recording their progress.

How do I know when I walked a mile?

There are several ways to determine a mile.

- Set the odometer in a car and drive the area that will be walked
- Calculate that about 15-20 minutes of walking equals about one mile
- Wear a pedometer. Pedometers measure the number of steps walked and then translates that number into miles. They can be purchased at sporting goods and retail stores, such as Wal-Mart.



Walking Basics Information To Share With Youth

The H₂O Factor

Drink plenty of water before, during and after walking to avoid dehydration. Encourage young people to carry a water bottle during walks.

The Art of Walking: A How To Guide

Move at a steady pace, breathing deeply, with the head erect, back straight, and abdomen flat. Swing arms freely. In the beginning, confine walks to level stretches of road or sidewalks, avoiding steep hills. If walking in the early morning or the evening, be sure to wear reflective clothing. If the sun is shining, be sure to wear sunscreen, hat, and protective clothing. If the weather is cool or cold, be sure to wear layers of clothing.

When getting ready to walk or strengthening muscles, follow steps to ensure a good, fun physical workout with the least chance of injuries. The steps include a warm up, a physical activity, a cool down, and a plan for doing endurance activities and muscle strengthening on the same day.

- **Warm up.** Warming up the body before walking reduces the risk of a pulling a muscle during the activity. Warming up allows the body to ease into the activity. For example, if walking for 30 minutes, start by walking at about 75 percent of the speed normally done for about 5-10 minutes. This allows the muscles being used to warm up and stretch. They will be more flexible for a faster pace and will be less likely to get injured.

Another way to warm up is by doing light stretches. These stretches must be done slowly and must not be strenuous. Doing strenuous stretches on cold muscles can cause muscles, tendons and ligaments pulls. Be very easy when stretching if the body is not warmed up.

- **Physical activity.** Once the body is warmed up, walking can begin.
- **Cool down.** Five minutes of physical activity should include a cool down. If walking, slow down the pace. This allows the body to gradually return to a resting state and helps reduce muscle soreness. Severe heart problems usually occur after the main part of a physical activity, not during it. Cooling down reduces the risk of heart problems.



Pacing

Monitor the level of exertion. The simplest way is to listen to body signals. Five to 10 minutes into walking, the body should begin to feel warm. Perspiration may begin. Breathing should increase. If the pace seems too easy, increase it slightly until a person is “pushing himself/herself”. If it feels too hard, ease up.

Another way to pace or monitor the level of exertion is to take the “talk-sing test.”

- If you can’t talk and exercise at the same time, your are working too hard
- If you can talk while you exercise, you are doing fine
- If you can sing while you exercise, it would be safe (and more beneficial) to exercise a little harder

Conclusion

Any kind of physical activity can be fun and rewarding, if done correctly. Individuals should make sure they are medically ready to begin; plan to start out slow, and progress gradually; include endurance, strength and flexibility in a walking program; and always follow the steps: warm-up, the main physical activity, and cool down.

Tips to Stick with It!

- Begin gradually to avoid injury and burnout
- Walk with a friend
- Add music to walks
- Chart progress and give rewards for goals reached
- Choose a comfortable time of day, not too soon after eating



Source: Walk Across Texas





Health Break Activities



Youth Health Break

Activity: Pack a Snack

Youth can practice making healthy food choices by packing their own snacks! Make the following types of food available for youth to choose nutritious and easy to pack snacks for a pre- or post walking event.

Crunchy

Pretzels	Apples
Trail Mix	Baby carrots
Granola bars	Celery sticks
Whole-Grain Cereal	Whole-wheat crackers
Flavored rice cakes	Graham crackers
Animal crackers	Roasted soy nuts
Popcorn	
Baked chips	

Juicy

Juice packs
Jell-O packs
Applesauce
Canned fruit
Cherry tomatoes
Tangerine
Orange
Grapes

Chewy

Raisins
Dried fruit
Bagels
Breakfast bars
Rice Krispie treats
Chewy granola bars

Creamy

Pudding packs
Cheese cubes
Milk
Yogurt
Peanut butter
Banana
String cheese

Pack a Snack Dietary Guidelines

- Help youth pack foods that are easy to keep at the correct temperature. Remember, “keep hot food hot, cold food cold”. Snacks should be convenient to carry on a car ride, in a backpack or sports bag.
- Encourage youth to try new snacks.
- Help youth think of food groups within MyPyramid and choose a snack that will provide them with a serving from one of the groups. If a previous meal lacked a specific food group for example, fruit, vegetable or dairy product, then choose those foods to include in the snack.
- Snacks do not have to be expensive. Help youth refuel their muscles without spending a great deal of money.

Source:

Adapted from: Sports Nutrition, A Guide for the Professionals Working with Active People, Third Edition
Candance Gabel, MS, RD, LD, Associate State Nutrition Specialist
Department of Nutritional Science, The College of Human and Environmental Science, University of Missouri-Columbia



MyPyramid Game Activity – Level 1 (age 6-9 years)

Objective

By the end of the Activity, students will have:

- Become familiar with the food groups associated with MyPyramid

Equipment/Supplies

- Food that is easy to pass (apple, orange, banana) or food-shaped toy

Activity Outline

1. Have the students sit in a circle. Select one person to be the leader and sit in the center of the circle.
2. The leader counts aloud to 10 while the other players begin passing the *apple* around the circle as quickly as possible.
3. At the count of 10, the passing stops.
4. The leader then says: Name 2 foods from the _____ group. (*Examples are: two foods from the vegetable group; or two foods from the meat and beans group, etc.*)
5. The student holding the apple tries to name two foods from the food group called out by the leader.
6. If successful, the student holding the apple becomes the new leader and play continues.
7. If the student holding the apple is unsuccessful, pass the apple to the next student to try and answer. Continue until a student answers correctly. Then play continues.

Reprinted with permission from Cooking Up Fun! A Pyramid of Snacks, Division of Nutritional Sciences, Cornell University, 1998.



Build a Strong Base Activity – Level 2 (age 10-12 years)

Purpose

Helps students identify high nutrient foods and foods that are higher in calories for the nutrients they provide.

Supplies Needed

5 pieces of poster board
5 sets of colored markers
tape

How to do this Activity

Have students count off into these groups: Grains, Vegetables, Fruits, Milk, and Meat & Beans. Give each group a piece of poster board and colored markers.

Each group should:

- Draw a large pyramid shape on their poster board.
- Draw foods at the wide bottom that are high in nutrients and low in added fat and sugar.
- Draw foods at the top that contain lots of added fat and sugar.

Come back together and have each group tape their pyramid on the wall and make a short presentation about where they placed foods in their group.

After each group presents, ask the class:

- If they can think of other foods for the base or top.
- If they agree with where the group placed foods

Background Information about MyPyramid

Pyramids are shapes that are wider at the base and narrower at the top. The base of the pyramid is wide. A strong base is what makes a pyramid strong. The wider base of MyPyramid stands for foods with little or no added solid fats or sugars. These foods give us lots of nutrients without a lot of calories. The meals and snacks we eat should come mostly from foods at the base of MyPyramid. This means the base of our diet will be strong like a pyramid.

Food at the base of MyPyramid:

- Grains: whole grain breads and cereals
- Vegetables: any fresh, frozen or canned vegetable without added fat
- Fruits: any fresh, frozen, canned or dried fruit without added sugar
- Milk: skim or low-fat milk, cheese or yogurt
- Meat & Beans: extra lean ground beef, lean cuts of meat, poultry with skin removed



The narrower top of MyPyramid stands for foods that have more solid fat and sugar added. They give us nutrients along with lots of calories.

We can fit a few of these foods into our meals and snacks if we make sure to get plenty of physical activity each day.

Foods at the narrower part of MyPyramid:

- Grains: biscuits, sweetened cereal, cake, donuts, cookies, sweet rolls, pastries
- Vegetables: French fries, onion rings
- Fruits: fruits in heavy syrup or with sugar added
- Milk: whole milk, sweetened yogurt, cheese sauce, ice cream
- Meat & Beans: sausage, fried chicken with skin, bologna, hot dogs

Some foods don't fit in any food group. Let's call them extras. They are high in solid fats and sugars and provide few if any nutrients. These foods contain lots of calories. We should go easy on these foods. Let's name these foods: regular soda, fruit punch, candy, butter, stick margarine, cream cheese, sour cream, whipped cream, dessert toppings, gravy, etc.

Source: University of Missouri Outreach and Extension



Food Group Bingo Activity – Level 2 (age 10-12 years)

Purpose

- To help students learn the different foods in the five basic food groups associated with MyPyramid and to plan healthy meals and snacks.

Supplies Needed

- Food Group Bingo Worksheet*
 - Pencils or pens
 - Chalkboard or flip chart and marker pens
- *Furnished with Lesson

Advance Preparation

- Make a copy of the MyPyramid Bingo sheet for each student.

How to do this Activity

1. Distribute the MyPyramid Bingo sheets and have students fill in all squares by writing one row of grain foods, one of vegetables, one of fruits, one of milk products, and one of meats. Have students write specific foods such as wheat bread, applesauce, and Swiss cheese.
2. When all students have filled their entire game board, ask someone to read one of his/her squares. Then, they should cross (**X**) it out. Everyone who listed the same food also crosses it out. Keep a master list of crossed out foods on the chalkboard or a flip chart.
3. Continue by having students take turns calling out a food until one person gets five **X**'s in a row. First one to call out *Bingo* is the winner.
4. Compare the winner's list with the master list, making sure foods have been called and are listed in the correct group.
5. If time permits, continue until one person has all foods marked.
6. Have students pick one of the foods from their Bingo sheet and plan a healthy meal around it containing at least four of the food groups.
7. Ask students if there are foods on their Bingo sheet they would like to try? Which ones?

Source: University of Missouri Outreach and Extension



Food Group Bingo

Grain Group				
Vegetable Group				
Fruit Group				
Milk Group				
Meat/ Bean Group				



Youth Health Break

Activity: Sam I Am

Supplies: Book – Green Eggs and Ham by Dr. Seuss
Poster board, chalkboard or dry erase board
Markers or chalk

Physical activity can be incorporated in anything – even reading a book! This is a physical activity that can be done inside or outside. Ask youth to sit in chairs in a circle. Explain that you will read the story “Green Eggs and Ham” and their job is to participate as you read the story. *Before beginning, make sure you write on poster board, chalkboard or dry erase board the book title and words below:*

Green Eggs and Ham

- SAM = Pat your head
- GREEN EGGS AND HAM = Stand up/Sit down
- ANIMAL (mouse, fox, goat) = Wave hands in air
- TRANSPORTATION (car, train, boat) = Kick feet
- HEAR OR THERE = Reach for the sky
- BOX = Jumping feet
- DARK = Tap toes
- RAIN = Running hands
- TREE = Heel lifts
- HOUSE = Skipping feet
- ANYWHERE = March in Place 5 times

Help youth practice the movements associated with each word. For example, when you say “green eggs and ham” youth should practice standing up and sitting down. Once youth have practiced the movements you can then begin reading. Youth must listen closely as you read and watch the chart. This will help them make the right movements throughout the story.

Source: University of Missouri Outreach and Extension



Awards and Incentives

A good way to attract and motivate youth to participate in the walking program is to provide incentives and awards.

Incentive Ideas

- Water bottles
- Gift certificates for food (i.e., yogurt, ice cream) or other items
- Hats or sun visors
- Tee shirts
- Recipe books
- Fanny packs
- Backpacks
- Gym bags
- Pedometer/stopwatch
- Ear warmers, mittens, hats, and neck warmers
- Participation certificates – all youth should receive one

Fun Activity and Award Ideas (can be presented during 4-H club or group meetings, recognition events, etc.)

- Oldest team member who walked the most miles
- Youngest team member who walked the most miles
- Individual with the dirtiest pair of walking shoes
- Team that walked the most miles
- Team that has the best success story
- Most creative or silliest team name
- Walk across a county – establish a goal for a team to accumulate enough miles walked that equals the number of miles from one end of the county to another
- Group party with healthy foods and activities to celebrate successes
- Healthiest, best-tasting dessert contest

Source: Walk Across Texas



Progress Forms



Steppin' Out: Fitness Walking Individual Progress Form

Individual Name _____

Month: _____

Indicate the number of miles walked each day

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Total

Individual Progress Form: Record the number of miles accumulated by team members.
Turn in total mileage of entire team at the end of the designated time period

Total Individual Miles: _____



Walking Information For Adult Leaders



Nutrition and Healthy Eating

Approximately 60% of high school females and 23% of high school males are attempting to lose weight (YRBS, 1998). Students report their most commonly used method when attempting to lose or control weight is exercise (51.5%), followed by dieting (30.4%). Integrating appropriate nutrition and physical activity makes good sense and is an important contributor to maintaining healthy weight.

- The more calories your body burns, the more weight you can lose. Every time you make a choice to be physically active, a higher proportion of the weight you lose will come from fat deposits.
- Physical activity before a meal will decrease your appetite.
- Physical activity speeds up your metabolism, and you will continue through the day to burn calories – even after you have stopped being active.
- As you lose weight, your body will feel firm because your muscles are toned.
- Your cardiovascular system will improve its ability to respond to stress and physical activity.
- Physical activity added to a dull routine will relieve some of the boredom and loneliness that can make you want to eat.
- To use up food energy, spend less time doing sedentary activities, like sitting. Spend more time doing activities, like walking to the store or around the block. Try to do 30 minutes or more of moderate physical activity on most, preferably all, days of the week.

The kinds and amounts of food people eat affect their ability to maintain or lose weight. High-fat foods contain more calories per serving than other foods and increase the likelihood of weight gain. However, even when people eat less high-fat foods, they still can gain weight from eating too much of foods high in starch, sugar, or protein. The key is to eat a variety of foods. Fruits, vegetables, pasta, rice, bread, and other whole-grain foods are filling; they are lower in calories than foods rich in fat or oils.

The first step to successful lifestyle changes is becoming aware of habits concerning eating and physical activity. By keeping a food and activity record, individuals become aware of their habits. When habits are identified, it is easier to make the necessary changes for a healthier lifestyle. Record all the food eaten during the day as well as the amount and the time of day. This activity will help people notice when most of their eating is done. This may be a signal to find an alternate activity, such as walking, reading, or visiting a friend. Recording activity can often motivate individuals to stick with it.

Source: Walk Across Texas



Pedestrian Safety Tips

Because of traffic, weather conditions and possibly crime, it is important to observe safety rules and etiquette whenever walking. Encourage parents and/or other adults to take a walk with the young person to decide if the neighborhood or area is a friendly place to walk.

- Never walk alone
- Follow the same general walking route. It's a good idea to tell someone else where you are walking and an approximate time of return.
- Always wear reflective clothing or reflective tape
- Walking at night poses safety and security problems
- Always walk facing traffic
- Always use crosswalks where provided
- Always follow traffic control devices (Walk, Don't Walk signs)
- Always be alert to traffic and your surroundings
- Check for traffic before crossing, even if the sign says walk

Pedestrians Look Out:

- Before stepping off a curb look left, look right, look left again
- It is the pedestrian's responsibility to yield to cars when crossing a road without crosswalks
- If the "Don't Walk" signal is flashing, finish crossing, but don't start to cross
- At the intersection STOP! Look for cars turning. When all is clear, walk straight across the street, not on a diagonal.

Motorists Look Out:

- STOP! before crosswalks. Motorists do not belong in crosswalks, pedestrians do.
- Motorists must "look out" for drivers, pedestrians, and bicyclists
- Turning vehicles "must yield" to pedestrians crossing on the green light

Pedestrian Statistics

- In 1996, 5,412 pedestrians were killed in the United States
- In 1996, 82,000 pedestrians were injured
- A pedestrian is injured every 6 minutes
- Most pedestrian fatalities in 1996 occurred at non-intersection locations (77 %), in normal weather conditions (88%), and at night (65%).



Source: Walk Across Texas



Choosing Walking Shoes

Good walking shoes are needed to help prevent injuries. Walking shoes are designed to provide rigidity, durability, flexibility, proper fit, adequate cushioning, and comfort. The most important consideration should be a good fit when buying walking shoes.

Walking shoes don't need to be expensive, just consider the following points when choosing shoes:

- Support – the construction of the back and the heel of the shoe should provide stability and control of foot movement, and protect the Achilles tendon from injury.
- Cushioning – walking shoes should be flexible; however, they should be slightly more rigid than a running shoe to permit rolling off the toes and joints rather than bending through them.
- Performance – walking shoes that are lightweight and durable are preferred. Consider traction for the surface being walked on. The shoe should be made of material that will breathe, such as nylon mesh. This type of material will allow the sweat to evaporate.
- Shoes that fit correctly will make walking more fun. Tips to help ensure a good fit when trying on shoes are easy to follow:
 1. Shop late in the day when feet are the biggest
 2. Wear the same type of socks that will be wore when walking
 3. The toe box of the shoe should be large enough to wiggle toes and about a thumbnail longer than the longest toe
 4. Feel inside for seams and ridges
 5. The shoes should bend easily at the widest part
 6. Walk briskly around the store to check for comfort and cushioning
 7. Make sure the shoes feel good on feet

Source: Walk Across Texas



Physical Activity Resources Websites

Website Links

Website Links to Health and Fitness Related Resources maintained by The Centers for Disease Control and Prevention (CDC):

www.cdc.gov/nccdphp/dnpa/readysset/nonfed.htm

The President's Council on Physical Fitness and Sports:

www.fitness.gov/

Healthfinder – Gateway to Reliable Consumer Health Information maintained by the National Health Information Center, US Department of Health and Human Services:

www.healthfinder.gov

Missouri Department of Health and Senior Services:

www.dhss.state.mo.us

University of Missouri Outreach and Extension

Nutrition and Health - <http://www.outreach.missouri.edu/main/nutrition/>

4-H Youth Development Program - <http://mo4h.missouri.edu/go/health/>

National Organizations and Related Sites

American Heart Association: Physical Activity www.justmove.org

American Diabetes Association: (800/342-2383) www.diabetes.org

American Running and Fitness Association: www.Americanrunning.org

Creative Walking: www.creativewalking.com

National Association for Sport and Physical Education (NASPE) 800/213-7193 Ext. 410

P.E. Central: <http://pe.central.vt.edu>

Missouri Show-Me Shape Up: www.smsg.org/showmeshapeup

Shape-Up America: www.shapeup.org

National Network for Health: www.nnh.org

U.S. Department of Agriculture (USDA). Food and Nutrition Information Center.

www.fns.usda.gov/fns

Youth Fitness Resource Center: www.americanfitness.net

Steppin' Out Fitness Walking



Date

Dear Parent

Young people can build healthy bodies and establish healthy lifestyles by including physical activity in their daily lives. However, many young people are not physically active on a regular basis and physical activity declines dramatically during adolescence. It is not surprising that physical inactivity has become the number one health concern in the United States.

Steppin' Out: Fitness Walking is designed to help youth increase their level of physical activity by walking. This simple walking program also includes activities that focus on physical fitness and healthy habits. *Steppin' Out: Fitness Walking* is designed so that very few materials are needed – just clothes and shoes! The program is flexible, too. Youth of all ages can walk individually and/or in groups.

You can help your child increase physical activity by encouraging him or her to walk. You can participate, too! Walking can occur anywhere, as long as it is safe. Trails, neighborhood sidewalks, school grounds, recreation center, and pastures are great places to walk. Your child will receive forms to record the number of miles he/she walks.

Health is the fourth “H” in the 4-H Clover (head, heart, hands, health) and the 4-H Youth Development Program needs your help enhancing health programs and encouraging physical fitness activities. Thank you for helping promote this important program!

Sincerely,

4-H Youth Development Staff



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