Dear Teacher,

Thank you for joining the crusade to help our children become more fit for learning™! In order to make this journey successful and fun, there are a few things you should know about this resource guide.

First, it is just that – a Resource Guide. This is not another curriculum for you to put on the shelf because you have too much other material to cover. Instead, you will find suggested activities and (most importantly) how those activities link to the California State Academic Content Standards. These are lessons you are probably already covering in your classrooms. The only difference you will see is that they now have a nutrition or physical activity focus.

Second, the main objective of this resource guide is to improve student’s health by providing an environment that supports and encourages healthy eating habits and increased physical activity. This objective was met by taking various nutrition and physical activity topics important for elementary school students and grouping them into nine different themes (one theme per month from September to May).

At a minimum, we simply ask that you hang the poster and the calendar of activities on a bulletin board the first day of every month. Many of the calendar activities are very simple and can be done by the students without taking up any class time. However, we should warn you that this may spark some interest in your students, and they may want to learn more!

Your next step should be to send a copy of the calendar and the Take Home Activities home with the students. Any healthy habits that your students pick up throughout the year will only continue if the whole family participates.

Complete participation would involve a gradual inclusion of these activities into your academic calendar. Again, these are not new things to teach, they are just healthy twists to what you have been teaching for years.

**ORGANIZATION OF THE RESOURCE GUIDE**

To make this resource guide easy to use, each month is set up the same and contains the following:

1. **Calendar** – You will find English on the front and Spanish on the back. We encourage you to post this calendar in your classroom. This provides you and your students small activities to do throughout the month to promote the given theme.

2. **Introduction** – This short paragraph simply explains the importance of the theme for that month.

3. **Main Objective** – The objective of the month is summarized into one or two simple sentences. These objectives are appropriate for students, teachers, principals, parents, and siblings!
4. **Background** – A small amount of important background information is provided for each theme. While we do not expect you to become experts in the field, we do ask that you familiarize yourself with the topics. If you would like more information than is included in the brief background section, the resources listed for that month will be valuable tools.

5. **Take Home Activities** – Family involvement is very important. Information and take home activities can be sent home to the families to let them know what is going on in the classroom for the month. Family activities to promote the theme are strongly encouraged.

6. **School Activities** – Since the goal is to change the school environment to promote health, it is only logical that the school also has some activities to participate in each month. Remember, this is a team approach!

7. **Classroom Reward Ideas** – A student or class that does a good job deserves a reward! This section lists healthy reward ideas. Decide with the students what some other rewards might be that are more appropriate to your classroom and include them throughout the year. Do not limit your rewards to only sweet treats.

8. **Resources** – This section includes a list of organizations that provide additional details, activities, and information for each month. All of the organizations listed provide free or reduced cost materials to help you promote the theme.

9. **Activities Linked to Standards** – This is a listing of “suggested” activities. For some months, there are too many activities to fit into such a short period of time. You can use them exactly as written, or you are welcome to take the idea and change it around to fit your classroom. It is important to note that all of the activities listed link to one of the California State Academic Content Standards (Language Arts, Mathematics, Science, History/Social Science or Physical Education) or to the Health Framework Expectations. Following these activities, you may also see a short list of suggested reading materials, where applicable.

10. **Classroom Poster** – Hang this in the classroom at the beginning of the month to visually promote the theme throughout the month. Set aside a special location in your classroom where each month’s poster and calendar will be displayed.

11. **Handouts** – Where appropriate, you will also find a few handouts to help you get started. Many of these handouts can be photocopied as is and sent home to families. Some Spanish handouts are also available. As you gather more resources throughout the year, be sure to add them to your ever-growing resource binder.

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**TIPS FOR SUCCESS**

In order for this to be successful, healthy changes must be made throughout the school year. Here are a few tips to help keep you and your students on the right track.

- Don’t forget that you are a role model. Make sure you follow the monthly themes as well. Remember to eat your breakfast and snack on fruits and vegetables at school!
• Encourage parents to bring healthy snacks to class as party treats (e.g.: 100% juice instead of soda, graham crackers instead of cookies, pizza with a vegetable or two on it).

• Continue to reinforce lessons learned in the earlier months throughout the year.

• Use non-sweet food rewards for good deeds in class (e.g.: try to avoid chocolate or candy). It is okay on occasion, but not all the time. Instead, use items such as stickers, erasers, pencils, or notebooks as individual rewards. Students can also be given coveted classroom chores or participate in a special fitness activity.

• Promote and support non-food fundraisers. Project Lean (resource listed below) provides some valuable information on fundraising ideas that do not involve chocolate candy bars.

• Be sensitive to the fact that some students will not be able to participate in all activities, especially those that involve purchasing and/or trying new foods or bringing specific foods to school for lunch or snacks.

• Utilize local resources and businesses. Many businesses are more than willing to help schools out; they just need to be asked. Contact local grocery stores and restaurants or local YMCA’s and other fitness facilities.

• Most importantly, have fun!

GLOBAL RESOURCES

Listed below are resources that can be used for a variety of themes and activities throughout the year. Some may be listed within a specific month as well.

GENERAL EDUCATION

Santa Clara County Office of Education – Library Media Center
1290 Ridder Park Drive
San Jose, CA 95131-2398
Phone: (408) 453-6800
http://www.sccoe.org/depts/library

California Department of Education Press Office
1430 N Street
Sacramento, CA 95814
Phone: 1-800-995-4099
http://www.cde.ca.gov/re/pn

There is a selection of materials devoted to nutrition and gardening publications. Also available is the 2006 publication School Nutrition…By Design. This document was commissioned by State Superintendent of Public Instruction Jack O’Connell and was written by his Advisory Committee on Nutrition Implementation Strategies. “It represents an overview of a healthy nutrition environment and suggests strategies schools and districts can use to model healthy eating habits for their students.” Jack O’Connell
Nasco
Phone: 1-800-558-9595
http://www.enasco.com
Nasco offers over 60,000 educational tools for everything from math and farming to health and crafts and everything in between. Request one or more of their 20 catalogues on-line for free.

HEALTH & NUTRITION

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 which will be discussed in November. However, this is a good site for general information regarding nutrition and physical activity guidelines.

The Healthier US Initiative
http://www.healthierus.gov
This site provides a wealth of information intended to help combat the growing obesity epidemic and is part of the President's Healthier US Initiative. Each section – Nutrition, Physical Activity, etc – displays additional links for the given topic. For example, the Dietary Guidelines for Americans can be found by clicking on the Nutrition Link. These are a set of very specific health recommendations based on current scientific research. This site will help you find out more about the details behind each recommendation – many of which are a part of the various themes.

Team Nutrition
http://www.fns.usda.gov/tn
Team Nutrition is a program sponsored by the United States Department of Agriculture designed to provide educational resources to teachers, parents, and caregivers to promote healthy children. The Changing the Scene kit is a wonderful resource for adults as they begin to change and improve the health environment of schools. You can order a copy of this kit by following the Resources link on this web page. Another valuable resource is the current year’s calendar. It provides additional activities to be done each month to promote the various themes.

We Can!
http://wecan.nhlbi.nih.gov
We Can! (Ways to Enhance Children’s Activity & Nutrition) is a national program designed as a one-stop resource for parents and caregivers interested in practical tools to help school-aged children stay at a healthy weight. Tips and fun activities focus on three critical behaviors: improved food choices, increased physical activity and reduced screen (TV & computer) time.

Project Lean
http://www.californiaprojectlean.org
California Project Lean provides a wealth of resources, evaluations, articles and materials for promoting healthy eating and physical activity. Most of the activities are directed towards middle school, but some can definitely be adapted to the lower grades – such as the list of Creative School Fund-raising Ideas that provide schools with alternatives to chocolate candy bars.
California Healthy Kids Resource Center  
Phone: 1-888-318-8188  
http://www.californiahealthykids.org  
This is an amazing resource center administered by the California Department of Education and the California Department of Health and Human Services. It maintains a comprehensive collection of healthy education materials that can be loaned to educators throughout the state.

KP KIDS Program  
Kaiser Permanente Santa Clara Service Area  
Community Benefits, Department of Public Affairs  
1900 Homestead Road, Second Floor, Building 1  
Cupertino, CA 95014  
Phone: (408) 366-4175  
KP KIDS is a pediatric weight management program that offers interactive activities on healthy eating and behavior modification for the whole family. The goal is to be proactive in assisting parents and children in developing a healthy lifestyle. Parts of the program have been integrated into this Resource Guide for use in the classroom and at home.

Kaiser Permanente Educational Theater Program  
1814 Franklin Street, Ste. 805  
Oakland, CA 94612  
Phone: (510) 987-2223  
Email: ETPinfo@kp.org  
http://www.kp.org/etp  
Kaiser offers an Educational Theater Program that uses music, dance, drama and puppetry to capture the attention of elementary school children, excite their imagination, and inspire them to make healthy life choices. In the hands of ethnically diverse, professional performer/educators, colorful characters share important health information on topics such as physical activity and good nutrition. Go on-line or call to book a show for your school.

Dairy Council of California  
80 Swan Way, Ste. 210  
Oakland, CA 94621-1439  
Phone: 1-877-324-7901  
http://www.dairycouncilofca.org  
This website provides various health-based activities with a list of how they link to California State Academic Content Standards. They provide programs for K, 1-2, and 3-5. A partner site of Dairy Council of CA (http://www.mealsmatter.org) provides some very simple tips for healthy meal planning.

Kids Health  
http://www.kidshealth.org  
This site provides user-friendly nutrition and physical activity information. There is a section for parents, for kids, and one for teens.

Planet Health  
http://www.hsph.harvard.edu/prc/proj_planet.html  
This is an interdisciplinary curriculum for teaching middle school students about nutrition and physical activity. However, some material may be appropriate for upper-elementary school students. It has been formally evaluated and proven to be an effective means of delivery. ($45.00)
Physical Activity

The President’s Challenge – You’re It, Get Fit!
http://www.presidentschallenge.org
The President’s Challenge is a program that encourages all Americans to make being active part of their everyday lives. No matter what your activity and fitness level, the President’s Challenge can help motivate you to improve.

American Council on Exercise – Operation Fit Kid
http://www.acefitness.org/ofk
This youth outreach program site provides resources to increase activity in kids.

Wheelchair Sports, USA
http://www.wsusa.org
This site provides activity resources for individuals with disabilities.

Gardening Resources

California Foundation for Agriculture in the Classroom (CFAITC)
2300 River Plaza Drive
Sacramento, CA 95833
Phone: 1-800-700-AITC
http://www.cfaitc.org
CFAITC is a non-profit organization dedicated to providing educational resources to schools to enhance environmental education in the classroom. Contact them with any of your garden or agriculture related questions.

Cooperative Extension Master Gardener Program
1553 Berger Drive, Bldg. 1 (mail only, walk-in office in Bldg. 2)
San Jose, CA 95112
Phone: (408) 282-3105; Fax: (408) 298-5160
http://www.mastergardeners.org/scc.html
This is a volunteer program dedicated to promoting horticulture education in the community. Call for assistance in setting up a garden at your school.

Nutrition to Grown On
California Department of Education Press Office
Phone: 1-800-995-4099
http://www.cde.ca.gov/re/pn/rc
(Item #001512, 192 pp., 3-hole punched, $17.50, 2001)
This curriculum contains nine hands-on lessons, each linking a nutrition education activity with a gardening activity. Included is a matrix indicating correlations to the content standards in math, language arts, science, and history-social science.
### Grade 2 Standard Matrix

#### ENGLISH-LANGUAGE ARTS

1.0 **Writing:** Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing, successive versions).

2.0 **Writing:** Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

1.5 **Listening & Speaking:** Organize presentations to maintain a clear focus.

1.6 **Listening & Speaking:** Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).

1.7 **Listening & Speaking:** Recount experiences in a logical sequence.

1.8 **Listening & Speaking:** Retell stories, including characters, setting, and plot.

1.9 **Listening & Speaking:** Report on a topic with supportive facts and details.

#### MATHEMATICS

3.1 **Number Sense:** Use repeated addition, arrays, and counting by multiples to do multiplication.

3.2 **Number Sense:** Use repeated subtraction, equal sharing, and forming equal groups with remainders to do division.

4.1 **Number Sense:** Recognize equivalent fractions, name, and compare unit fractions.

4.2 **Number Sense:** Recognize fractions of a whole and parts of a group (e.g., one-third of a pie, two-thirds of 1 ½ rolls).

4.3 **Number Sense:** Recognize, name, and compare unit fractions from 1/12 to 1/2.

4.4 **Number Sense:** Recognize, name, and compare unit fractions, and forming equal groups with remainders to do division.

4.5 **Number Sense:** Use repeated subtraction, equal sharing, and forming equal groups with remainders to do division.
## Grade 2 MATHEMATICS

### 4.3 Number Sense:
- Know that when all fractional parts are included, such as four-fourths, the result is equal to the whole and to one.

### 1.2 Algebra & Functions:
- Relate problem situations to number sentences involving addition and subtraction.

### 1.4 Measurement & Geometry:
- Tell time to the nearest quarter hour and know relationships of time (e.g., minutes in an hour, days in a month, weeks in a year).
- Determine the duration of intervals of time in hours (e.g., 11:00 a.m. to 4:00 p.m).

### 1.5 Measurement & Geometry:
- Define the duration of minutes in an hour, days in a month, weeks in a year.
- Measure length in inches and know relationships of time (e.g., half past, quarter before).

### 1.7 Algebra & Functions:
- Solve problems involving addition and subtraction.

### 4.3 Number Sense:
- Know how to solve equations involving all operations.

## SCIENCE

### 1.c Physical Science:
- Students know the way to change how something is moving is by giving it a push or a pull. The size of the change is related to the strength, or the amount of force, of the push or pull.

### 2.b Life Science:
- Students know the sequential stages of life cycles are different for different animals, such as butterflies.

### 2.e Life Science:
- Students know light, gravity, touch, or environmental stress can affect the germination, growth, and development of plants.

### 2.f Life Science:
- Students know flowers and fruits are associated with reproduction in plants.

### 4.c Investigating & Experimenting:
- Compare and sort common objects according to two or more physical attributes (e.g., color, shape, texture, size, weight).

### 4.e Investigating & Experimenting:
- Construct bar graphs to record data, using appropriately labeled axes.

## MATHS TIMING

### 2023
- **Jan**: Math & Science
- **Feb**: Math & Science
- **Mar**: Math & Science
- **Apr**: Math & Science
- **May**: Math & Science

**Note:** The schedule is subject to change based on the curriculum and student progress.
### Grade 2

#### HISTORY/SOCIAL SCIENCE

2.1.2 Social Science:
- Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians.

2.2.1 Social Science:
- Locate on a simple letter-number grid system the specific locations and geographic features in their neighborhood or community (e.g., map of the classroom, the school).

2.2.4 Social Science:
- Compare and contrast basic land use in urban, suburban, and rural environments in California.

2.4.1 Social Science:
- Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources.

2.4.2 Social Science:
- Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.

2.4.3 Social Science:
- Understand how limits on resources affect production and consumption (what to produce and what to consume).

#### PHYSICAL EDUCATION

3.1 Physical Education:
- Participate in physical activities for increasing amounts of time that are enjoyable and challenging.

3.5 Physical Education:
- Demonstrate proper form for stretching the hamstrings, quadriceps, shoulders, biceps, and triceps.

3.7 Physical Education:
- Measure improvements in individual fitness levels.

4.4 Physical Education:
- Explain that water is essential during physical activity to maintain normal body temperature and normal blood volume.
Physical Education:
Explain that the intensity and duration of exercise, as well as nutritional choices, affect fuel use during physical activity.

Health Framework Expectation: Students will demonstrate how to promote positive health behaviors within the school and community, including strategies applied to learning and performance of physiological and sociological concepts, principles, and knowledge.

Health Framework Expectation: Students will demonstrate how to enhance and maintain their health and well-being, including how to cultivate positive relationships with their peers.

Physical Education: Explain the importance of warm-up and cool-down exercises, as well as nutritional choices before, during, and after physical activity.

Physical Education: Explain the importance of mental and emotional well-being, including strategies for managing stress and anxiety.
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VIII. April: Consumer Beware

IX. May: Ready, Set, Go!
Find the fruit & veggie of the month at www.cdc.gov/nccdphp/dnpa/5aday/month

April

Cut out food ads from a magazine and make a collage with healthy foods on one side and unhealthy foods on the other.

If you watch TV today, keep track of what you eat during that time.

Discuss with your family in which advertising influences your food choices.

Make a list of all the things you can do instead of watching TV.

Read a book after school today instead of watching TV.

Go for a walk with your family after dinner tonight instead of watching TV.

Play with a friend.

Watch TV instead of doing homework after school.

Play a game with your family after dinner tonight instead of watching TV.

Make a healthy food choice today regardless of company advertising.

Make a healthy food choice today regardless of TV advertising.

If you watch TV, leave the room during the commercials. Grab a piece of fruit.

If you watch TV, keep track of what you eat during that time.

Discuss with your family how fast food restaurants get customers to buy their food.

Look at cereals in the grocery store. What do companies do to get you to buy their products?

Make a healthy food choice today regardless of company advertising.

Find the fruit & veggie of the month at www.cdc.gov/nccdphp/dnpa/5aday/month.
<table>
<thead>
<tr>
<th>Semana 1</th>
<th>Semana 2</th>
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<tr>
<td><strong>Lunes</strong></td>
<td><strong>Martes</strong></td>
<td><strong>Miércoles</strong></td>
<td><strong>Jueves</strong></td>
<td><strong>Viernes</strong></td>
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<td>Encuentra la fruta y el vegetal del mes en <a href="http://www.cdc.gov/nccdphp/dnpa/5aday/month">www.cdc.gov/nccdphp/dnpa/5aday/month</a></td>
<td>Recorta anuncios de comida de una revista y haz un collage con alimentos sanos en un lado y alimentos que no son sanos en el otro.</td>
<td>Comenta con tu familia cómo hacen los restaurantes de comida rápida para que los clientes compren su comida.</td>
<td>Ve TV durante una hora y cuenta los anuncios de comida que veas. ¿Cuántos de ellos son de alimentos sanos?</td>
<td>Si ves TV hoy, lleva cuenta de lo que comes durante ese tiempo.</td>
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<tr>
<td><strong>Semana Nacional para Mantener la TV Apagada</strong></td>
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<tr>
<td>Haz una lista de las cosas que puedes hacer en lugar de ver TV.</td>
<td>Juega a algo con tu familia después de cenar en lugar de ver TV.</td>
<td>Lee un libro hoy después della escuela en lugar de ver TV.</td>
<td>Sal a caminar con tu familia después de la cena en lugar de ver TV.</td>
<td>Juega con un amigo hoy después de la escuela en lugar de ver TV.</td>
</tr>
</tbody>
</table>

**Consumidor Alerta**

**Abril**
Consumer Beware

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.)
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 is 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.
Activities Linked to Kindergarten Content Standards & Framework

- Reading 1.18
  - 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.

- Listening & Speaking 2.1
  - Students can describe food advertisements they see through an oral presentation.

- Statistics, Data Analysis, & Probability 1.1
  - 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).

- Health Framework Expectation 1
  - 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

- Writing 2.2, Listening & Speaking 2.4
  - 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.

- Measurement & Geometry 1.2
  - 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).

- Social Science 1.2.1
  - Construct maps (or locate items on maps) of local neighborhoods paying attention to restaurants that serve healthy or unhealthy foods.

- Social Science 1.6.1
  - Introduce the concept of exchanging money for food. Compare foods purchased at the grocery stores to those purchased at the farmers’ market.
• 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.