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 Grades K-2
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.

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.
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.

www.fitforlearning.org Grades K-2
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 and 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.
Fruits and Veggies Matter

Activities Linked to Kindergarten Content Standards & Framework

• Students can learn to identify and sort foods into fruits or vegetables and count the number in each group. You can then use fruits and vegetables to further explain addition and subtraction.

• Have the students describe common fruits and vegetables in general and in specific language.

• Students can compare fruits and vegetables to common geometric shapes (e.g. an apple is like a circle, squash is like an oval).

• As a class, you can keep track of the number of times students eat fruits and vegetables and record the results throughout a week or the whole month using pictures or graphs.

• As students learn about the various parts of a plant, pay particular attention to which parts we eat as fruits and vegetables.

• Match descriptions of jobs related to the production or selling of fruits and vegetables to the names of those people that hold those jobs (e.g. farmer, cafeteria worker, grocery store clerks).

• 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

I Will Never Not Ever Eat a Tomato, by Lauren Child – Language Arts

The Very Hungry Caterpillar, by Eric Carle – Language Arts, Science

Rock It, Sock It, Number Line, by Bill Martin Jr & Michael Sampson – Mathematics

Corn is Maize: The Gift of the Indians, by Aliki – Science, Social Science

Growing Vegetable Soup, by Lois Ehlert – Science

How a Seed Grows, by Helene Jordan – Science

www.fitforlearning.org
• Have students write brief expository descriptions of eating their favorite fruit or vegetable using sensory details. Students can then share their description out loud.

• You can use fruits and vegetables to explain addition and subtraction.

• Students can compare fruits and vegetables to common geometric shapes (e.g. an apple is like a circle, squash is like an oval).

• Construct maps (or locate items on maps) of local neighborhoods paying particular attention to the grocery stores, farmers’ markets, and farms.

• Learn how location, weather (seasons), and environment impact which foods are available and which food choices people make.

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

• 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?

**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

**The Hungry Caterpillar**, by Eric Carle – Language Arts, Science

**I Will Never Not Ever Eat a Tomato**, by Lauren Child – Language Arts

**Rock It, Sock It, Number Line**, by Bill Martin Jr & Michael Sampson – Mathematics

**Corn is Maize: The Gift of the Indians**, by Aliki – Science, Social Science

**How a Seed Grows**, by Helene Jordan – Science
Fruits and Veggies Matter

Activities Linked to 2nd Grade Content Standards & Framework

- Write grade-appropriate stories about eating fruits and vegetables. Students can then share these stories out loud.

- Use fruit and vegetable examples to set up multiplication and division problems (instead of using cookies and candies).

- When explaining fractions, use whole fruits and vegetables (e.g. oranges or tomatoes) instead of a pizza or a pie.

- Students can interview their family members regarding their fruit and vegetable consumption. Once the data are collected, they can represent the data with graphs or pictures and ask or answer simple, related questions.

- When learning about the reproduction of plants, pay particular attention to the fruits and vegetables that are commonly eaten by students in the class.

- When looking at different fruits and vegetables, classify them based on two or more physical characteristics (e.g. color, size, shape, taste).

- Students can record how many fruits and vegetables they consume over a week and construct bar graphs to record and display data.

- Locate places on maps of local neighborhoods that sell or produce fruits and vegetables - grocery stores, farmers’ markets, and farms.

- 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

The Hungry Caterpillar, by Eric Carle – Language Arts, Science

I Will Never Not Ever Eat a Tomato, by Lauren Child – Language Arts

Rock It, Sock It, Number Line, by Bill Martin Jr & Michael Sampson – Mathematics

Eating Fractions, by Bruce McMillan – Mathematics

Corn is Maize: The Gift of the Indians, by Aliki – Science, Social Science

Bananas! by Jacqueline Farmer – Science

How Are You Peeling? Foods with Moods, by Joost Elffers – Science

How a Seed Grows, by Helene Jordan – Science

www.fitforlearning.org
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 safe 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).

www.fitforlearning.org

Grades K-2
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.gofor.green.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.
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
http://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).
Activities Linked to Kindergarten Content Standards & Framework

- Students can describe common activities in general and specific language. They can then identify and sort common words related to being physically active into basic categories (e.g. inside vs. outside, fast vs. slow, enjoyable vs. not enjoyable). Keep the list of activities growing throughout the year!

- You can use playground objects (e.g. balls, bats, jump ropes) to explain addition and subtraction.

- Using chalk or tape, draw common geometric shapes on the playground and let the students walk, run, hop or skip around them. They can also create common shapes with their bodies, arms, legs or hands.

- As a class, you can keep track of the number of times the students are active each day and record the results using pictures or graphs. Expand this activity by having students monitor their activity throughout the entire month.

- Students can learn the similarities and differences between the movements of different animals by moving that way themselves. Students could move like different animals at different stations around the room or playground.

- Match descriptions of jobs related to physical activity to the names of people who hold those jobs (e.g. farmer, PE teacher, crossing guards).

- Determine the relative locations of home to school, home to a farm, school to a grocery store, etc.

- Identify the importance of traffic signals around the school neighborhood.

- Map out the schoolyard paying particular attention to where students can eat and play.

- Discuss some of the barriers to increasing physical activity. As a class, can you come up with some ways to overcome these barriers?

Lunch, by Denise Fleming – Language Arts

My Mother Talks to Trees, by Doris Gove – Language Arts, Science
• Have the students write about their walk to school as a narrative description or as a brief expository description using sensory details. They can then share this writing out loud.

• You can use playground objects (e.g. balls, bats) to explain addition and subtraction.

• As students begin to understand time, have them look at time in relation to how long they do something physically active and set a goal to increase the amount each week.

• Students can move into different forms to physically describe the cloud types, shapes, and movement.

• Discuss the importance of good sportsmanship while playing and learning new physically-active games.

• Construct maps (or locate items on maps) of local hiking, biking and walking trails.

• Learn how location, weather (seasons), and environment impact the activities in which people participate. Take this a step further and make a list of which activities can be done during the different seasons.

• Look at the transportation practices of earlier days looking specifically at how they impacted physical activity. What has changed and what has stayed the same?

• Learn right from left by moving in that direction. This could best be done with a simple game of Simon Says where students are asked to walk, run, hop, skip, or jump in different directions.

• 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 on a daily basis.

• Discuss some of the barriers to increasing physical activity. As a class, can you come up with some ways to overcome these barriers?

Lunch, by Denise Fleming – Language Arts

My Mother Talks to Trees, by Doris Gove – Language Arts and Science

www.fitforlearning.org
Activities Linked to 2nd Grade Content Standards & Framework

- Write grade-appropriate stories about walking to school. Students can then share these stories out loud.

- Use activity examples to set up multiplication and division problems.

- Learn to tell time in relation to amount of time spent being physically active. Determine duration of time spent on these activities. Set and monitor goals to increase the amount of time spent being physically active.

- Students can interview family members regarding the activities that they like to do or do regularly. Once the data are collected, they can represent the data with graphs or pictures and ask or answer simple, related questions.

- Students can learn how to change the movement of an object by giving it a push, pull, throw, toss, etc. Take the students outside and let them toss around various sized objects from various distances.

- Students can become more physically active by acting out (either individually or in groups) the life stages of animals or the development of plants.

- Students can record how many times they are physically active over a week and construct bar graphs to record and display data.

- Construct maps (or locate items on maps) of local hiking, biking and walking trails.

- 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 on a daily basis.

- Discuss some of the barriers to increasing physical activity. As a class, can you come up with some ways to overcome these barriers?

Lunch, by Denise Fleming – Language Arts

My Mother Talks to Trees, by Doris Gove – Language Arts and Science
“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 of 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 learn to identify and sort foods into the different food groups and count the number in each group.

• Have the students describe common foods from each of the food groups in general and specific language. This can also be done through an oral presentation.

• You can use healthy foods from the different food groups to explain addition and subtraction.

• Students can compare foods from the different food groups to common geometric shapes (e.g. a carton of milk is like a rectangle, a slice of bread is like a square).

• As a class, you can keep track of the number of times students eat foods from the different food groups and record the result using pictures or graphs.

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

**Bread and Jam for Frances**, by Russell Hoban – Language Arts
- Have the students write about their favorite foods in each food group as a narrative description or as a brief expository description using sensory details. Students can then share this writing out loud.

- You can use healthy foods from the different food groups to explain addition and subtraction.

- Students can compare foods to common geometric shapes (e.g. a carton of milk is like a rectangle, a slice of bread is like a square).

- Construct maps (or locate items on maps) of local neighborhoods related to food - grocery stores, farmers’ markets, and farms.

- Look at the transportation practices of earlier days looking specifically at how they impacted food transportation and availability. What has changed and what has stayed the same?

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

**Bread and Jam for Frances**, by Russell Hoban – Language Arts
Activities Linked to 2nd Grade Content Standards & Framework

- Write grade-appropriate stories about trying a new food. Students can then share these stories out loud.

- Use healthy foods from different food groups to set up multiplication and division problems.

- When explaining fractions, use foods from the various food groups (e.g. a block of cheese, a tortilla, or a graham cracker) instead of a pie or bar of chocolate.

- Students can interview family members on the various food groups they consume. Once the data are collected, they can represent the data with graphs or pictures and ask or answer simple, related questions.

- When looking at the different foods in each food group, classify foods based on two or more physical characteristics (e.g. color, size, shape, taste).

- Students can record how many foods from different food groups they eat over one week and construct bar graphs to record and display data.

- Locate places on maps of local neighborhoods that sell or produce foods - grocery stores, farmers’ markets, and farms.

- Compare and contrast food production (farming) options in urban, suburban, and rural environments in California.

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

Selected Reading List

- Bread and Jam for Frances, by Russell Hoban – Language Arts
- Eating Fractions, by Bruce McMillan – Number Sense
Celebrate!

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!

School Activities

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.

Resources

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 Kindergarten Content Standards & Framework

- Have the students share their favorite holiday traditions through an oral presentation. Encourage them to pay close attention to the foods eaten and any physical activities they may participate in.

- Students can describe the similarities and differences between fruits and vegetables. Discuss whether or not those similarities or differences influence their preferences for or dislike of the foods.

- Your class can have a taste-testing party and distinguish between different foods based on their five senses. Students can describe the different properties of the items tasted. They can then communicate their observations orally or through drawings.

- Start to look at where foods come from by discussing where people of earlier times got their foods. Encourage students to ask their parents, grandparents or guardians about the foods they ate during the holidays when they were young.

- Discuss the food preferences of the students in the class paying particular attention to any similarities or differences between the various cultures represented.

Yoko, by Rosemary Wells – Language Arts
Potluck, by Anne Shelby – Language Arts
Celebrate!

Activities Linked to 1st Grade Content Standards & Framework

- Students can classify favorite fruits and vegetables of different cultures as a way to learn about other options.
- Students can list and classify food and activities popular during different cultural celebrations as a way to learn about other food and exercise options.
- Have the students write a brief, grade-appropriate narrative describing the first time they tried a new fruit or vegetable. They can then share this story out loud.
- Compare the various customs and ceremonies related to food and dance among the difficult cultures represented in the classroom and act them out if possible. Expand this to other cultures not represented in the classroom.
- Discuss the food preferences of the students in the class paying particular attention to any similarities or differences between the various cultures represented.

Yoko, by Rosemary Wells – Language Arts
Potluck, by Anne Shelby – Language Arts

Selected Reading List

Activities Linked to 2nd Grade Content Standards & Framework

- Have children compare their eating and exercise habits to those of their parents, grandparents and great-grandparents. Did family member of previous generations have special food or activity traditions during the holidays?
- Describe food production and consumption of long ago to today, paying special attention to foods commonly eaten during the holidays.
- Understand how limits on food resources affect consumption patterns and leave some people hungry, especially during the holidays.
- Discuss the food preferences of the students in the class paying particular attention to any similarities or differences between the various cultures represented.

Yoko, by Rosemary Wells – Language Arts
Potluck, by Anne Shelby – Language Arts

Selected Reading List

www.fitforlearning.org

Grades K-2
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

Grades K-2
Healthy Choices

Activities Linked to Kindergarten Content Standards & Framework

- Students can learn how to identify and sort foods into healthy or not-so-healthy items and count the number in each group.

- Students can describe their favorite healthy snacks and why and when they choose them through an oral presentation.

- As a class, you can keep track of the number of times students choose healthy snacks or bring healthy lunches to school and record the result using pictures or graphs.

- Encourage students to set a healthy goal for the new year.

- Discuss some of the barriers to eating healthy foods. 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.

Activities Linked to 1st Grade Content Standards & Framework

- Students can learn how to identify and sort foods into healthy or not so healthy items and count the number in each group.

- Ask students to share a healthy goal for the new year through an oral presentation.

- Students can describe their favorite healthy snacks as well as why and when they choose them through an oral presentation.

- As a class, you can keep track of the number of times students choose healthy snacks or bring healthy lunches and record the result using pictures or graphs.

- Go to the farmers’ market this month to see what is available this time of year and where in California it came from.

- Discuss some of the barriers to eating healthy foods. As a class, can you come up with some ways to overcome these barriers?
Activities Linked to 2nd Grade Content Standards & Framework

- Write grade-appropriate stories about setting a healthy goal. Students can then share these stories out loud.

- Students can write addition and subtraction number sentences using the topics of healthy foods or activities.

- Students can interview family members on their health-related goals for the new year. Once the data are collected, they can represent the data with graphs or pictures and ask or answer simple, related questions.

- Discuss some of the barriers to eating healthy foods. 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.
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.)

Classroom Reward Ideas

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.)

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
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](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.
Heart-Healthy Body

Activities Linked to Kindergarten Content Standards & Framework

Listening & Speaking 2.1, Physical Education 4.4
Number Sense 1.0, Physical Education 3.2
Social Science K.4.4
Social Science K.3, Health Framework Expectation 8
Physical Education 2.3, 4.4 & 4.6

• Students can describe their favorite activities through an oral presentation. Can they guess how hard their hearts will have to work during those activities?

• Have students feel their hearts working by placing their hands on their chest and counting the number of times their heart beats in 10 seconds. Have them feel how their heart rate changes after they run, walk or sit very still.

• Construct maps of local neighborhoods. Be sure to include hiking, biking and walking trails.

• Match descriptions of health related jobs to the names of people who do those jobs (e.g. nurse, doctor).

• Identify and describe the major body parts that help you to eat and play (e.g. heart, chest, arm and leg muscles). Students can learn to do a few simple stretches to increase their awareness of the body parts.
• Have the students write a brief, grade-appropriate narrative describing the first time they tried a new activity. They can then share this story out loud.

• Have students feel their heart working by counting the number of times their heart beats in 10 seconds. Have them continue to monitor their heart rate as they participate in various physical activities. This is also an opportunity for students to see the connection between their heart rate and their breathing rate (both go up together).

• You can use playground objects (balls, bats, jump ropes) to explain addition and subtraction.

• As students begin to understand time, have them look at it in relation to how long they do something physically active.

• Students can take a closer look at their own teeth and which they use when eating different foods. They can observe that they rip off pieces of food with their front teeth, which end in a narrow edge, and that they chew with the larger flatter teeth in the backs of their mouths.

• Learn how location, weather (seasons), and environment impact the activities in which people participate. Take this a step further and make a list of which activities can be done during the different seasons.

• Students can appreciate that their heart is only the size of their fist and that it is the most important muscle in the body.

• Students can identify body parts and gain a greater appreciation of muscles by stretching their arms, legs, backs, etc.
Activities Linked to 2nd Grade Content Standards & Framework

- Write grade-appropriate stories about how the body helps us eat and stay physically active. Students can then share these stories out loud.

- Have students feel their heart working by counting the number of times their heart beats in 10 seconds and then multiplying it by 6 to find out how many times it beats in one minute.

- Students can learn to tell time to the quarter hour in relation to the amount of time spent being physically active and increasing their heart rates. They can also begin to determine the duration of intervals of time in hours.

- Students can identify body parts and gain a greater appreciation of muscles by stretching their arms, legs, backs, etc.

- Discuss some of the barriers to increasing physical activity. As a class, can you come up with some ways to overcome these barriers?
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

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.nutritionexplorations.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!
Fuel Your Body

Activities Linked to Kindergarten Content Standards & Framework

- Have the students describe common breakfast foods in general and specific language.
- Students can describe their favorite breakfast foods through an oral presentation.
- As a class, you can keep track of the number of times students eat breakfast, drink water or consume a food high in calcium and record the results using pictures or graphs.
- Map out the school paying particular attention to where students can eat breakfast.
- Students can begin to learn that the body is comprised mostly of water.
- Begin to explore why nutritious foods provide energy to the body for physical activity.
- 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?

Activities Linked to 1st Grade Content Standards & Framework

- Have the students write a brief, grade-appropriate narrative describing their favorite Sunday breakfast. They can then share this story out loud.
- Have students write brief, expository descriptions of eating breakfast before school using sensory details. Students can then share their description out loud.
- Students can take a closer look at how plants get energy to make food from sunlight. When possible, look most closely at plants that the students commonly eat as fruits and vegetables.
- Explain the importance of drinking water before, during and after exercise.
- Discuss how nutritious foods provide the body with energy for alertness and mental concentration and why it is so important to eat breakfast every day.
- 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?
• Write grade-appropriate stories about eating breakfast. Students can then share these stories out loud.

• Students can interview family members regarding their breakfast consumption patterns. Once the data are collected, they can represent the data with graphs or pictures and ask or answer simple, related questions.

• Students can record how many times they eat breakfast over a week and construct bar graphs to record and display data.

• Understand how limits on food resources affect consumption patterns leaving some people hungry and unable to eat a healthy breakfast.

• Explain the importance of water and nutritious foods to performing physical activities.

• 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?

Full of Energy, by Sally Hewitt – 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 Pemanente handouts, “Break Free of TV” and “Get Active and Be Healthy” in English and Spanish.)
Consumer Beware

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
Activities Linked to Kindergarten Content Standards & Framework

- Students can describe why they like and eat the foods that they do in general and specific language. Have them pay particular attention to their actual food preferences as well as what may influence those preferences.
- Students can describe food advertisements they see through an oral presentation.
- As a class, you can keep track of the number of times students watch TV during the month and record the result using pictures or graphs. From here, they can set a goal to decrease that amount during the month aiming for “zero” by National TV Turn-off Week (the last full week in April).
- Look more closely at the prizes in cereal boxes or the toys given out at restaurants. Students can begin to learn that those items don’t change the taste of the foods but may change whether or not a student wants to eat those foods.

Activities Linked to 1st Grade Content Standards & Framework

- Have students write brief expository descriptions of a magazine ad for food or a cereal box using sensory details. Students can then share the description out loud. Have students pay particular attention to those details that make them more or less interested in buying and eating the foods.
- As students begin to understand time, have them look at it in relation to how long they watch TV. From here, they can set a goal to decrease that amount during the month aiming for “zero” by National TV Turn-off Week (the last full week in April).
- Construct maps (or locate items on maps) of local neighborhoods paying attention to restaurants that serve healthy or unhealthy foods.
- Introduce the concept of exchanging money for food. Compare foods purchased at the grocery stores to those purchased at the farmers’ market.
Consumer Beware

Activities Linked to 2nd Grade Content Standards & Framework

- Learn to tell time in relation to the amount of time spent watching TV. Determine duration of time in intervals of quarter hours and hours. From here, they can set a goal to decrease that amount during the month aiming for “zero” by National TV Turn-off Week (the last full week in April).

- Students can interview family members regarding the amount of TV they watch. Once the data are collected, they can represent the data with graphs or pictures and ask or answer simple, related questions.

- Students can record how many times they do not watch TV over a week. They can construct bar graphs of activities that they do instead of watching TV.

- Use fast food restaurants and magazine food ads to better understand the interdependence of buyers and sellers.
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 time 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
http://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!
• Have the students describe common activities that they can do outside of school in general and specific language.

• As a class, you can keep track of the number of times students do any of the following:
  • Eat fruits and vegetables
  • Are physically active
  • Eat from all of the food groups
  • Try a new food
  • Eat a healthy snack
  • Eat breakfast
  • Drink an extra glass of water

Students can record the results using pictures or graphs. How do these results compare to earlier in the year?

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

• Discuss ways in which students can keep these healthy actions consistent during the summer months.

Reading 1.18
Statistics, Data Analysis, & Probability 1.1

Health Framework Expectation 1
Health Framework Expectation 1
Activities Linked to 1st Grade Content Standards & Framework

- Students can classify summertime activities as a way to learn about other exercise options.
- Have students write brief expository descriptions of playing their favorite game outside using sensory details. Students can then share their writing out loud.
- Discuss the importance of good sportsmanship while playing and learning new physically-active games.
- Go to a farmers’ market this month to see what is available this time of year and from where in California it came. Find out what wonderful choices will be available in the summer!
- Learn how location, weather (seasons), and environment impact the activities in which people participate. Take this a step further and make a list of which activities can be done this summer.
- Help students set goals to continue to eat healthy, stay physically active and eat breakfast every morning throughout the summer.

Activities Linked to 2nd Grade Content Standards & Framework

- Have students write grade-appropriate stories about how they will keep up their new healthy-lifestyle choices throughout the summer. Students can then share these stories out loud.
- 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 on a daily basis.
- Plan a healthy end-of-school potluck celebration.
- Walk to a nearby farmers’ market to see what fruits and vegetables are available this time of year.