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.
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<td>ENGLISH-LANGUAGE ARTS</td>
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<td>1.0 Writing:</td>
</tr>
<tr>
<td>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>
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<tr>
<td>2.0 Writing:</td>
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<tr>
<td>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>
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<tr>
<td>1.5 Listening &amp; Speaking:</td>
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<tr>
<td>Organize presentations to maintain a clear focus.</td>
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<td>1.6 Listening &amp; Speaking:</td>
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<tr>
<td>Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).</td>
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<td>1.7 Listening &amp; Speaking:</td>
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<tr>
<td>Recount experiences in a logical sequence.</td>
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<td>1.8 Listening &amp; Speaking:</td>
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<tr>
<td>Retell stories, including characters, setting, and plot.</td>
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<td>1.9 Listening &amp; Speaking:</td>
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<tr>
<td>Report on a topic with supportive facts and details.</td>
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<td>MATHEMATICS</td>
</tr>
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<td>3.1 Number Sense:</td>
</tr>
<tr>
<td>Use repeated addition, arrays, and counting by multiples to do multiplication.</td>
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<tr>
<td>3.2 Number Sense:</td>
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<tr>
<td>Use repeated subtraction, equal sharing, and forming equal groups with remainders to do division.</td>
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<td>4.1 Number Sense:</td>
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<td>Recognize, name, and compare unit fractions from 1/12 to 1/2.</td>
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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).

1.5 Measurement & Geometry:
Determine the duration of intervals of time in hours (e.g., 11:00 a.m. to 4:00 p.m.).

4.0 Investigating & Experimenting:
Construct bar graphs to record data, using appropriately labeled axes.

2.3 Life Science:
Students know the sequential stages of life cycles are different for different animals, such as butterflies, flies, frogs, and mice.

2.5 Life Science:
The size of the change is related to the strength or the amount of force of the push or pull.

1.0 Statistics, Data Analysis, & Probability:
Students collect numerical data and record, organize, display, and interpret the data on bar graphs and other representations.

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 light, gravity, touch, or environmental stress can affect the germination, growth, and development of plants.

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:
Number sentences involving addition and subtraction.

4.3 Number Sense:
Know that when all fractional parts are included, the result is equal to the whole and to one. Include whole numbers and fractions. The result is equal to the whole and to one.
### Grade 2

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<td>Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians</td>
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<td>Locate on a simple letter-number grid system the specific locations and geographic features in their neighborhood or community.</td>
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<td>Compare and contrast basic land use in urban, suburban, and rural environments in California.</td>
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<td>Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources.</td>
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<td>Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.</td>
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<td>Measure improvements in individual fitness levels.</td>
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<td>Physical Education: Explain that the intensity and duration of exercise, as well as nutritional choices, affect fuel use during physical activity.</td>
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<td>Physical Education: Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical education and sociocultural concepts. Explain how their physical education curriculum provides opportunities for positive relationships with their peers.</td>
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<td>Health Framework Expectation: Students will understand and demonstrate how to promote positive health behaviors within the school and community, including social, emotional, and academic well-being.</td>
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<tr>
<td><strong>Monday</strong>&lt;br&gt;Plan a safe route to walk either all the way or part of the way back from school. Ask a crossing guard or police officer for some walking safety tips. Ask your family what their favorite physical activities are. Make a list of all the physical activities you like to do. Add to that list throughout the month. Keep track of your activities each day! Keep track of your family’s daily. Keep doing it or change it. Play hopscotch. Lunchtime today: Find the fruit &amp; vegetable. Lunchtime today: Find the fruit &amp; vegetable. Lunchtime today: Find the fruit &amp; vegetable. Lunchtime today: Find the fruit &amp; vegetable. Lunchtime today: Find the fruit &amp; vegetable.</td>
<td><strong>Tuesday</strong>&lt;br&gt;Way to school. Walk either all the way back from school. If possible, walk to school daily! If possible, walk to school daily! If possible, walk to school daily! If possible, walk to school daily! If possible, walk to school daily! If possible, walk to school daily!</td>
<td><strong>Wednesday</strong>&lt;br&gt;<strong>National Walk to School Week</strong>&lt;br&gt;Walk either all the way back from school. Ask a crossing guard or police officer for some walking safety tips. Ask a crossing guard or police officer for some walking safety tips. Ask a crossing guard or police officer for some walking safety tips. Ask a crossing guard or police officer for some walking safety tips. Ask a crossing guard or police officer for some walking safety tips.</td>
<td><strong>Thursday</strong>&lt;br&gt;<strong>International Walk to School Week</strong>&lt;br&gt;Walk either all the way back from school. Ask a crossing guard or police officer for some walking safety tips. Ask a crossing guard or police officer for some walking safety tips. Ask a crossing guard or police officer for some walking safety tips. Ask a crossing guard or police officer for some walking safety tips. Ask a crossing guard or police officer for some walking safety tips.</td>
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Semana Nacional del Almuerzo Escolar

Martes

Viernes

Jueves

Lunes

Semana Internacional de Caminar a la Escuela

Dieta del Camino. A la escuela modo o posiblemente, hoy se harán por caminar.

Planifica una ruta.

Seguro para caminar.

Dieta del Camino. A la escuela modo o posiblemente, hoy se harán por caminar.

Planifica una ruta.

Semana

Seguro para caminar.

Miercoles

Viernes

Jueves

Lunes

Semana Internacional de Caminar a la Escuela

Dieta del Camino. A la escuela modo o posiblemente, hoy se harán por caminar.

Planifica una ruta.

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Dieta del Camino. A la escuela modo o posiblemente, hoy se harán por caminar.

Planifica una ruta.
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, if possible, 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 after school 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](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).
1) Kick off the month by participating in International Walk to School Week (the first full week in October). Encourage everyone to participate in Walk to School Day (Wednesday of that week). (See http://www.cawalktoschool.com)

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

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

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

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

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

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

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

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

Resources

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/10000steps.html
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.

Additional Resources

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

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

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

Activities Linked to 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
### Let’s Move!

**Activities Linked to 1st Grade Content Standards & Framework**

- 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 it in relation to how long they do something physically active and set a goal to increase that 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 which activities people participate in. 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 it 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?

### Selected Reading List

- **Lunch**, by Denise Fleming – Language Arts
- **My Mother Talks to Trees**, by Doris Gove – Language Arts and Science

www.fitforlearning.org
Let’s Move!

Activities Linked to 2\textsuperscript{nd} 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

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### Selected Reading List

- **Writing 1.0 & 2.0, Listening & Speaking 1.5, 1.6, 1.7, 1.8 & 1.9**
- **Number Sense 3.1 & 3.2**
- **Measurement & Geometry 1.4 & 1.5, Physical Education 3.7**
- **Statistics, Data Analysis, & Probability 1.0**
- **Physical Science 1.c**
- **Life Science 2.b & 2.e**
- **Investigating & Experimenting 4.e**
- **Social Science 2.2.1**
- **Physical Education 3.1**
- **Physical Education 5, Health Framework Expectation 1**

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Grades K-2