Fruits and Veggies Matter

The Produce for Better Health Foundation, in collaboration with the National Cancer Institute and National Institutes of Health, has declared September “Fruits & Veggies - More Matters” Month. The goal is to encourage everyone to eat more fruits and vegetables every day. The 2005 Dietary Guidelines are clear and simple with regards to fruits and vegetables: “Focus on Fruits” and “Vary Your Veggies.” Everyone, old and young alike, should aim to consume a variety of different colors on a daily basis. Remember the goal is fruits & veggies - more matters!

Consume more servings of fruits and vegetables each day, and regularly aim for a variety of colors.

Fruits and vegetables provide the body with a variety of different nutrients. These nutrients help the body stay healthy, resist infections, and ensure proper growth and development. Different fruits and vegetables provide the body with different nutrients, so it is important to consume a variety every day. The more colors you and your students eat, the better! Fruits and vegetables are also high in fiber (which is good for the digestive tract) and generally low in fat (which is good for the heart). People who eat a lot of fruits and vegetables daily are also less likely to eat excess sweets.

When possible, look for fresh fruits and vegetables that are in season – check the local farmers’ markets. Otherwise, look for frozen, dried, or even canned options. If you or your students consume fruit or vegetable juice, be sure it is 100% juice (listed right above the Nutrition Facts food label).

Throughout the month, younger students can learn to classify fruits and vegetables and begin to appreciate that they are grown on farms and do not “magically” appear on the grocery store shelves. Older students can start to look more globally at fruit and vegetable production and learn from where in California, the U.S. or the world different fruits and vegetables come. Regardless of their age, barriers will arise as students work toward increasing their consumption of fruits and vegetables. Addressing those challenges is beneficial for students of all ages, as well as for their teachers.

1) Do a fruit and vegetable inventory at home. Do you have enough for everyone to increase their usual daily servings? For fruit juice to count as a serving, it must be “100% fruit juice” (see the top of the Nutrition Facts label).

2) Discuss ways to increase the quantity and variety of fruits and vegetables in the home. Increase variety by increasing color!

3) Let children choose which fruit or vegetable is served for dinner each night.

4) Encourage everyone to try at least one new fruit or vegetable this month.

5) Pack a piece of fruit in everyone’s lunch.

6) Visit a local farmers’ market to see what is available this time of year.

7) Visit a local multi-ethnic grocery/produce market and try something new.

8) Ask someone in the produce section at your local grocery store for a new fruit or vegetable to try.

www.fitforlearning.org
1) Have students kick off the month with a fruit and vegetable taste-testing party in the cafeteria.

2) Create a student food service advisory committee to promote new fruits and vegetables in the cafeteria. This committee could continue throughout the school year.

3) Highlight fruits and vegetables in the cafeteria and find ways to increase the quantity and variety available.

Use fruit and vegetable snacks, pens, pencils, erasers or stickers as class rewards instead of candy (see http://www.fruitsandveggiesmatter.gov/index.html for materials to purchase or see the American Cancer Society for free materials). You can also ask a local grocery store or farm to sponsor a fruit and vegetable taste-testing party!

**Dole**
http://www.dole5aday.com
This is a great site with lots of fun facts about fruits and vegetables as well as free activities to download and print (tracking materials, parent information sheets, newsletters, and many activity sheets). A Scope and Sequence Chart is available to help you see how the activities fulfill national academic standards. There are separate sections for kids (including online activities), teachers, parents, and food service workers to get appropriate information. They also have an entire section devoted to information and materials in Spanish.

**California Department of Health Services**
P.O. Box 942732, MS 7204
Sacramento, CA 94234-7320
Phone: 1-888-EAT-FIVE (1-888-328-3483)
Fax: (916) 449-5414
http://www.dhs.ca.gov/ps/cdic/cpns/ca5aday
This is California’s 5-A-Day website. The information provided is designed to empower low-income individuals and families to increase their fruit and vegetable consumption. 5-A-Day Power Play materials can be used in 4th and 5th grade classrooms and are available in English and Spanish.

**MyPyramid.gov**
http://www.mypyramid.gov
http://www.mypyramid.gov/sp-index.html (site in Spanish)
This is the main website of the MyPyramid.gov food guidance system which will be discussed more thoroughly in November. However, this site does provide a lot of information about fruit and vegetable consumption – why it is important and tips to reach consumption goals.
Fruits and Veggies Matter

California Federation of Certified Farmers’ Markets
P.O. Box 1813
Davis, CA 95617
Phone: (530) 753-9999
http://www.cafarmersmarkets.com
Locate farmers’ markets in Santa Clara County and learn about California commodities.

Fresh Fruit and Vegetable Photo Cards
California Department of Education Press Office
Phone: 1-800-995-4099
http://www.cde.ca.gov/re/pn/rc
(Item: 001365; 142 Photo Cards; 8 7/8” x 9 1/2”; Price: $45.00; 1997)
This set of beautiful photo cards teaches students about 142 different fruits and vegetables. The front of each card displays a fruit or vegetable with its name in English and in Spanish (when available). On the reverse side is a bar graph displaying a nutritional analysis, suggested serving size and other information.

American Cancer Society
Santa Clara County Unit
747 Camden Ave, Ste. B
Campbell, CA 95008
Phone: (408) 871-1062; Fax: (408) 871-2993
http://www.cancer.org (National Website)
Call the local office for a FREE copy of their Healthy Me (K-3) or Spring into Health (4-6) curricula. Both offer several lesson plans devoted to increasing fruit and vegetable consumption and making healthier life choices. Additional materials are offered to schools free of charge – bookmarks, posters, folders, etc.

Centers for Disease Control
http://www.fruitsandveggiesmatter.gov
Link to basic tips on increasing fruit and vegetable intake, energizing the family, washing fruits and vegetables and more. Each month a fruit and vegetable are featured with nutritional information, tips on how to prepare them and great tasting recipes. Information is also available in Spanish – nutrition information, recipes and advice. Great detailed information on the colors of fruits and vegetables (some information may be more appropriate for older students in a science class).

U.S. Department of Health and Human Services, National Institutes of Health, National Cancer Institute
http://www.fruitsandveggiesmatter.gov (individual organizations’ links are on the bottom of the web page)
Most of the information is for educators. It has some good details and facts on colors and phytonutrients for older students. Several lists of curricula and activities are available for purchase from different states (free and at-cost resources).
Fruits and Veggies Matter
http://www.fruitsandveggiesmatter.gov/ or http://www.fruitsandveggiesmorematters.gov/
This website supports the “Fruits and Veggies – More Matters™” initiative, which encourages the consumption of fruits and vegetables for improved public health. CDC developed and maintains the site in partnership with federal agencies and other organizations.

Produce for Better Health Foundation – in partnership with CDC, DHHS
http://www.fruitsandveggiesmatter.gov/index.html
http://www.pbhfoundation.org/educators
PBH, a partner with the CDC in the health initiative Fruits & Veggies – More Matters™, has designed educational kits (e.g. Color Way Creative Pockets Kit, 2: Nutrition, Fitness & Play) and other teaching tools for classroom use. Download a set of activity sheets or an entire curriculum from PBH (Educators Section).

Harvest of the Month
California Department of Public Health
Cancer Prevention and Nutrition Section
P.O. Box 997413, MS 7204
Sacramento, CA 95899-7413
Phone: (916) 449-5400
http://www.harvestofthemonth.com
Harvest of the Month is a comprehensive nutrition education intervention designed to give students, their parents and surrounding communities hands-on opportunities to explore, taste and learn about the importance of eating fruits and vegetables. Monthly materials are comprised of educator newsletters, parent newsletters in English and Spanish and menu slicks. Posters are also used to promote the health benefits of fruits and vegetables.

For additional resources related to starting a school garden, please see the Dear Teacher letter at the front of this Resource Guide.
Activities Linked to 5th Grade Content Standards & Framework

- Students can write a letter or a persuasive story to encourage students in lower grades to eat fruits and vegetables every day.

- Include grade-appropriate fruit and vegetable names on students’ spelling list.

- Have students keep track of their fruit and vegetable consumption throughout the month. Set a goal to increase variety and quantity of fruit and vegetable intake and create a chart using an appropriate graph demonstrating progress.

- When teaching how plants transport nutrients, discuss the concepts in relation to specific fruits and vegetables consumed by students in the class instead of generic plants or flowers.

- Describe how geography and climate influenced the way various nations obtained their fruits and vegetables.

- Discuss some of the barriers to increasing fruit and vegetable intake. As a class, can you come up with some ways to overcome these barriers?

- Walk to a nearby farmers’ market to see what fruits and vegetables are available this time of year.

Selected Reading List

- Apples to Oregon: Being the (Slightly) True Narrative of How a Brave Pioneer Father Brought Apples, Peaches, Pears, Plums, Grapes, and Cherries (and Children) Across the Plains, by Deborah Hopkinson – Language Arts, Social Science

- The Amazing Potato, by Milton Meltzer – Language Arts, Social Science

- Shape Up! Fun with Triangles and Other Polygons, by David Adler – Mathematics

- Buried Treasure: Roots and Tubers, by Meredith and Tom Hughes – Science
Students can practice their writing, researching and penmanship skills by writing about their favorite fruits and vegetables. They can then share these stories out loud.

Include grade-appropriate fruit and vegetable names on students' spelling list.

Have students solve problems involving addition, subtraction, multiplication and division using positive and negative numbers and a combination of these operations. Have them use fruits and vegetables as a way to explain the topic.

Have students individually interview their friends and family members, asking questions such as “how many fruits and vegetables did you eat today?” that will result in a range of numerical answers. Encourage them to ask as many people as possible. With this data, students can then compute the range, mean, median and mode. Have students guess what will happen to the results if additional data sets are added (e.g. if the class data are analyzed as one complete set). Students can also look at how the inclusion or exclusion of outliers affects the measure of central tendency and which measure provides the most useful information given the question asked.

Discuss some of the barriers to increasing fruit and vegetable intake. As a class, can you come up with some ways to overcome these barriers?

Have students keep track of their fruit and vegetable consumption throughout the month. Set a goal to increase variety and quantity of fruit and vegetable intake and monitor progress.

Walk to a nearby farmers’ market to see what fruits and vegetables are available this time of year.

Apples to Oregon: Being the (Slightly) True Narrative of How a Brave Pioneer Father Brought Apples, Peaches, Pears, Plums, Grapes, and Cherries (and Children) Across the Plains, by Deborah Hopkinson - Language Arts, Social Science

Shape Up! Fun with Triangles and Other Polygons, by David Adler – Mathematics

Buried Treasure: Roots and Tubers, by Meredith and Tom Hughes – Science

One Good Apple: Growing Our Food for the Sake of Our Earth, by Catherine Paladino – Science

Squashed, by Joan Bauer – Science
Let's Move! month is designed to encourage you and your students to become more physically active. Kick off the month with International Walk to School Week (the first full week in October). Walking is one of the simplest forms of physical activity and is great for you!

Another important activity this month is National School Lunch Week (the second full week in October). This is an opportunity for everyone to learn more about the food service at their school, and possibly participate in school lunch!

Be physically active for at least 60 minutes on most, preferably all, days of the week.

Physical activity burns calories, improves cardiovascular (heart) health, strengthens muscles (especially the heart muscle), promotes joint flexibility, improves bone density and helps maintain a healthy weight. Physical activity is good for the entire body, and even helps to keep the brain alert! People who are more active also tend to get sick less often than people who are inactive.

When it comes to physical activity, every little bit counts. So it is important to encourage your students to find ways to be more active – walk or bike to school (either part of the way or the whole way), take the dog on a walk every day, play with friends at the playground, join an afterschool soccer or softball league, etc. The goal for children and adolescents is to engage in at least 60 minutes of physical activity on most, preferably all, days of the week. While it is important for students to be physically active at school, it is also important for them to start exploring out-of-school exercise options. What can they do on weekends or during holiday breaks?

Students of all ages can set realistic goals based on their own level of physical activity. It is important that students understand the difference between cardiovascular activities (those that are good for the heart and may make you breathe a little faster), muscular strength (those that will help to build muscle), and flexibility (activities involving various stretches) and find ways to regularly participate in all three. As students get older and continue to develop new skills, they can begin to participate in and enjoy different activities each year. With these new activities will come new challenges – but nothing you can’t face together. Just get out there and keep moving.

1) Complete the Walkability checklist available at http://www.cawalktoschool.com (English and Spanish handouts are included in the guide). This will help you determine a safe way to walk or bike to school. If there isn’t a direct safe route, is there a closer direct route? It may be possible to drive only part way to school and walk the rest.

2) If possible, participate in Walk to School Day (Wednesday of the first full week of October).

3) Discuss other forms of physical activity that the family enjoys. Are there activities the family can do together?

4) Go for a walk together before or after dinner.

5) If possible, encourage your schoolchildren to participate in National School Lunch Week (the second full week in October).
Let’s Move!

1) Kick off the month by participating in International Walk to School Week (the first full week in October). Encourage everyone to participate in Walk to School Day (Wednesday of that week). (See http://www.cawalktoschool.com)

2) Ask a police officer to come to the school for an assembly and talk about safety issues regarding walking or biking to school in that specific neighborhood.

3) Take an inventory of all items the school has to promote physical activity - balls, jump ropes, etc. – and increase the accessibility of these items during recess.

4) Promote school lunch during National School Lunch Week (the second full week in October). (See http://www.schoolnutrition.org)

Reward students with activities that will keep them active. Some examples include extra time on a Friday for fitness activities or allowing students to run the “ball room” at recess for a week.

California Walk to School Headquarters
P.O. Box 997413 – Mail Stop 7211
Sacramento, CA 95899-7413
Phone: 1-888-393-0353
http://www.cawalktoschool.com
This is the main website for the California Walk to School Program. It is full of wonderful materials, resources, activity ideas, stickers, and balloons. Many materials are available in a number of different languages as well. Register your school for the event for a chance to win prizes!

Official USA Walk to School Website
http://www.walktoschool-usa.org
This site provides more resources and information about what is going on across the U.S. to promote Walk to School Month.

Official International Walk to School Website
http://www.iwalktoschool.org
Students can learn what is going on around the world for Walk to School Week. Also see:
Canadian Walk to School – http://www.goforgreen.ca/walktoschool
U.K. Walk to School – http://www.walktoschool.org.uk

MyPyramid.gov
http://www.mypyramid.gov
http://www.mypyramid.gov/sp-index.html (site in Spanish)
This is the main website of the MyPyramid.gov food guidance system which will be discussed more thoroughly in November. However, this site does provide a lot of information about physical activity – what it is, why it is important, how much is needed, the number of calories burned during various activities, and tips for increasing physical activity.

www.fitforlearning.org
Let’s Move!

Center for Disease Control (CDC)
http://www.cdc.gov/nccdphp/dnpa/kidswalk
The CDC website has more resources and information, including activity downloads, community presentations (to increase awareness and participation), train the trainer information, brochures, fact sheets, safety information and more.

Shape Up America – 10,000 Steps a Day
http://www.shapeup.org/shape/steps.php
If pedometers are available, this site provides information and resources on the 10,000 Steps a Day challenge. This is a great way for teachers and school staff to become better role models for the students.

Healthy Trails Challenge – Santa Clara County Parks
www.parkhere.org
SCCP has partnered with Kaiser Permanente, SCC Public Health Department, and Steps to a Healthier Santa Clara County to provide a Healthy Trails Challenge to combat the increase in type 2 diabetes, asthma, high blood pressure, heart disease and cancer; as well as to increase participation in nature. The free Healthy Trails Challenge invites families to visit 5 different trails in the County’s 21 parks by registering, receiving a detailed park guide, and a gift for Challenge completion in one year.

National School Lunch Week
American School Food Service Association
http://www.schoolnutrition.org
Go to Meetings and Events to learn more about activities during National School Lunch Week.

Team Nutrition School Meals
http://schoolmeals.nal.usda.gov
More information can be found here regarding activities during National School Lunch Week.

Eat Better, Eat Together
Washington State University (WSU)
http://nutrition.wsu.edu/ebet
October is also Eat Better, Eat Together month. Information can be sent home with the students to encourage families to eat meals together. A toolkit to encourage families to eat together has been developed by WSU. Most of the materials can be downloaded free of charge from this site. Some materials are also available for purchase (stickers, bookmarks and more).
Let's Move!

Activities Linked to 5th Grade Content Standards & Framework

- **Reading 2.0**
  - Read the rules to a new physically active game that can be played outside and have the class teach students in another classroom the new game.

- **Writing 2.0**
  - Have students write an invitation to their peers inviting them to a special physical event that can be done during recess (such as hikes and runs, walkathons, dances, volleyball matches, baseball games, basketball games and more). They can also create a poster or flier for the event.

- **Writing 2.3**
  - Students can write a research report on the history of how a physically-active game became popular.

- **Written & Oral English Language Conventions 1.5**
  - Include grade-appropriate words related to physical activity on students’ spelling list.

- **Measurement & Geometry 1.1**
  - As a class, determine the shape, and measure the size, of the different areas of the playground; or tape out different, predetermined shapes and sizes on the playground. Add some physical activity to this lesson by having students walk around the edges or cut through the center to better visualize the geometry concepts that they are learning in the classroom.

- **Statistics, Data Analysis, & Probability 1.2**
  - Have students keep track of the physical activities in which they participate. They can set new goals to increase activity and chart their progress toward those goals.

- **Physical Science 1.g**
  - Students can be physically active while learning about the states of elements and compounds. They can be divided into groups representing the three states – gases, liquids, and solids – and move (or not move) around the room/playground according to the movement of the molecules in each state (e.g. gases will move a lot while solids will need to keep their feet planted but can vibrate their bodies).

- **Social Science 5.1.1**
  - Describe how geography and climate influenced the way various nations were physically active either through work or play.

- **Social Science 5.2.3**
  - Explain the obstacles the explorers had to overcome. Pay particular attention to how many miles they traveled each day.

- **Social Science 5.8.1**
  - Discuss modes of transportation used in immigration paying particular attention to those that required physical work (walking, biking, etc).

- **Physical Education 3**
  - Make a list of physical activities that the students find enjoyable. Keep this list up throughout the month and encourage students to be physically active each day.

- **Physical Education 5, Health Framework Expectation 1**
  - Discuss some of the barriers to increasing physical activity. As a class, can you come up with some ways to overcome these barriers?
Let’s Move!

Activities Linked to 6th Grade Content Standards & Framework

- Have students write an invitation to their peers inviting them to a special physical event that can be done during recess (such as hikes and runs, walkathons, dances, volleyball matches, baseball games, basketball games and more). Students can also create a poster or flier for the event.

- Students can write a research report on the history of how a physically-active game became popular.

- Include grade-appropriate words related to physical activity on students’ spelling list.

- Have students solve addition, subtraction, multiplication and division problems that involve concrete physical activity examples.

- Learn about converting one measurement to another while playing on the playground. Students can measure a specific distance in inches, feet and yards and then convert from one unit of measurement to another. Once distances have been measured, students can walk, run, skip or hop the different lengths. Students can also measure the time it took to go different distances. Once back in the classroom, they can solve problems involving rates, average speed, distance and time.

- Have students individually interview their friends and family members, asking questions such as “how many times were you physically active last week?” that will result in a range of numerical answers. Encourage them to ask as many people as possible. With this data, students can then compute the range, mean, median and mode. Have students guess what will happen to the results if additional data sets are added (e.g. if the class data are analyzed as one complete set). Students can also look at how the inclusion or exclusion of outliers affects the measure of central tendency and which measure provides the most useful information given the question asked.

- Describe how the hunter-gatherer societies were physically active while obtaining their food. How does it compare to how we obtain our food today?

- Make a list of physical activities that the students find enjoyable. Keep this list up throughout the month and encourage students to be physically active each day.

- Have students keep track of the physical activities in which they participate, set new goals to increase their activity and chart their progress toward those goals.

- Discuss some of the barriers to increasing physical activity. As a class, can you come up with some ways to overcome these barriers?
“Steps to a Healthier You” is the central message of the current USDA food guidance system, found at www.MyPyramid.gov. (Spanish materials are also available at this site.) It is intended to help Americans choose the appropriate foods and amounts to stay healthy. With the holidays rapidly approaching, it is important for everyone to start thinking about moderation and variety when it comes to their food group consumption. But don’t forget to balance your food intake with physical activity!

Daily consume a variety of foods from all of the food groups – make half of your grains whole, vary your veggies, focus on fruits, get your calcium-rich foods and go lean with protein!

MyPyramid.gov acknowledges that one size does not fit all when it comes to your health. The new MyPyramid.gov website allows visitors to enter their age, gender and activity level to obtain personalized recommendations. It also provides information to help you balance food intake with physical activity. Another valuable component is the tracking feature that allows visitors to keep track of their food intake and physical activity goals.

MyPyramid.gov has several key messages: Make half of your grains whole (to increase fiber intake), vary your veggies, focus on fruits, get your calcium-rich foods (choose low or non-fat products to promote bone health), and go lean with protein (choose lean products to keep fat intake down). Different foods within each food group contain a variety of nutrients that are important for proper nutrition. The underlying goal is to promote variety, moderation and activity. In general, a balanced diet containing foods from all of the food groups offers the best nutritional value for a heart-healthy diet. (See KP KIDS handout, “Healthy Snack Ideas”)

Sugary sodas, candies, sweets and other unhealthy snacks offer little more for the body than extra (or discretionary) calories meaning that few other nutrients are provided. The consumption of these products should be kept to a minimum and should be replaced with non-fat milk, water, 100% fruit or vegetable juice or other healthy snacks.

Younger students can learn to classify foods into the different food groups and begin to appreciate where food comes from. Older students can start to learn from where in California, the U.S. or the world different foods come. Regardless of their age, barriers will arise as students work toward increasing the variety of food groups they consume. Addressing those challenges is beneficial for students of all ages.

1) If possible, family members can find their own MyPyramid recommendations by entering the appropriate information at http://www.mypyramid.gov or http://www.mypyramid.gov/sp-index.html (site in Spanish).

2) Do a food group inventory at home. Does the food in the home match the recommended proportions and types of foods? If not, make a list of foods that would help the foods in your home look more like the pyramid recommendations.

3) Write a grocery list with at least one item from each food group. Be sure to focus on whole grains, a variety of fruits and vegetables, low-fat dairy and calcium-rich foods, and lean protein sources.

4) Plan a meal with at least one item from each food group.

5) Try a new food from one, or all, of the food groups!

www.fitforlearning.org
1) Take a closer look at the foods being offered on campus (e.g. in vending machines or at the snack bar) to see if they are consistent with the MyPyramid.gov guidelines.

2) Highlight food groups being served in the cafeteria this month.

This would be a great time for a “Food Group” Pizza Party! Make sure all the food groups are represented on the pizza and in the proper proportions. See about getting donations from a local pizza parlor or from a local store so you can make your own pizzas.

**MyPyramid.gov**

http://www.mypyramid.gov  
http://www.mypyramid.gov/sp-index.html (site in Spanish)

This is the main website of the MyPyramid food guidance system. Students and teachers can browse this site to see their personalized MyPyramid plan, track their current food intake and find tips for meeting their MyPyramid goals. Also provided at this site is an Educational Framework for professionals. This provides more details about the MyPyramid recommendations from an educational standpoint. There is also an interactive Blast Off game for kids to play and tips for families (see For Kids link).

**USDA Team Nutrition**

http://teamnutrition.usda.gov/resources/mypyramidclassroom.html  
This site provides classroom activities and lesson plans for grades K-6. Everything can be downloaded free of charge.

**National Dairy Council**

http://www.nutritionexplorations.org  
The National Dairy Council has a lot of wonderful materials for kids, parents, teachers and food service workers. Kids can play interactive games while learning about the food pyramid. Teachers can find information and activities to help teach nutrition to their students. There are also several contests in which classrooms can participate.
Students can practice their writing, researching and penmanship skills by writing about food-related topics. They can then share these stories out loud.

Students can write a research report on the history of how a certain food became popular or was brought to California.

Include grade-appropriate, food-related words on students’ spelling list.

Have students keep track of their food group consumption throughout the month. Set a goal to increase variety and quantity and create a chart using an appropriate graph for demonstrating progress. (See KP KIDS handout, “Pyramid Worksheet” for recording ideas.)

Describe how geography and climate influenced the way various nations obtained foods from each of the food groups.

If resources are available, have the students go to http://www.MyPyramid.gov and print out their own personalized food pyramid recommendations.

Shape Up! Fun with Triangles and Other Polygons, by David Adler – Mathematics
Activities Linked to 6th Grade Content Standards & Framework

- Students can practice their writing, researching and penmanship skills by writing about food-related topics. They can then share these stories out loud.

- Include grade-appropriate, food-related words on students’ spelling list.

- Have students solve addition, subtraction, multiplication and division problems that use positive and negative numbers and a combination of those operations. Use healthy foods from the various food groups as a way to explain the topic.

- Have students individually interview their friends and family members, asking questions such as “how many foods did you eat from the grain group yesterday?” that will result in a range of numerical answers. Encourage them to ask as many people as possible. With this data, students can then compute the range, mean, median and mode. Have students guess what will happen to the results if additional data sets are added (e.g. if the class data are analyzed as one complete set). Students can also look at how the inclusion or exclusion of outliers affects the measure of central tendency and which measure provides the most useful information given the question asked.

- Describe how the hunter-gatherer societies obtained different foods from all of the food groups.

- If resources are available, have the students go to [http://www.MyPyramid.gov](http://www.MyPyramid.gov) and print out their own personalized food pyramid recommendations.

- Have students keep track of their food group consumption throughout the month. Set a goal to increase variety and quantity of fruit and vegetable intake and monitor progress. (See KP KIDS handout, “Pyramid Worksheet” for recording ideas.)

Shape Up! Fun with Triangles and Other Polygons, by David Adler – Mathematics

Selected Reading List

- Writing 1.0 & 2.0, Listening & Speaking 1.0 & 2.0
- Written & Oral English Language Conventions 1.5
- Number Sense 2.3
- Statistics, Data Analysis, & Probability 1.1, 1.2, 1.3 & 1.4
- Social Science 6.1.1
- Health Framework Expectation 1
- Health Framework Expectation 1

fit for learning

www.fitforlearning.org

Grades 5-6
What better time than the holidays to take a moment to appreciate all that makes us unique? Everyone comes to the table with a different story and with many food and exercise preferences. Spend some time this month getting to know a little more about your family and friends. What are their healthy habits during the holidays?

Appreciate other individuals’ food and exercise preferences.

What types of foods do you traditionally eat during the holidays? How did those foods become a tradition in your family? Are there any physically-active games that you like to play during the holidays? With each question comes as many answers as the number of people you ask. Everyone has a different story to tell. It doesn’t matter if they are old or young, boy or girl, or which state or country they were born in!

Finding out about other people’s food and exercise preferences also provides us with a whole new list of options from which to choose. Encourage your students to use this as an opportunity to try a new food or activity. How will they know if they like something new unless they give it a try?

Since a lot of cooking is usually done during the holidays, this is also a good time to try a new low-fat fruit or vegetable recipe. Students and their families can also start to experiment with favorite family recipes to see if they can make them just a little bit healthier. (See KP KIDS handouts, “Preparing Healthier Meals” and “Helpful Hints for Healthier Choices.”)

1) During a family gathering, spend some time sharing stories about family traditions. Encourage everyone to talk about traditions related to foods or physical activity (such as dance or a favorite outdoor game).

2) Start a new tradition by including some healthy food options at holiday parties.

3) Instead of baking candies, cookies and pies, try some new recipes for desserts that are lower in fat and possibly even include some fruits. (See any of the resources including KP KIDS handout, “Healthy Snack Recipes.”)
Celebrate!

1) Have an assembly to celebrate the many different cultures represented at the school. Parents and/or students can share food-related stories, dances or other physical activities common to their heritage.

2) If possible, highlight and serve foods from different cultures in the cafeteria this month.

Have a Holiday Potluck Celebration! Ask parents or teachers to bring in foods from various cultures. Aim for healthy menu items.

California Department of Health Services
P.O. Box 942732, MS 7204
Sacramento, CA 94234-7320
Phone: 1-888-EAT-FIVE (1-888-328-3483)
Fax: (916) 449-5414
http://www.dhs.ca.gov/ps/cdic/cpns/ca5aday
More information can be found here about the California campaign to increase fruit and vegetable consumption among the Latino and African American populations. Recipes, tool kits and other materials are available to help promote this worthy cause. Look for the Healthy Latino Recipes and the 5 A Day and Physical Activity Toolbox for Community Educators! Both are available in English and Spanish and can be downloaded for free.

National Heart, Lung, and Blood Institute
Find heart-healthy Latino and African American recipes at this site. They can be downloaded for free or purchased for $3.00 each.

Produce for Better Health Foundation
http://www.fruitsandveggiesmorematters.org (Click on the Recipes link.)
This website provides tips on making your current recipes healthier and includes a number of recipes that use different fruits and vegetables. There is also a list of healthy cookbook options.

Dole
http://www.dole5aday.com/CookBook/C_Home.jsp
This website includes many recipes for dishes that feature fruits and vegetables. There is also a small kid’s cookbook available for $2.95 each.

American Cancer Society
Santa Clara County Unit
747 Camden Ave, Ste. B
Campbell, CA 95008
Phone: (408) 871-1062; Fax: (408) 871-2993
http://www.cancer.org (Search for Cooking Smart)
More recipe ideas and suggestions are provided at this site.
Celebrate!

Activities Linked to 5th Grade Content Standards & Framework

- Students can write a research report on the history of how different foods became popular during the holidays. What impact did this have on California’s agriculture?

- Describe the customs of different nations in relation to their food and physical-activity preferences during times of celebrations.

- Discuss the food preferences of the students in the class paying particular attention to any similarities or differences between the various cultures represented. Encourage the students to find out more information about other cultures common throughout the U.S.

The Wigwam and the Longhouse, by Charlotte & David Yue – Language Arts, Social Science

It’s Disgusting and We Ate It! True Food Facts from Around the World and Throughout History, by James Solheim – Science, Social Science
Celebrate!

Activities Linked to 6th Grade Content Standards & Framework

- Students can write a research report on the history of how a certain food became popular among different cultures.

- Have students individually interview their friends and family members, asking questions such as “how many fruit and vegetable dishes were on your holiday dinner table?” that will result in a range of numerical answers. Encourage them to ask as many people as possible. With this data, students can then compute the range, mean, median and mode. Have students guess what will happen to the results if additional data sets are added (e.g. if the class data are analyzed as one complete set). Students can also look at how the inclusion or exclusion of outliers affects the measure of central tendency and which measure provides the most useful information given the question asked.

- When looking at the development of any civilization, pay special attention to the food available, food traded, the commerce of food, what they grew (was it influenced by geography?) and how they obtained their food.

- Have students perform folk and line dances and discuss their origins.

- Discuss the food preferences of the students in the class paying particular attention to any similarities or differences between the various cultures represented. Encourage the students to find out more information about other cultures common throughout the rest of the world.

From Afar to Zulu: A Dictionary of African Cultures, by James Haskins – Language Arts

It’s Disgusting and We Ate It! True Food Facts from Around the World and Throughout History, by James Solheim – Science, Social Science

Ancient Agriculture: From Foraging to Farming, by May and Michael Woods – Science
Healthy Choices

It is time for New Year’s resolutions! Everyone should set one realistic healthy goal for the New Year. A healthy goal could be to eat more fruits and vegetables, watch your portion sizes, choose foods lower in fat, increase your physical activity and everything in between. Choose one that is right for you, and go for it!

Make healthy meal and snack choices and be physically active each day.

Making healthy choices determines how healthy you and your students will be. We know that an apple is a healthier snack than a bar of chocolate, that having baked chicken for dinner is better than pizza, and that playing outside with friends is better than sitting on the couch in front of the TV. But sometimes making those decisions is not so easy.

Younger students can spend this month identifying healthy foods and activities and should be encouraged to choose the healthier options whenever possible. As students get a little older, they can start to focus their attention on portion sizes (see KP KIDS handout, “What is a Serving Size?”). While it is OK to eat a half of a cup of ice cream, eating three cups is not very good for the body.

Ultimately, elementary school students can slowly begin to learn about the nutritional information provided on Nutrition Facts food labels. Starting in 1994, the Food and Drug Administration (FDA) required almost all food products to have an identical Nutrition Facts food label. This label allows consumers to know the ingredient and nutrient content of the foods they are choosing thereby helping them to make healthier choices. The list of ingredients is very important for people who have allergies to certain foods, as it allows them to stay away from foods that may be harmful. The nutrient information allows consumers to know how much of each nutrient they will be consuming if they eat one serving of the product.

The most important item on the food label is the serving size. If more (or less) of the food is actually consumed, the nutrient amounts consumed should be adjusted accordingly. Just below the serving size is the number of calories per serving. The calories listed are a measure of energy consumed (from foods and beverages), but calories also measure energy expended (through physical activity and growth). If more calories are consumed than are expended, the body will begin to store those extra calories and body weight will increase. However, if fewer calories are consumed than are expended, the body weight will decrease.

The remainder of the information on the food label includes the amount of the other nutrients (fat, carbohydrates, protein, vitamins and minerals) per serving. Obviously, some of these nutrients you want to consume a lot and others you want to make sure you don’t get too much. All of the labels are identical in format, so it is very easy to compare two or more labels side by side. (See handouts for more information including Kaiser Permanente’s handout, “How to Read the Food Label” in English and Spanish.)

Students can use this knowledge to make healthier choices when eating at school, having snacks, consuming beverages or choosing fast-food menu options. A balanced diet is filled with more of the healthy foods and fewer of the not-so-healthy foods. Moderation and variety are key!
Healthy Choices

Take Home Activities

1) Look at and compare the food labels at home. If you have choices to make, compare the food labels and choose the food with the least amount of fat or sodium and the most fiber, protein or any vitamin or mineral.

2) Encourage everyone to make a health-based New Year’s resolution (e.g. eat more fruits, vegetables and whole grains; drink less soda; be more physically active each day). See Kaiser Permanente’s handouts, “Healthy Goal Setting for Kids and Parents.”

3) As a family, make a list of all of the physically-active things you can do during the winter months.

School Activities

1) Ensure that healthy choices are available for students and staff in the cafeteria, the vending machines and at special events. USDA’s Team Nutrition - Changing the Scene kit is a good resource to help promote this change. (See http://www.fns.usda.gov/tn/Resources/changing.html)

2) Highlight healthy choices in the cafeteria by providing some nutritional information on the items served.

3) Set up a schoolwide event for students to walk around the yard during recess and get points for their classroom. The class with the most points wins! Students, teachers, principal and office staff should all participate as a way to increase their activity in the new year.

Classroom Reward Ideas

Give students healthy snacks (e.g. fruits, vegetables, graham crackers or dried fruit) instead of sweets.

Resources

American Heart Association
http://www.americanheart.org
There are several handouts that can be given to students to help them make healthy choices. Choose the section For Kids under Children’s Health. All handouts can be downloaded free of charge.

National Heart, Lung, and Blood Institute
Here you will find some general information on portion sizes. There is a Portion Distortion Quiz, which would be useful for upper-elementary schoolchildren. There is also a Serving Size Card, which can be downloaded, copied and given to parents.

Kids Health
http://kidshealth.org/kid/stay_healthy/food/labels.html
This site provides user-friendly Nutrition Facts label information written for upper-elementary schoolchildren.

Food and Drug Administration
http://www.cfsan.fda.gov/~dms/foodlab.html
This website walks through all of the details of the Nutrition Facts food label - definitely more information than most students need to know but helpful for those wanting to provide a more detailed lesson.

www.fitforlearning.org
Activities Linked to 5th Grade Content Standards & Framework

- Read through the components on the Nutrition Facts food label and evaluate and describe why the food product is or is not a healthy choice.

- Have students write a health-related New Year’s resolution explaining why it is important to them and their plan for following it throughout the year.

- As students begin to learn about percentages, introduce them to the percent Daily Values (%DV) listed on the Nutrition Facts food label. They are calculated by taking the total number of grams or milligrams of a nutrient per serving (listed on the upper portion of the label) and dividing it by the recommended number of grams of a nutrient for the entire day for a 2000 calorie diet (listed near the bottom of the food label). For example, if a food has 6g of Total Fat per serving and the recommended grams of Total Fat for the entire day is 65, the equation would read: (6g / 65g) x 100% = 9%.

- Compare Nutrition Facts labels from the snacks brought in by the students or sold at school to find the healthier choices.

- Have students keep track of the healthy food choices they make and the physical activities in which they participate. Have students set new goals for themselves to increase activity and chart their progress towards those goals.

- Compare nutrition information from local restaurants. Have students bring in nutrition information from their favorite restaurants (some information may also be available online).

- Discuss some of the barriers to making healthy lifestyle choices. As a class, can you come up with some ways to overcome these barriers?

- Discuss how a balanced diet of today compares to a balanced diet of many years ago. What are some of the similarities and differences?

- Walk to a nearby farmers’ market to see what fruits and vegetables are available this time of year.

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Reading 2.0, Health Framework Expectation 8

Writing 2.0

Number Sense 1.2

Statistics, Data Analysis, & Probability 1.0

Statistics, Data Analysis, & Probability 1.0

Statistics, Data Analysis, & Probability 1.2, Mathematical Reasoning 3.0

Health Framework Expectation 1

Health Framework Expectation 1

Health Framework Expectation 1
Activities Linked to 6th Grade Content Standards & Framework

- Students can practice their writing, researching and penmanship skills by writing about their New Year’s resolution. They can then share these stories out loud.

- As students continue to learn about percentages, they can work with the percent Daily Values (% DV) listed on the Nutrition Facts food label. They are calculated by taking the total number of grams or milligrams of a nutrient per serving (listed on the upper portion of the label) and dividing it by the recommended number of grams of a nutrient for the entire day for a 2,000 calorie diet (listed near the bottom of the food label). For example, if a food has 6g of Total Fat per serving and the recommended grams of Total Fat for the entire day is 65, the equation would read: (6g / 65g) x 100% = 9%.

- Have students solve addition, subtraction, multiplication and division problems that use positive and negative numbers and a combination of these operations. Use concrete, health-based situations as examples when you teach this topic.

- Learn about converting one measurement to another while learning about serving sizes of various foods within the different food groups.

- Have students read labels and monitor their caloric intake throughout the day.

- Discuss some of the barriers to making healthy-lifestyle choices. As a class, can you come up with some ways to overcome these barriers?

- Have students keep track of their healthy-resolution goals throughout the month.

- Walk to a nearby farmers’ market to see what fruits and vegetables are available this time of year.
Heart-Healthy Body

The American Heart Association (AHA) has appropriately designated February as National Heart Month. This is an opportunity to increase the public’s awareness of heart health and cardiovascular disease (CVD) and to encourage people to improve their diets and become more physically active.

While you learn about the heart, it is a good time to also learn about all of the other important body parts that help us eat, move and stay healthy. The body as a whole is only as healthy as its most important muscle – your heart!

Learn about the different body parts that help us eat and move, and participate in physical activities that are good for the heart.

CVD is currently the number one cause of death in the U.S. and is largely preventable through proper diet and exercise. Even though children are at a very low risk of CVD, childhood is the best time to start protecting the heart. Good (and bad) habits are established during the early years, and proper diet and physical activity can help to ensure that the heart stays healthy for many years to come.

From a nutritional perspective, it is important to eat lots of fruits, vegetables, whole grains and low-fat foods. Fruits, vegetables and whole grains provide vitamins, minerals, fiber and special phytonutrients (“phyto” meaning “from plants”) that protect the heart. Too much fat in the diet can start to clog the blood vessels that carry blood to and from the heart. If the vessels get blocked, blood may not be able to flow to the heart resulting in a potential heart attack. Even though it is unlikely that a young child will have a heart attack, too much fat consumed early in life has been shown to promote fatty deposits in the vessels, so it is never too early to start eating healthy.

Exercise is equally, if not more, important to consider for heart health. Just like the other muscles in your body, the heart needs daily exercise to keep it functioning properly. It is important that you and your students pay attention to your hearts as you exercise. The faster the heart beats, the harder it is working. Students can learn to monitor their heart rates in two ways – the talk test or by taking their pulse.

Talk Test: If students can carry on a long conversation while they are being physically active, they are not working hard enough for their hearts to benefit. However, if they are working so hard that they can’t talk at all, they are working too hard. The goal is to be somewhere in between. Pulse: This refers to how many times the heart beats in one minute. Students can find their pulse by putting their hand over their chest, by gently placing two fingers on the inside of their wrist just below their thumb, or by gently placing two fingers on their neck just below and slightly in front of their ear. For optimal heart health, encourage students to keep their heart rates up for at least 20 minutes at a time.

The digestive tract helps the body grow and stay healthy by processing the foods and beverages we consume and getting as many of the nutrients into the blood as possible. The digestive tract is like a big hose inside your body. It starts in your mouth at one end, and it ends at...well, the other end. Be mindful of the entire body this month! (See KP KIDS handout, “Positive Body Image.”)
**Heart-Healthy Body**

**Take Home Activities**

1) Students – teach your family members how to monitor their heart rate. As a family, do activities that increase your heart rate.

2) Be good to your heart, and make a plan to be physically active most days this month.

3) As a family, do stretches every morning or every night to reinforce your knowledge of the body parts that help us remain physically active.

4) Explore all of your senses by taste-testing new foods this month.

**School Activities**

Participate in American Heart Association’s Jump Rope for Heart or Hoops for Heart fundraising programs. Both programs promote the value of physical activity to elementary school children while showing them they can contribute to their community’s welfare. By jumping rope or playing basketball, students can secure sponsors and raise money for the fight against heart disease and stroke. In addition to being physically active, students will learn about the seriousness of these diseases, the lifelong benefits of physical activity and the importance of living a heart-healthy lifestyle. (See AHA Resources below.)

Reward students and classes with extra time to play physically-active games. Other great rewards are also offered through AHA for participation in their fundraisers. (See AHA Resources below.)

**Classroom Reward Ideas**

**Resources**

**American Heart Association (AHA)**
http://www.americanheart.org
This is the main website for the American Heart Association. This site provides lots of information, background and resources on heart disease and heart health. In addition, many handouts are available to download free of charge to help students learn about their heart and other important muscles.

**AHA – Jump Rope for Heart**
http://www.americanheart.org/presenter.jhtml?identifier=2360
Here you will find all the information you need to participate in the Jump Rope for Heart fundraising opportunity and help kids become more physically active. This site also provides information on how you can tie jumping rope into the academic content standards. Information is also available for teachers of students with disabilities – they too can participate! (See Program Modifications on website.)

**AHA – Hoops for Heart**
http://www.americanheart.org/presenter.jhtml?identifier=2441
Here you will find all of the information you need to participate in the Hoops for Heart fundraising opportunity. This program is similar to the Jump Rope for Heart program, but it focuses on playing basketball instead of jumping rope.

**Local AHA Chapter, San Jose Division**
One Almaden Blvd., Ste. 500
San Jose, CA 95113
Phone: (408) 977-4950; Fax: (408) 977-4959
This is a great contact for fundraising opportunities and local information and events.

www.fitforlearning.org

Grades 5-6
Most of the resources needed to teach students about the body, including the heart, muscles and digestion can be found in the science books currently used in your classroom. For additional resources, visit the library at the Santa Clara County Office of Education. Resources can be checked out free for four weeks.

**American Dental Association**
http://www.ada.org/public/education
This organization provides a wealth of information and resources for children’s dental health. Since we would have a very difficult time eating without our teeth, this would be a great time to talk about healthy teeth. A curriculum is available for teachers of all grade levels, *Smile Smarts*, that can be downloaded free of charge.
• Students can practice their writing, researching and penmanship skills by writing about topics related to how our bodies help us eat and play. They can then share these stories out loud.

• Include grade-appropriate words on their spelling list that relate to body parts that help us eat and play. If possible, spend a few minutes during class once a week stretching some of these body parts to gain a greater appreciation of where they are on the body and how important they are.

• Have students feel their heart working by checking their pulse for 10 seconds and then multiplying that number by 6 to see how many times their heart beats in one minute. Explain to them that while exercising, your heart rate should be between 50% - 75% of your maximum heart rate. Your maximum heart rate is approximately 220 minus your age. To calculate your target heart rate range: \[\frac{(220-\text{age})}{6}\] = maximum number of beats per 10 seconds, \[\frac{(220-\text{age})}{6}\] = minimum number of beats per 10 seconds.

• Once students know how to monitor their heart rate, they can check it before, during and after various exercises. Results can be recorded and graphed for further explanation.

• Learn how the blood circulates through the heart chambers, lungs and body and how carbon dioxide (CO₂) and oxygen (O₂) are exchanged in the lungs and tissues.

• Understand the sequential steps of digestion and the roles of the teeth, mouth, esophagus, stomach, small intestine, large intestine and colon in the function of the digestive system.

**Selected Reading List**

*Burp! The Most Interesting Book You’ll Ever Read About Eating*, by Diane Swanson – Science

*Muscles: Our Muscular System*, by Seymour Simon – Science

*Bones: Our Skeletal System*, by Seymour Simon – Science
• Students can practice their writing, researching and penmanship skills by writing about how exercise is beneficial to their hearts. They can then share these stories out loud.

• Include grade-appropriate words on their spelling list that relate to body parts that help us eat and play. If possible, spend a few minutes during class once a week stretching some of these body parts to gain a greater appreciation of where they are on the body and how important they are.

• Have students feel their heart working by checking their pulse for 10 seconds and then multiplying that number by 6 to see how many times their heart beats in one minute. Explain to them that while exercising, your heart rate should be between 50% - 75% of your maximum heart rate. Your maximum heart rate is approximately 220 minus your age. To calculate your target heart rate range: \[
\frac{(220 - \text{age}) \times 0.75}{6} = \text{maximum number of beats per 10 seconds,}\n\frac{(220 - \text{age}) \times 0.50}{6} = \text{minimum number of beats per 10 seconds.}
\]

• Take the class outside to measure various distances. Then have students walk different lengths and record the time it took. Once back in the classroom, students can solve problems involving rates, average speed, distance and time. Have them monitor their heart rates at the same time!

• Once students know how to monitor their heart rate, they can check it before, during and after various exercises (vigorous and non-vigorous). Results can be recorded and graphed for further explanation.

• Help students find different parts of their bodies where they can monitor their heart rate.

Muscles: Our Muscular System, by Seymour Simon – Science
Fuel Your Body

The American Dietetic Association has declared March “National Nutrition Month®” as a means of promoting nutrition education and encouraging healthy eating habits. In honor of that, this month will focus on fueling the body. One of the best things you can do to make sure your body is properly fueled every day is to eat a healthy breakfast every morning! Beyond that, it is important to eat foods high in calcium to keep bones strong, and drink plenty of water to keep cells functioning properly. Coincidentally, the first full week of March is National School Breakfast Week.

Eat a healthy breakfast every morning by including foods from at least three of the food groups, making sure that at least one is high in calcium.

Mom was right; breakfast is the most important meal of the day. Breakfast literally means to “break” a “fast.” By the time we wake up in the morning, we most likely have not had anything to eat for at least eight hours. The brain needs food, specifically carbohydrates, to function properly. After an eight hour fast, the brain is starving for some food, some fuel! Feeding the brain will help your students do well in school and stay alert during class. Of course, food also fuels the muscles and helps them to start moving in the morning and perform well during activities.

A healthy breakfast contains foods from at least three of the food groups. Aim to have a combination of whole grains (such as cereal or whole wheat toast), fruit (such as fresh, frozen or dried fruit or 100% fruit juice), vegetables (such as vegetables in an omelet or 100% vegetable juice), calcium-rich foods (such as low-fat yogurt or milk), and/or protein (such as eggs or cheese). Sugary cereal or breakfast treats are not the best option because they generally aren’t whole grain and just provide a quick surge of energy (in the form of sugar) that disappears quickly.

Bones need a different type of fuel, calcium (a mineral), to keep them strong. It is hard for most students to start thinking about the hazards of weak bones. However, childhood happens to be the most important time to start building strong bones. If a person does not have enough calcium in his or her diet, bones become weak and brittle and are more likely to break. Dairy products are the best source of calcium; however, it is not the only source. When choosing dairy products, it is important to make low-fat selections. Non-dairy sources of calcium include some juices, cereals, legumes, and vegetables. (See handout for more non-dairy calcium sources.)

Water is also very important for the body and helps to keep it performing well throughout the day. The human body is made up of about 60% water. Water is lost every day by sweating, going to the bathroom, and even breathing! If the lost water is not replaced, cells in the body start to dehydrate. Even mild dehydration can lead to lack of concentration, fatigue, and poor performance in sports, activities, and learning. So drink up and fuel those cells!
1) Make sure healthy breakfast foods are available for everyone in the house.

2) Sit down and have breakfast together in the morning.

3) See what can be made the night before so breakfast will be easy in the morning (e.g. make a fruit smoothie the night before and freeze it).

4) Identify challenges that make it difficult for the family to eat breakfast. As a family, how can you overcome some of these challenges?

5) Identify all of the foods in the home that are good sources of calcium. If the family drinks milk, try milk with slightly less fat (e.g. go from whole to 2%, 2% to 1%, or 1% to non-fat).

6) If possible, encourage your schoolchildren to participate in National School Breakfast Week (the first full week in March).

1) Promote school breakfast during National School Breakfast Week (the first full week in March). See http://www.asfsa.org or http://www.schoolnutrition.org/nsbw

2) If vending machines or snack bars are available to students, look into offering healthy breakfast foods.

3) Ensure that low- and non-fat milk options are available for snacks and meals.

4) Announce in the daily bulletin what the principal had for breakfast that morning.

Ask a local juice shop to donate fruit smoothies for breakfast, or ask the PTA to purchase the supplies and make smoothies in the classroom!

American School Food Service Association (ASFSA) - National School Breakfast Week
http://www.schoolnutrition.org/nsbw

ASFSA sponsors National School Breakfast Week during the first full week in March each year. See this website for additional information on the importance of breakfast and for activities to promote breakfast consumption both in the school and at home. Information, activities and menus are updated each year.

American Dietetic Association (ADA)
http://www.eatright.org

March is National Nutrition Month® (NNM). NNM is a nutrition education and information campaign sponsored annually by ADA. The campaign is designed to focus attention on the importance of making informed food choices and developing sound eating and physical activity habits. Search for NNM and the current year to find information about events.
Fuel Your Body

Resources

Food and Nutrition Services, USDA
The Eat Smart Play Hard campaign is designed to promote children’s health by motivating children and their caregivers to eat healthy and to exercise. They have handouts for students and parents in both English and Spanish that promote a healthy breakfast every morning.

National Dairy Council
http://www.nutritionexplanations.org
The National Dairy Council has a lot of wonderful materials that promote breakfast and increased calcium consumption to kids, parents, teachers and food service workers. Kids can play interactive games while learning about the importance of a healthy breakfast. Teachers can find information and activities to help teach nutrition to their students. There are also several contests in which classrooms can participate.

California Dairy Council
http://www.dairycouncilofca.org/edu
Order free materials to use in the classroom that promote healthy eating habits, breakfast and increased calcium consumption. Web-based resources and activities are also available for download. Almost all activities are linked to California State Academic Content Standards. A Mobile Dairy Classroom can come to elementary schools for assemblies!

The National Bone Health Campaign
http://www.cdc.gov/powerfulbones/index_content.html
Powerful Girls have Powerful Bones is a site for young girls that has information and activities related to bone health. However, there is a lot of great information here that boys might find useful as well!
Students can write a persuasive story to encourage students in lower grades to eat a healthy breakfast every day.

Compare the different types of milk based on the percentage of fat per serving listed on the Nutrition Facts food label.

Have students make a chart for the month and give themselves a star for every morning that they eat breakfast. Reward those students with a perfect record for each week.

Discuss the importance of consuming water so the kidney can remove waste efficiently.

This is a great time for students to learn that cellular respiration is responsible for giving us the energy we need to do our daily activities.

Explain the obstacles of potential food (energy) and water shortages experienced by the explorers. Can your students guess how many calories the explorers burned per day with all of their walking?

Discuss modes of transportation used in immigration. Which mode required more physical energy?

Learn what Lewis & Clark ate during their journey to fuel their bodies. Go to the following website: http://lewisandclarkjournals.unl.edu/. Specifically, look at September 8, 9, and 11, 1803 and July 22, 1803.

Plan a day of healthy, balanced meals and snacks designed to enhance performance during physical activity. Meals should provide a variety of foods from all of the food groups. Have students pay particular attention to food choices that are low in fat.

Explain why dehydration leads to impaired physical activity. Record water intake before, during and after being physically active.

Discuss some of the barriers to eating a healthy breakfast every morning. As a class, can you come up with some ways to overcome these barriers?

Pass the Energy, Please! by Barbara Shaw McKinney – Science
• Have students individually interview their friends and family members, asking questions such as “how many times did you eat breakfast last week?” that will result in a range of numerical answers. Encourage them to ask as many people as possible. With this data, students can then compute the range, mean, median and mode. Have students guess what will happen to the results if additional data sets are added (e.g. if the class data are analyzed as one complete set). Students can also look at how the inclusion or exclusion of outliers affects the measure of central tendency and which measure provides the most useful information given the question asked.

• Describe how the hunter-gatherer societies obtained their food and which food they obtained.

• When looking at the development of any civilization, pay special attention to the nearby waterways and their impact on civilization development.

• Explain why dehydration leads to impaired physical activity. Record water intake before, during and after being physically active.

• Students can begin to better understand the concept of “energy/calories in” (from foods and beverages) and “energy/calories out” (through physical activity). They can monitor their calorie intake by using labels and databases found at manufactures’ websites. They can also monitor their energy expended by looking at the amount of energy required for various activities.

• Have students make a chart for the month and give themselves a star for every morning that they eat a healthy breakfast. Reward those students with a perfect record for each week.

• Discuss some of the barriers to eating a healthy breakfast every morning. As a class, can you come up with some ways to overcome these barriers?

Pass the Energy, Please! by Barbara Shaw McKinney – Science
Even though you now know how and why to eat healthfully, why is it still so hard to make healthy choices? One reason is because you are constantly exposed to advertisements that tempt you to eat foods that may not be the best choice for your body. It is important for you to become an educated consumer so you can start to see past these ads and make healthy purchases despite what companies would like you to do.

Many of the ads you see for unhealthy behaviors are shown on TV. Coincidentally, the last full week of April is National TV Turn-Off Week. Get off that couch and do something physically active instead of watching TV!

Make healthy choices despite advertisements that encourage you to do otherwise. Find an alternative to watching TV during National TV Turn-Off Week – go for a walk, read a book, go to the park with your friends, play a game with your family...

Companies use various advertising methods to encourage you to eat their foods, go to their restaurants, and buy their products. You see ads in the newspaper, in magazines, on TV, on billboards, and even on the food packages themselves. Companies will lower prices or include a toy to get you to buy their products. Restaurants will let you play a game or supersize an item for a few pennies more just to get you in the door.

Unfortunately, many of these ads are for unhealthy foods and are advertised on TV during the time most kids are watching their favorite shows. This impacts the types of foods they want from the grocery store or which restaurants they want to go to when the family goes out for a meal. By becoming an educated consumer, you and your students will not only begin to understand what companies are doing, but you also learn to make healthy choices regardless of what the companies would like you to do. (See KP KIDS handouts, “Eating Habits” and “Activity - Eating Habits.”)

National TV Turn-Off Week encourages everyone to turn his or her TV off for only seven days during the entire year. It is meant to provide people with an opportunity to take another step away from the constant barrage of advertisements. It is also a good opportunity for kids and adults alike to reevaluate how much time they actually spend in front of the TV and start to discover more physically-active things that could be done instead. Unfortunately, a lot of extra eating is also done in front of the TV so watching less TV also means eating less food. (See KP KIDS handout, “Activities to Enjoy Instead of Eating.”) This is an activity that will truly benefit everyone!

1) Take note of how many times the family buys food or goes to a restaurant because of something that is being advertised.

2) Start making choices about where and what to eat based on nutritional lessons learned throughout the year and not based on advertisements.

3) As a family, participate in TV Turn-Off Week (the last week in April). Make a list of everything you can do instead of watching TV. Keep the list posted on the refrigerator, or better yet, on the TV! (See Kaiser Permanente handouts, “Break Free of TV” and “Get Active and Be Healthy” in English and Spanish.)
1) Set up a friendly competition between classes to design the best advertisement for a healthy food or activity. This could be done as a print ad or as a mock-TV ad that can be shown to the whole school during an assembly. Display all healthy print ads created by the students around the school.

2) Create a student advisory committee to evaluate the school environment for products that may advertise any unhealthy behaviors.

3) Encourage students and staff to participate in National TV Turn-Off Week (last full week in April). (See http://www.tvturnoff.org)

Contact a local paper to run the school’s best healthy ad, or ask a local grocery store to display the print ads created by the students.

TV Turn-Off Network
http://www.tvturnoff.org
This website provides information on National TV Turn-Off Week, which is the last full week in April. Facts, events, and contest information are updated annually. Other materials are also available for purchase, such as bookmarks, pencils, posters and water bottles.

Student Media Awareness to Reduce Television (S.M.A.R.T.)
Stanford Health Promotion Research Center
http://hprc.stanford.edu/pages/store
(Item #: HPP6; Teacher’s Manual and CD-Rom; 2004, $199.00)
S.M.A.R.T. is a curriculum proven to motivate upper-elementary schoolchildren to reduce TV watching and video game usage. It was developed and evaluated in the San Francisco Bay Area.

“Where’s the Fruit?”
http://www.preventioninstitute.org/sa/fruit/
An interesting 2007 research study that addresses the fruit content of the most highly-advertised children’s food and beverages.

Common Sense Media
http://www.commonsensemedia.org
Common Sense Media, a non-partisan, not-for-profit organization which strives to provide trustworthy information and tools to improve the media and entertainment lives of children and families. It includes tips for parents to monitor media consumption, internet safety, and addresses the media effects on children’s health. Also a source for statistics on children and media consumption: http://www.commonsensemedia.org/resources/media_facts.php
### Consumer Beware

**Activities Linked to 5th Grade Content Standards & Framework**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Link to 5th Grade Content Standards &amp; Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing 2.0, Listening &amp; Speaking 2.2</td>
<td>• Have students write an essay identifying why advertisements can make it so difficult to eat healthy, and use at least three advertisements in support of their opinion. Students can share this story out loud.</td>
</tr>
<tr>
<td>Writing 2.0</td>
<td>• Students can use the information they gather from tracking ads to create an ad for a healthy food or lifestyle. The ad should be based on the effective components of other advertisements they have analyzed.</td>
</tr>
<tr>
<td>Writing 2.4</td>
<td>• Students can write a letter or a persuasive story to encourage students in lower grades to make healthy choices every day despite advertising they may see.</td>
</tr>
<tr>
<td>Listening &amp; Speaking 1.0</td>
<td>• Analyze print and media ads for tactics used to entice consumers. Prepare a short speech identifying why the advertisements effectively target identified consumers.</td>
</tr>
<tr>
<td>Algebra &amp; Functions 1.1</td>
<td>• Encourage students to track the advertising they are exposed to on a given day or week. Students can keep track of when and where they see the ads, what is being advertised, whether or not they would purchase the food/product and why. For example, have the students watch TV and record the number of food ads within a 1/2 hour or look through magazines for food ads. Students can work together in groups to graph their findings.</td>
</tr>
<tr>
<td>Health Framework Expectation 1</td>
<td>• Set and monitor a goal to decrease the amount of time spent watching TV to “zero” by National TV Turn-off Week (the last full week in April).</td>
</tr>
</tbody>
</table>
Activities Linked to 6th Grade Content Standards & Framework

- Have students critique a printed ad or storyline intended to sell a food product. Discuss how different ads can influence food intake and food preferences.

- Have students individually interview their friends and family members, asking questions such as “how many hours of TV did you watch last week?” that will result in a range of numerical answers. Encourage them to ask as many people as possible. With this data, students can then compute the range, mean, median and mode. Have students guess what will happen to the results if additional data sets are added (e.g. if the class data are analyzed as one complete set). Students can also look at how the inclusion or exclusion of outliers affects the measure of central tendency and which measure provides the most useful information given the question asked.

- Encourage students to track the advertising they are exposed to on a given day or week. Students can keep track of when and where they see the ads, what is being advertised, whether or not they would purchase the food or product and why. For example, have the students watch TV and record the number of food ads they see within a 1/2 hour. Students can then bring this information back to the classroom and, as a class, create an appropriate graph, find the mean, median, mode and range of the data set, and determine any outliers (e.g. PBS sometimes doesn’t have commercials so that would be an outlier). You could also have them look at different magazines for food advertisements and have them do the same type of activity.

- When looking at the development of any civilization, pay special attention to the food traded and how it may have impacted their food preferences. Were any marketing techniques employed to help sell their goods?

- Set and monitor a goal to decrease the amount of time spent watching TV to “zero” by National TV Turn-off Week (the last full week in April).
Now you have all the information you need to make healthy choices, and you are ready to go! This month is full of tests, both academic and fitness related, so it is important for your body to be in tip-top shape. Remember to stay physically active, eat a healthy breakfast, and make wise food choices every day! Ready? Set? Go!

Set a goal to continue the healthy habits you have learned throughout the year, and devise a plan to make that goal a reality.

Unfortunately, simply knowing why it is important to live a healthy life is not enough; you also need to know how to do it. This resource guide has provided the information and tips necessary for you and your students to learn how to lead a healthy lifestyle. The final step is making those actions a lifestyle choice and not just an event during the school year.

Eating more fruits and vegetables for one or two days a year isn’t going to keep the body healthy, but doing it almost every day of the year will definitely help. Use this month as a time to review all that was learned during the year and continue to put it into practice. With summer approaching, it is also important that you encourage your students to keep these healthy habits in mind even when they are not in school. As with everything else, it just takes a little practice. (See KP KIDS handout, “Your Steps to Success.”)

1) As a family, talk about what you learned this year about being healthy. What did you like the most? What did you find the most challenging?

2) Keep an eye on the foods in the house. Do they still match the pyramid recommendations? Do you have healthy items from each of the food groups?

3) With the weather getting nicer outside, this is a great time to get outside and be physically active (e.g. go for a walk before or after dinner or plan to play a physically-active game on the weekend).

4) Make sure a healthy breakfast is available every morning so students can go to school ready to learn or take tests.

5) Keep the TV off as much as possible this month. Instead of watching TV, plan to study or do something physically active.

6) Set a goal to maintain your new healthy habits throughout the summer. How will you do that? What are some challenges you may face, and how will you overcome them? (See KP KIDS handout, “Positive Steps to Healthier Solutions.”)
1) Participate in and promote fitness testing.

2) Continue to promote and provide a healthy environment for both students and staff.

Water bottles make a great reward for this month. Some local businesses might be willing to donate water bottles with their logos on it, but it can’t hurt to ask if the school logo can also be put on the bottle.

National Physical Fitness and Sports Month
http://www.fitness.gov
This is the official website of the President’s Council on Physical Fitness and Sports. The goal of the Council is to promote health, physical activity and fitness for people of all ages, backgrounds and abilities. This site provides links to other fitness organizations that provide activities and suggested events.

National Association for Sport and Physical Education
http://www.aahperd.org/naspe
The first full week in May is National Physical Education and Sport Week. This is a great reason to get outside and be active! A Teacher’s Toolbox is available at this website with lesson plans and activities to download free of charge.

Healthy Trails Challenge – Santa Clara County Parks
www.parkhere.org
SCCP has partnered with Kaiser Permanente, SCC Public Health Department, and Steps to a Healthier Santa Clara County to provide a Healthy Trails Challenge to combat the increase in type 2 diabetes, asthma, high blood pressure, heart disease and cancer; as well as to increase participation in nature. The free Healthy Trails Challenge invites families to visit 5 different trails in the County’s 21 parks by registering, receiving a detailed park guide, and a gift for Challenge completion in one year.

As the year winds down, take a moment to look back through some of the other resources you have used throughout the year. This month is intended to be a month of review and preparation for healthy summer plans!
Activities Linked to 5th Grade Content Standards & Framework

- Have students write a health-related summer goal, explain why it is important to them and discuss their plan to achieve this goal.

- Have students write an invitation to their peers inviting them to a special end-of-school-year event (e.g. volleyball match, relay races, jump rope match) that will be held at recess. Students can also create a poster or flier for the event.

- Have students keep track of the physical activities they participate in, set new goals to increase activity and create a chart using an appropriate graph demonstrating progress.

- Identify and describe three short- and three long-term fitness goals. (See KP KIDS handout, “Setting Smart Goals.”)

- Walk to a nearby farmers’ market to see what fruits and vegetables are available this time of year.

Activities Linked to 6th Grade Content Standards & Framework

- Students can practice their writing, researching and penmanship skills by writing about their healthy plans for the summer. They can then share these stories out loud.

- Have students write an invitation to their peers inviting them to a special end-of-school-year event (such as hikes and runs, walkathons, dances, volleyball matches, baseball games, basketball games) that can be done during recess. Students can also create a poster or flier for the event.

- Make a list of physical activities that the students can do outside of school during the summer. Keep this list up throughout the month and encourage students to be physically active each day.

- Walk to a nearby farmers’ market to see what fruits and vegetables are available this time of year.

Career Ideas for Kids Who Like Science, by Diane Lindsey Reeves - Science