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.

**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 nonprofit 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

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td>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).</td>
</tr>
<tr>
<td>2.0</td>
<td>Writing: Students write compositions that describe and explain familiar objects, events, and experiences. Their writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.</td>
</tr>
<tr>
<td>1.5</td>
<td>Listening &amp; Speaking: Organize presentations to maintain a clear focus.</td>
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<tr>
<td>1.6</td>
<td>Listening &amp; Speaking: Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).</td>
</tr>
<tr>
<td>1.7</td>
<td>Listening &amp; Speaking: Retell stories, including characters, setting, and plot.</td>
</tr>
<tr>
<td>1.8</td>
<td>Listening &amp; Speaking: Report on a topic with supportive facts and details.</td>
</tr>
</tbody>
</table>

#### MATHEMATICS

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Number Sense: Use repeated addition, arrays, and counting by multiples to do multiplication.</td>
</tr>
<tr>
<td>3.2</td>
<td>Number Sense: Use repeated subtraction, equal sharing, and forming equal groups with remainders to do division.</td>
</tr>
<tr>
<td>4.1</td>
<td>Number Sense: Recognize, name, and compare unit fractions from 1/12 to 1/2.</td>
</tr>
<tr>
<td>4.2</td>
<td>Number Sense: Recognize, name, and compare unit fractions.</td>
</tr>
<tr>
<td>4.3</td>
<td>Number Sense: Recognize, name, and compare unit fractions.</td>
</tr>
</tbody>
</table>

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**Note:** The image contains a table that visually represents the standards and their progressions, but due to the format of the table, it cannot be directly transcribed into text.
<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Science</th>
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<tr>
<td><strong>Grade 2</strong></td>
<td><strong>Science</strong></td>
</tr>
<tr>
<td><strong>MATHEMATICS</strong></td>
<td><strong>1.c</strong> 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.</td>
</tr>
<tr>
<td><strong>4.3 Number Sense:</strong> Know that when all fractional parts are included, such as four-fourths, the result is equal to the whole and to one.</td>
<td><strong>2.b</strong> Life Science: Students know the sequential stages of life development of plants. Physical Science: Students know light, gravity, touch, or environmental stress can affect the germination, growth, and development of seeds.</td>
</tr>
<tr>
<td><strong>1.2 Algebra &amp; Functions:</strong> Relate problem situations to number sentences involving addition and subtraction.</td>
<td><strong>1.0 Statistics, Data Analysis, &amp; Probability:</strong> Students collect numerical data and record, organize, display, and interpret the data on bar graphs and other representations.</td>
</tr>
<tr>
<td><strong>1.4 Measurement &amp; Geometry:</strong> 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).</td>
<td><strong>2.e</strong> Life Science: Students know light, gravity, touch, or environmental stress can affect the germination, growth, and development of seeds. Physical Science: Students know the way to change how something is moving is by giving it a push or a pull.</td>
</tr>
<tr>
<td><strong>1.5 Measurement &amp; Geometry:</strong> Determine the duration of events (e.g., 9:15 a.m., 10:40 p.m.).</td>
<td><strong>1.4</strong> Measurement &amp; Geometry: Tell time to the nearest hour and know time relationships of time (e.g., 6:00 a.m., 11:00 a.m., 1:00 p.m.).</td>
</tr>
<tr>
<td><strong>2.d</strong> Life Science: Students know how to change something is moving by giving it a push or a pull.</td>
<td><strong>1.2 Statistics, Data Analysis, &amp; Probability:</strong> Students collect, record, organize, display, and interpret numerical data and events (e.g., 9:15 a.m., 10:40 p.m.).</td>
</tr>
<tr>
<td></td>
<td><strong>4.1 Physical Science:</strong> The properties of objects can be explored and compared using common attributes (e.g., color, shape, texture, size, weight).</td>
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<tr>
<td></td>
<td><strong>4.2 Physical Science:</strong> Explore and understand the results of simple experiments involving the effects of forces on objects.</td>
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<tr>
<td></td>
<td><strong>4.3 Physical Science:</strong> Investigating &amp; Experimenting: Compare and sort common objects according to two or more physical attributes (e.g., color, shape, texture, size, weight).</td>
</tr>
<tr>
<td></td>
<td><strong>4.4 Physical Science:</strong> Investigating &amp; Experimenting: Complete and sort common objects and objects according to two or more physical attributes (e.g., color, shape, texture, size, weight).</td>
</tr>
<tr>
<td></td>
<td><strong>4.5 Physical Science:</strong> Investigating &amp; Experimenting: Observe and describe the results of simple experiments involving the effects of forces on objects.</td>
</tr>
</tbody>
</table>
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).

2.4.4 Social Science: Explain that water is essential during physical activity to maintain normal body temperature and normal blood volume.

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

3.5 Physical Education: Measure improvements in individual fitness levels.

3.7 Physical Education: Measure improvements in individual fitness levels.

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

3.11 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:

4.5

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 how to maintain healthy weight and well-being.

Health Framework Expectation: Students will demonstrate how to promote positive health behaviors within the school and community, including how to maintain healthy weight and well-being.

Physical Education:

Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity and social skills, including how to develop positive relationships with peers.

Physical Education:

Explain how to control positive relationships with peers, including strategies for dealing with conflict and maintaining healthy relationships.

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<td>Feb 1: Variety of veggies or fruits. Feb 1-28: Move more.</td>
</tr>
<tr>
<td>2</td>
<td>Mar 1: Drink 8 glasses of water. Mar 1-28: Practice portion control.</td>
</tr>
<tr>
<td>3</td>
<td>Apr 1: Take the stairs. Apr 1-30: Encourage healthy foods.</td>
</tr>
<tr>
<td>4</td>
<td>May 1: Choose a healthy protein. May 1-31: Reach for the local food.</td>
</tr>
</tbody>
</table>

**January**

**Monday**
- Monday Jacksonville: Nuts to the month of
- Monday Charleston: Find the fruit & veggie
- Monday Orlando: Your family, ask the new year
- Monday Virginia: Food or exercise goal
- Monday Georgia: Food or exercise goal

**Tuesday**
- Tuesday Jacksonville: Nuts to the month of
- Tuesday Charleston: Find the fruit & veggie
- Tuesday Orlando: Your family, ask the new year
- Tuesday Virginia: Food or exercise goal
- Tuesday Georgia: Food or exercise goal

**Wednesday**
- Wednesday Jacksonville: Nuts to the month of
- Wednesday Charleston: Find the fruit & veggie
- Wednesday Orlando: Your family, ask the new year
- Wednesday Virginia: Food or exercise goal
- Wednesday Georgia: Food or exercise goal

**Thursday**
- Thursday Jacksonville: Nuts to the month of
- Thursday Charleston: Find the fruit & veggie
- Thursday Orlando: Your family, ask the new year
- Thursday Virginia: Food or exercise goal
- Thursday Georgia: Food or exercise goal

**Friday**
- Friday Jacksonville: Nuts to the month of
- Friday Charleston: Find the fruit & veggie
- Friday Orlando: Your family, ask the new year
- Friday Virginia: Food or exercise goal
- Friday Georgia: Food or exercise goal
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<th>Días de la Semana</th>
<th>Comida</th>
<th>Opciones de Lunes</th>
<th>Opciones de Martes</th>
<th>Opciones de Miércoles</th>
<th>Opciones de Jueves</th>
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**Opciones para Lunes:**
- Compara los menús de los restaurantes.
- Escribe la receta de una comida rápida que has hecho.
- Ing. olives elegir.
- Grupo hoy.
- Alimentos de cada uno que contienen.

**Opciones para Martes:**
- Nuevos alimentos.
- Alimentos de cada uno que contienen.
- Preparar o familia.

**Opciones para Miércoles:**
- Alimentos de cada uno que contienen.
- Preparar o familia.
- Nuevos alimentos.

**Opciones para Jueves:**
- Escribe la receta de una comida rápida que has hecho.
- Ing. olives elegir.
- Grupo hoy.
- Alimentos de cada uno que contienen.

**Opciones para Viernes:**
- Compara los menús de los restaurantes.
- Escribe la receta de una comida rápida que has hecho.
- Ing. olives elegir.
- Grupo hoy.
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 of and others you want to make sure you don’t get too much of. 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!

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Healthy Choices

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 handout, “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.

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 school wide 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.

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

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 school children. 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.

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Grades K-2
### 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?
• 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.