

4-H Blender Bike: Blending Nutrition and Physical Activity



Intended Audience:

- Youth and adults

Lesson Objectives:

Session participants will:

- Sort food and beverages into categories by how much physical activity it would take to burn off the amount of calories they contain.
- Recognize what foods in each category have in common.
- Recognize the connection between calories in (food) and calories out (physical activity).
- Reflect about the food and beverage choices they make.

Time: 10-15 minutes (depending on group age and size)

This activity can be used while participants are waiting to use the blender bike.

Equipment and supplies:

- Set of food cards
- 3 activity category table tents

Do Ahead:

- Print food cards and activity category table tents.
- Review activity instructions.

Calories In – Calories Out: How Long Will It Take?

INTRODUCTION

The food we consume and the amount of physical activity needed to burn off the calories from that food are connected. Think calories in, calories out!

It would take less than 15 minutes to burn off calories from a piece of fruit, but over an hour of moderate biking to burn off a cheeseburger and French fries!

WHAT TO DO

Experience:

- Have the participants stand up and pretend to pedal a bike at a medium pace. Set a timer or count to 60 so that you “pedal” for a full minute.
 - How did you feel while you were pedaling? Was it fun?
 - Did it give you energy or make you feel more awake?
 - Could you keep up that pace for 15 minutes? 30? 60?
 - Do you think you can figure out how long it would take to burn off the foods you eat? Let’s try it!

ACTIVITY:

1. Spread the food cards on a table or distribute a few cards to each participant.
2. Set up the 3 table tents labeled with the activity categories:
 - 15 minutes or less
 - 30-60 minutes
 - Over 1 hour
3. Explain that the purpose of the activity is to figure out how long you would have to “bike” to burn off the calories contained in the food on the card.
4. Give participants a few minutes to decide on a category for the food pictured on their card.
5. Depending on the group size, have participants place their card in the category they select, or go around the group and have them tell the category and then place it in the category selected.
6. Reveal the correct placement of the cards.



Sources:

Eat & Move-O-Matic app,
created by Learning Games Lab,
New Mexico State University
(available through iTunes)

U.S. Department of Health &
Human Services and U.S.
Department of Agriculture.
Dietary Guidelines for Americans
2015-2020

<https://www.health.gov/dietaryguidelines>

U.S. Department of Health &
Human Services.
Physical Activity Guidelines for
Americans

<https://health.gov/PAGuidelines/>

Go to the Ohio 4-H website for the
Blending Nutrition and Physical
Activity Activity Guide

<http://www.ohio4h.org/healthyliving>

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Ohio 4-H Healthy Living

<http://www.ohio4h.org/healthyliving>

7. The font on the cards is the key to the category:

- *15 minutes or less (italics)*
- 30-60 MINUTES (all caps)
- **Over 1 hour (fancy font)**

TALK IT OVER**Reflect:**

- Were you surprised by how much biking it would take to burn off the calories?

Generalize:

- What types of foods are lower in calories? Higher?

Apply:

- How can you make wise choices when selecting foods?
- How can you increase your physical activity?

Important Points:

- Vegetables and fruits are low in calories.
- Plant-based protein is generally lower in calories than animal protein sources.
- Food preparation method influences the amount of calories.
- Fried foods are higher in calories.
- Eat more fruits and vegetables. Many people do not get the recommended amount of fruits and vegetables.
- Limit added fat and sugar.
- Make healthy beverage choices; choose beverages without added sugar.
- Eat smaller portions of high-calories foods or eat them less frequently.
- Read labels to find out the nutritional value of foods.
- Calories are not the only factor to consider when selecting foods. Two foods can have the same amount of calories, but have different nutritional contributions. Foods with lots of nutrients are considered *nutrient dense*.
- Children and adolescents should do 60 minutes (1 hour) or more of physical activity daily.
- Running, hopping, skipping, jumping rope, swimming, dancing, and bicycling are all examples of aerobic activities.
- Physical activities can be unstructured and part of play, such as playing on playground equipment, climbing trees, and playing tug-of-war. Or these activities can be structured, such as lifting weights or working with resistance bands.
- It is important for young people to participate in physical activities that are appropriate for their age, that are enjoyable, and that offer variety.