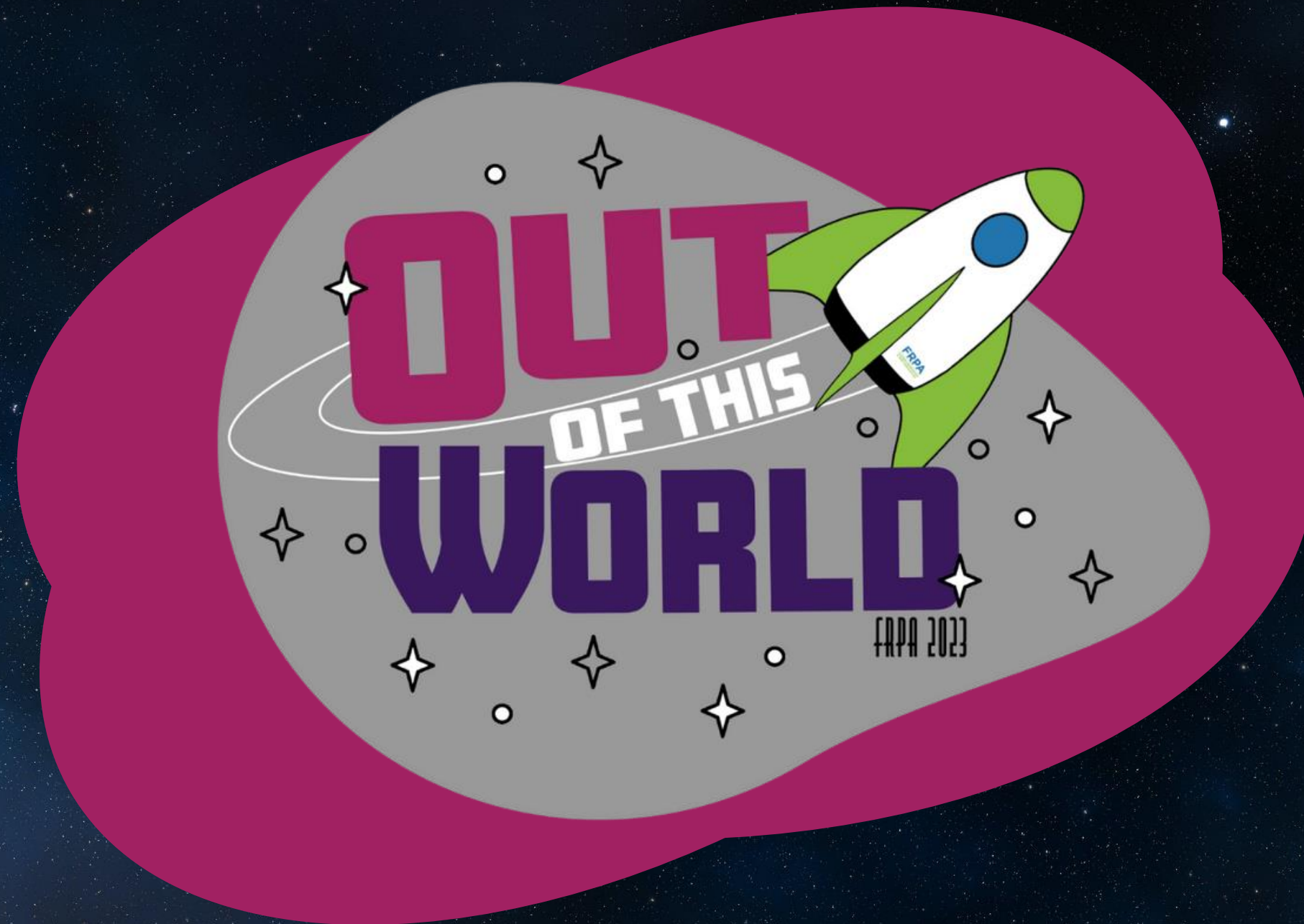


Welcome to the 2023 FRPA Conference!



August 28 - 31, 2023 | Orlando, FL

Health in the Wilderness





UF | IFAS Extension
UNIVERSITY of FLORIDA



4-H Youth Development

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LEARNING OBJECTIVES

- Understand how to integrate 4-H activities into your programming
- Match activities to pre-identified grade-level standards
- Gain the ability to lead students in science, math, and craft activities.



Health in the Wilderness

- 5 Lessons - kit form
- Combines learning to make healthy choices with the outdoors.
- Youth earn buttons for each lesson completed.



Health in the Wilderness




- Lessons contain:
 - Health Component
 - Outdoor Component
 - Activity/game
 - Family newsletter



Name: _____

Health in the Wilderness Trail Walking Drinks

Rank the drinks from best (#1) to worst (#8) if you were trail walking so that you would not get dehydrated.

 water	 energy drink	 sports drink	 lemon-lime soda
_____	_____	_____	_____
 juice	 coffee	 cola	 coconut water
_____	_____	_____	_____



Lesson 1

Lesson 1

SUBJECT **TEACHER** **GRADE** **DATE**

Wildlife & MyPlate

3

STANDARDS:

MA.3.FR.1 - Understand fractions as numbers and represent fractions.

MA.3.FR.2 - Order and compare fractions and identify equivalent fractions.

SC.3.L.17 - Interdependence - Plants and animals, including humans, interact with and depend upon each other and their environment to satisfy their basic needs.

HE.3.C.1.1 - Describe healthy behaviors that affect personal health.

HE.3.P.7.2 - Investigate a variety of behaviors that avoid or reduce health risks.

ACTIVITY (BRIEF DESCRIPTION) **INSTRUCTIONS & RESOURCES TO BE USED** **MATERIALS**

INTRODUCTORY GAME	Foods, tracks, and animals. Give each student a card. Have them find their matches. What food does the animal eat and what tracks does the animal leave? Students should end up in groups of 3.	Game Cards
REVIEW GAME	Have students discuss why they grouped themselves together. Discuss the importance of identifying the animal tracks and knowing where that animal lives and/or hunts.	
READING	Assign each group to read about their animal and present to the class their findings.	Animal Cards
BASIC NEEDS	Students will list the basic needs of humans and animals. Determine the similarities and differences. Create a list of needs on the board and label human/animal or both.	-whiteboard -dry erase marker

MYPLATE	One of the basic needs of humans and animals is food. We need certain foods to fuel our body. MyPlate helps us plan healthy meals for ourselves. Animals eat out of these groups as well. What foods do we eat? What foods do animals eat? What part of MyPlate do they come from? Play the "voting game."	-Food Group Voting Sticks -MyPlate poster -Voting color poster -Animal & Human Food Cards
PORTION SIZES	Just as we all eat off MyPlate, humans and animals have specific portion sizes that are needed for daily survival. Discussion: Do you have a dog that is overweight or are they too skinny? When you are playing with a dog a lot, they will need more food compared to when they sit idle most of the day. The same goes for humans. Discuss portion sizes in relation to different parts of your hand and how you can measure what you eat.	-Portion size handout
CONCLUSION	Let's go back and look at the animals and what they eat. What part of MyPlate does their food come from? As you can see, most of their food consists of proteins, vegetables and some fruit. Is this true for humans as well? What should we be eating most of? ½ of your plate should be fruits and vegetables and a little less than ¼ should be protein. Can you think of any animals that eat grains or dairy? Discuss foods that are added into animal feeds.	
NEWSPAPER	Discuss what is included in the newspaper. Encourage students to take it home and review it with their parents. Encourage students to have their parents complete the parent involvement challenge.	-Newspaper



Lesson 1

- Lessons contain:

-



animal



food



track



animal



Lesson 2 - Trail Walking & Healthy Snacks

STANDARDS:

MA.3.NSO.2 - Number Sense and Operations – Add and Subtract multi-digit whole numbers.

HE.3.B5 - Health Literacy Responsible Behavior – Decision Making – Demonstrate the ability to use decision-making skills to enhance health.

PE.3.L.3 - Lifetime Fitness – Participate regularly in physical activity.

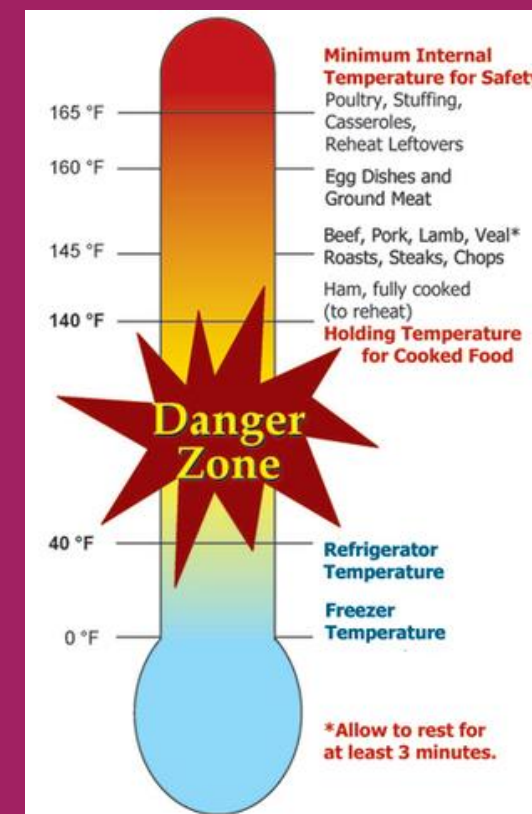
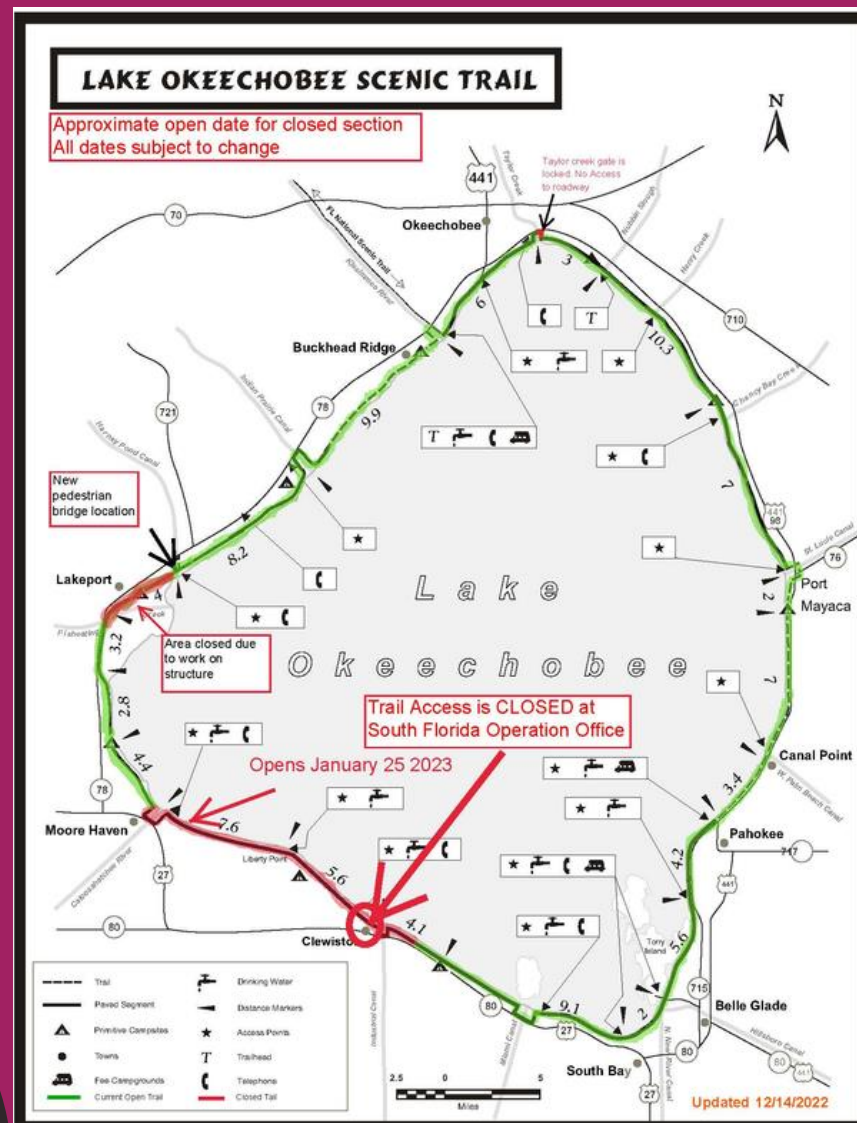
PE.3.R.6 - Responsible Behaviors and Values – Value physical activity for health, enjoyment, challenge, self-expression, and social interaction.

ACTIVITY (BRIEF DESCRIPTION)	INSTRUCTIONS & RESOURCES TO BE USED	MATERIALS
INTRODUCTION	Last month, we discussed healthy eating and what foods we eat, and animals eat to stay healthy. What else do humans and animals need to do to stay healthy? Discuss the importance of exercising.	
HEALTH ISSUES & EXERCISES	Discuss what health problems can we avoid by eating right and exercising? Discuss different types of exercises. Ask students what they do to exercise. **Optional: Play Exercise BINGO	Informational Sheet on health issues that can be helped with exercise and different types of exercise (to be used as a guide ONLY) https://www.cdc.gov/chronicdisease/pdf/infographics/physical-activity-H.pdf Exercise BINGO

READ & DISCUSS BOOK	Read Take a Hike, Teddy Roosevelt! Discuss what health problem Teddy had and what he did to resolve it. What are the health benefits of parks and trail walking?	Maps of local parks or county park map
MAP	Looking at a trail map. Discuss the different lengths of trails. Are these trails that you would walk in an hour? A day? Do you need to camp overnight? What types of food will you eat along the way?	Scenarios to choose what snacks will be packed and if a cooler is an option
DISCUSSION & ACTIVITY	Discuss food safety, food storage and the danger zone	User danger zone handout to discuss food safety
GAME	Pass out Menus and dry erase markers. Read scenarios and have kids circle their answers. Discuss why?	Menu Scenario sheet Dry Erase Marker Wipes
TRAIL MIX	Allow students to create a trail mix to take home. Discuss where each of the trail mix items belongs on MyPlate. Show difference in fresh fruit and dehydrated fruit. (This will be used as an example in Lesson 3)	Use Small snack bags – Remembering portion size *Dried Fruit, marshmallows, pretzels, raisins **2 oz portion cups as a representation of 1 serving size



Lesson 2 - Trail Walking & Healthy Snacks



Lesson 2 - Menu Scenarios

You are going on a 3-hour hike with your friends.
You plan to leave at 9 am in the morning.
You can only take what you can carry in a
backpack.
You have water to drink.

What foods are you packing?

You can only choose 2 foods.



Lesson 2 - Menu Scenarios

You and your family are going to walk a 5-hour trail walk. You are leaving at 10 am and stopping halfway for lunch. You must carry your drinks and your own food. **What are you packing?**

How are you keeping your food at the right temperature?

Did you pack any snacks?



Lesson 2 - Menu Scenarios

Your family is going on an overnight camping trip. Your camp site is a one-hour hike from your car. You are in charge of packing food for supper and breakfast. You have a backpack and a cooler to pack in. Your campsite is equipped with a grill.

What are you bringing?



Lesson 2 - Trail Mix

- Making 2 servings
- Can only get 2 scoops of Marshmallows
- Must have at least 4 items in your trail mix



Lesson 3 - Trail Walking & Healthy Drinks

Lesson 3

SUBJECT Trail Walking & Healthy Drinks
TEACHER
GRADE 3
DATE

STANDARDS:

MA.3.M.1 - Measurement - Measure attributes of objects and solve problems involving measurement.

MA.3.FR.2 - Fractions - Order and compare fractions and identify equivalent fractions.

SS.3.G.1.6 - The World in Spatial Terms - Use maps to identify different types of scale to measure distances between two places.

HE.3.B5 - Health Literacy Responsible Behavior - Decision Making - Demonstrate the ability to use decision-making skills to enhance health.

PE.3.L.3 - Lifetime Fitness - Participate regularly in physical activity.

PE.3.R.6 - Responsible Behaviors and Values - Value physical activity for health, enjoyment, challenge, self-expression and or social interaction.

ACTIVITY (BRIEF DESCRIPTION)	INSTRUCTIONS & RESOURCES TO BE USED	MATERIALS
INTRODUCTION	Review trail walking and selecting the best foods. Introduce "Stop, Slow & Go" drinks by doing a relay race. Split students into 2 groups. Have them race to put the drinks into the correct bags or bins.	Paper bags/containers for each team. Set of drink cards (2 set of 12) total (make them)
DISCUSSION	When you are trail walking, different drinks may be "go drinks" because you are physically active and outside. Talk about dehydration and its effects on the body.	
DRINKS ACTIVITY PART 1	Provide students with a set of drink cards. Have them order the cards from best to worst trail walking drinks. Record the drink order on their worksheet under section 1.	Drink Cards with labels and fill out sheet with number best to worst

BOOK	Read Potter the Otter A Tale About Water to students and discuss the importance of drinking water.	Potter the Otter A Tale About Water book
LABEL READING	Discuss how to read a label and what they should be looking for when choosing a drink for trail walking or any other outdoor activity. Discuss calories, sugar, serving size. (You could discuss the outdoor activities that they can participate in). Discuss how to determine which drinks are stop, slow and go (pg. 6 & 7 in Choose Health)	
DRINKS ACTIVITY PART 2	Have students re-order their drinks after reading the labels. Have students record their drink order on their worksheet under section 2. By understanding what a label says, we are able to understand what drinks are "stop, go and no" drinks.	
REVIEW	Review which drinks are stop, go and slow drinks.	
FRUIT INFUSED WATER	To end the lesson, discuss healthy alternatives to soda and juice. Allow students to try fruit infused water.	



Lesson 3 - Trail Walking & Healthy Drinks

Name: _____

Health in the Wilderness

Trail Walking Drinks

Rank the drinks from best (#1) to worst (#8) if you were trail walking so that you would not get dehydrated.

 water	 energy drink	 sports drink	 lemon-lime soda
_____	_____	_____	_____
 orange juice	 coffee	 cola	 coconut water
_____	_____	_____	_____



Lesson 3 - Trail Walking & Healthy Drinks

1.



water

**STOP
DRINKS**

**SLOW
DRINKS**

**GO
DRINKS**



Lesson 3 - Trail Walking & Healthy Drinks



Lesson 3 - Trail Walking & Healthy Drinks



Lesson 3 - Trail Walking & Healthy Drinks



lemon-lime soda

**STOP
DRINKS**

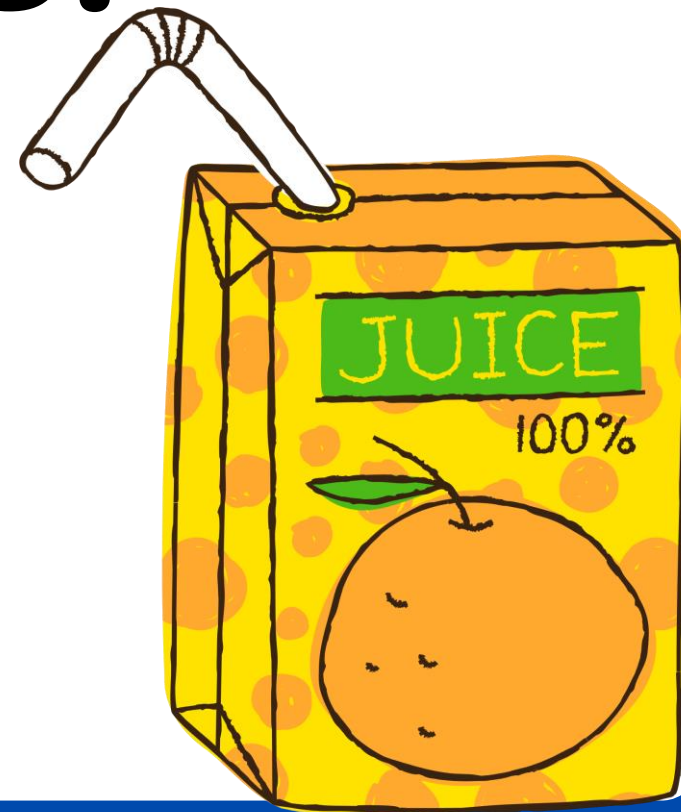
**SLOW
DRINKS**

**GO
DRINKS**



Lesson 3 - Trail Walking & Healthy Drinks

5.



juice

**STOP
DRINKS**

**SLOW
DRINKS**

**GO
DRINKS**



Lesson 3 - Trail Walking & Healthy Drinks

6.



coffee

STOP
DRINKS

SLOW
DRINKS

GO
DRINKS



Lesson 3 - Trail Walking & Healthy Drinks

7.



cola

STOP
DRINKS

SLOW
DRINKS

GO
DRINKS



Lesson 3 - Trail Walking & Healthy Drinks

8.



coconut water

**STOP
DRINKS**

**SLOW
DRINKS**

**GO
DRINKS**



Lesson 4 - First Aid & Survival Skills

SUBJECT	TEACHER	GRADE	DATE
First Aid & Survival Skills		3	
STANDARDS: MA.3.GR.2 - Geometric Reasoning – Solve problems involving the perimeter and area of rectangles. SC3.N.1.1. - Nature of Science – Raise questions about the natural world, investigate them individually and in teams through free exploration and systematic investigations, and generate appropriate explanations based on those explorations. SC3.N.1.2. - Nature of Science – Compare the observations made by different groups using the same tools and seek reasons to explain the differences across groups. HE.3.B5 - Health Literary Responsible Behavior – Decision Making – Demonstrate the ability to use decision-making skills to enhance health. PE.3.C2 - Cognitive Abilities – Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.			

ACTIVITY (BRIEF DESCRIPTION)	INSTRUCTIONS & RESOURCES TO BE USED	MATERIALS
INTRODUCTION	Discuss with students what type of items you would take on a hike. Discuss the important items that should be included in your backpack. Give each group a scenario: <ol style="list-style-type: none"> 1. First aide 2. Fire building 3. Shelter building 4. Signaling Give each group tools and let them decide what is needed and why.	Scenarios Tool List (for backpacking)
DISCUSSION	Different scenarios call for different actions to be taken. Hand out fact sheets and let groups discuss and present what they did right, and what they would change.	Fact Sheets & Tool List (for backpacking)
DISCUSSION	Discuss the importance of first aid and first aid kits. Discuss the purpose of each of the items in the kit.	First Aid Kit
ASSEMBLE FIRST AID KITS	Have students assemble first aid kits. Include a 4-H card that includes health or first aid information.	Items for each child to make their own first aid kit in a Ziplock bag. (Look at sample kit and instructions)



Lesson 4 - First Aid & Survival Skills



Lesson 4 - Survival First Aid Scenarios

You are out on a hike, and you fell and scraped your leg. You have a mild scrape, smaller than the size of a quarter.

What should you do?



Lesson 4 - Survival First Aid Scenarios

You are lost on the trail and surrounded by pine trees. It is getting cold outside, and you must build a fire safely. What items in your backpack will you use?

Follow up:

What items around you can you use?
What safety precautions are you going to take?



Lesson 4 - Survival First Aid Scenarios

You are lost from the group that you are trail walking with through the woods. Using the items in your backpack.

How are you going to signal for help?

Follow up:

Your cell phone has died. Now what?



Lesson 5 - Trail Walking & Map Reading

Lesson 5

SUBJECT Trail Walking & Map Reading
TEACHER
GRADE 3
DATE

STANDARDS:

MA.3.GR.2 - Geometric Reasoning – Solve problems involving the perimeter and area of rectangles.

SS.3.G.1.6 - The World in Spatial Terms – Use maps to identify different types of scale to measure distances between two places.

SS.3.G.1.2 - The World in Spatial Terms - Review basic map elements (coordinate grid, cardinal and intermediate directions, title, compass rose, scale, key/legend with symbols).

HE.3.B5 - Health Literacy Responsible Behavior – Decision Making – Demonstrate the ability to use decision-making skills to enhance health.

PE.3.C2 - Cognitive Abilities – Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.

HE.3.B5 - Health Literacy Responsible Behavior – Decision Making – Demonstrate the ability to use decision-making skills to enhance health.

PE.3.L.3 - Lifetime Fitness – Participate regularly in physical activity.

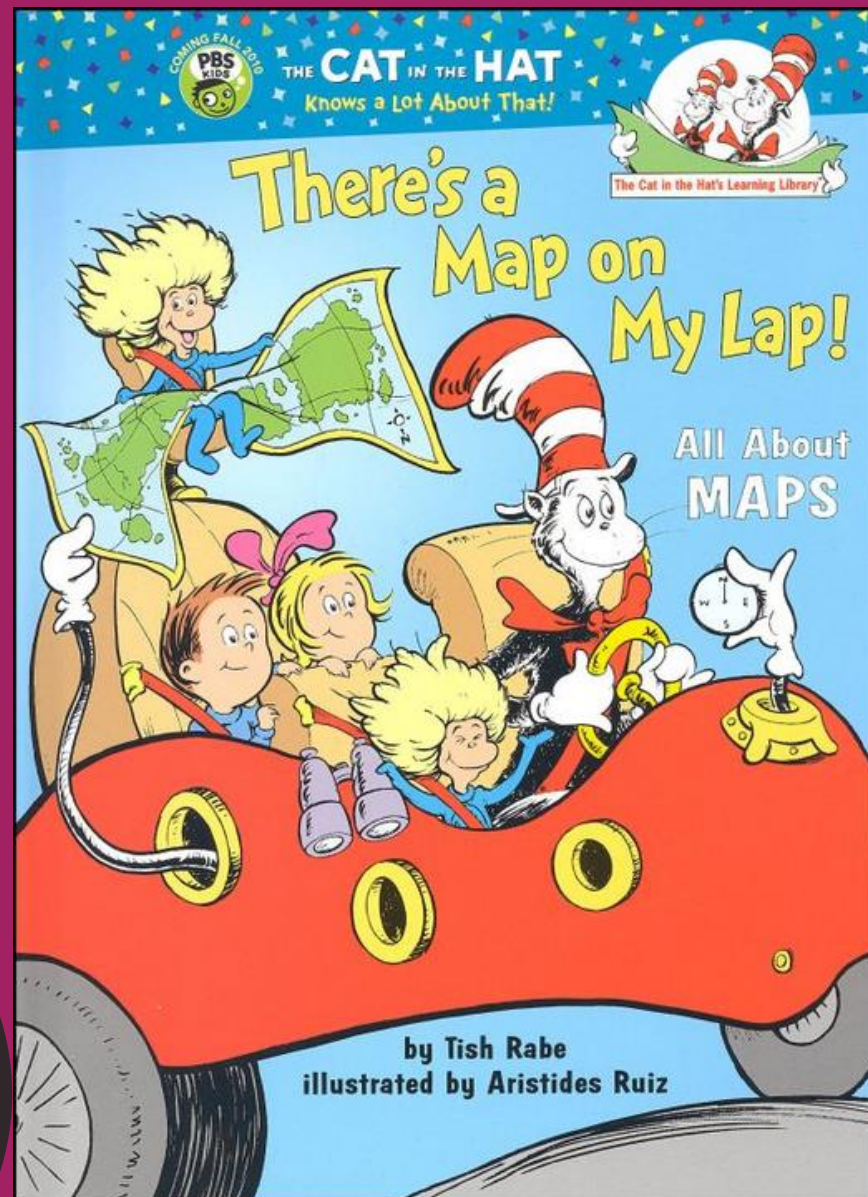
PE.3.R.6 - Responsible Behaviors and Values – Value physical activity for health, enjoyment, challenge, self-expression and or social interaction.

ACTIVITY (BRIEF DESCRIPTION)	INSTRUCTIONS & RESOURCES TO BE USED	MATERIALS
INTRODUCTION	Have students <u>answer</u> the following question: How do you get to the cafeteria or the playground in the morning? What directions would you give?	

READ BOOK	Read book: There's a Map on My Lap.	Book
POP QUIZ	Have students answer questions related to the book to jog their memory about reading a map.	Quiz Question Sheet with answers
DISCUSSION	Discuss what a <u>compass rose</u> are and what the cardinal and ordinal directions are. Have students create a compass rose with both the cardinal and ordinal directions.	Paper plate, arrow and brad. Directions on how to make craft.
FLORIDA MAP	Show students a Florida Map that can be used to navigate while driving rather than using a GPS. You can also show students the Florida trail walking map and discuss the different types of trails that Florida has.	Florida Map
MAP SCAVENGER HUNT	Use the cardinal and ordinal directions to find specific places on the Florida map.	1 map worksheet per child. One teacher set of questions
DISCUSSION	The importance of staying on the trail when trail walking and bringing all of the supplies you may need. Review Leave no trace.	Fact Sheet on Leave No Trace
POST TEST	Have students complete the post test	Post Reflective Survey



Lesson 5 - Trail Walking & Map Reading



Health in the Wilderness Assessment

4-H HEALTH IN THE WILDERNESS

POST SURVEY

Label each circle with the correct MyPlate food group.



When transporting food items that need to stay warm or cold, avoid the danger zone which is between ___ and ___ degrees.

☐ 68 and 148 degrees

☐ 40 and 140 degrees

☐ 75 and 120 degrees

Place a circle around the **GO** drinks, a box around the **SLOW** drinks and an X around the **STOP** drinks for trail walking.



You are out on a hike and you fell and scraped your leg. You have a scrape smaller than the size of a quarter. What first aid supplies will you need to take care of the scrape?

Draw a compass rose with ordinal and cardinal directions.



What information did you share with your family about this program?

Are there any things you learned in this program that you can use in real life situations?

Have you changed any of your habits because of something learned in this program?

What was your favorite activity or part of this program?

What was your least favorite activity or part of this program?

Did the math in the family newsletter help you practice skills you have learned in class?

☐ YES

☐ NO

☐ A LITTLE



Health in the Wilderness Monthly Family Newspaper

NATURE NEWS

AN EDUCATIONAL NEWSPAPER FOR YOUTH AND THEIR FAMILIES

WILDLIFE & MYPLATE

Dear Families,

4-H began over 100 years ago and has grown into the largest youth development program in the nation. The 4-H program works to prepare youth to be leaders in the community and around the world through hands-on, real-world experiences. The 4-H program will add your child's class this year with our newly developed "Health in the Wilderness" school enrichment program. This educational program focuses on health, the outdoors, science, and much more. Each lesson is directly correlated to the 2nd-grade Florida educational standards.

This program consists of five monthly lessons based on the outdoors and healthy living. Your child will learn about native Florida animals, how to identify them and what they eat. In addition, your child will learn about map reading, food safety, food dehydration, first aid, reading food labels, utilizing parks, staying active, survival skills, and more! A student newspaper will accompany each lesson with opportunities for you to complete activities as a family.

We are looking forward to meeting and working with your child. If you have any questions about this program, please contact:

Glades County - Tycee Prevatt - 863-946-0214 - tyceeprevatt@ufl.edu
Charlotte County - Kristie Popa - 941-832-2636 - kpopa@ufl.edu

Evidence of animals can be found all around you and in more ways than just through their tracks and scat. Signs of wildlife will also include pellets, rubs, skeletons, feathers, snakeskins, eggshells, nests, and holes for underground tunnels.

When searching for tracks, these can most often be found in the mud near a stream or pond. Nests can be found in trees or on the ground. Deer may rub their horns on trees leaving rub marks. In addition to physical signs, you can also listen for wildlife sounds, including noises or calls that wildlife often make. When you are observing wildlife or looking for signs of wildlife, make sure that you walk quietly so that you do not disturb them in their natural habitat.

Identify the central idea of this passage:

WILDLIFE SCAVENGER HUNT

Explore your yard or neighborhood to find signs of Florida wildlife. You may see the animal itself, its tracks or even its scat. Check off each animal which you see or find a sign of.

Deer	Squirrel
Rabbit	Pig
Turkey	Raccoon
Coyote	Gopher Turtle

Jimmy went for a hike and saw fourteen different sets of animal tracks. Three of the sets were from raccoons, two sets were from deer, and the rest were from wild pigs. How many tracks were from the wild pigs? Show your work below.

T
I
C
T
A
C
T
O
E

COLOR AND COMPARE

$\frac{1}{4}$ $\frac{3}{4}$

$\frac{2}{6}$ $\frac{3}{6}$

$\frac{4}{6}$ $\frac{2}{3}$

4-H FRACTION FUN

Color in $\frac{3}{5}$ of the toes. What fraction of the toes did you color? Write the fraction below.

How many sections of the plate are colored red? How would you write that as a fraction? Write the fraction below.

How many green stripes does the snake have? How many yellow stripes does the snake have? Write the fraction of yellow stripes below.

Portion Sizes & Daily Recommendations

Growing bodies have different nutritional needs at different stages. Here are the daily recommendations for an 8 year old:

1.5 cups Fruit, 5 oz. Protein, 2.5 cups Vegetables, 2.5 cups Dairy

For portion size you can use these helps:

8 oz. of meat = 1 deck of cards
5 cup of vegetables = 1yo-yo
1oz. cheese = 4 dice

WILDLIFE VOCABULARY

Match the meaning to the correct word.

nature	prevention of wasteful use of a resource
habitat	the natural home or environment of an animal, plant or other organism
ecosystem	wild animals
environment	a community of interacting organisms and their environment
forest	the surroundings or conditions in which a person, animal, or plant lives.
pond	a large area covered mainly with trees and undergrowth.
conservation	a small body of still water
wildlife	the physical world and everything in it

CAST A TRACK

Supplies Needed: rake, plaster of Paris, water, spray bottle, mixing cup, and stick

Step 1: Rake your area smooth where you hope to find tracks.
Step 2: Check for tracks each day.
Step 3: Make a plaster cast of a track in the sand by: turning the bottom of the bottom of a cup or a strip of a milk jug gently push for into the ground around the track. Mix enough plaster of Paris and water to fill the print and form. Pour the plaster into the form to a depth of about 1 inch. Allow the plaster to set. After the plaster is hard, remove the cast and brush off excess dirt.

Adapted from Wildlife Science Level 2 (2001) / Harbor University

MYPLATE WORD SEARCH

Circle the words in the color that corresponds with the section on MyPlate: Dairy-Blue; Proteins-Purple; Grains-Orange; Fruits-Red; Vegetables-Green.

A	O	B	K	L	I	M	E	P	D	R	K	A	D
D	S	A	B	N	A	A	H	L	T	I	O	T	A
R	P	N	A	A	S	N	A	E	B	K	I	G	E
Y	E	A	E	N	E	L	A	D	P	T	T	G	R
E	P	N	A	A	C	M	E	G	E	T	K	H	B
R	O	A	A	T	S	A	P	L	H	R	E	S	L
G	S	S	R	G	L	C	P	A	A	I	A	I	A
H	R	C	E	R	R	P	C	I	M	C	A	F	E
R	G	C	M	K	A	M	L	H	I	E	E	E	M
O	I	E	G	G	S	C	E	R	E	A	L	M	T
K	M	M	T	S	I	T	R	U	G	O	Y	O	A
C	A	R	R	O	T	M	R	A	E	A	O	H	O
H	E	A	C	A	L	E	O	E	T	A	H	T	H
Y	A	C	H	I	C	K	E	N	S	H	A	A	L

Family Survey:

Please take a few minutes to fill out our monthly survey. One winner will be chosen each month to win a prize. Scan the code below:

Contact Us

 KRISTIE POPA Charlotte County 4-H Extension Agent II (941)832-2636 kpopa@ufl.edu	 UF IFAS Extension 4-H Youth Development An Equal Opportunity Institution	 TYCEE PREVATT Glades County 4-H Extension Agent/CEO (863)-946-0214 tyceeprevatt@ufl.edu	
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TEAMS Page Sign Up





Thank You!

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Tycee Prevatt

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FRPA

**FLORIDA RECREATION
& PARK ASSOCIATION**

For more information about the
Florida Recreation and
Park Association
visit frpa.org