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/nc
(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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<th>Grade 3 Standard Matrix</th>
<th>ENGLISH-LANGUAGE ARTS</th>
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<td><strong>1.5</strong></td>
<td><strong>Reading:</strong></td>
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<tr>
<td>Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., dog/mammal/animal/living things).</td>
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| **2.7** | **Reading:** |
| Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game). |

| **1.1** | **Writing:** |
| Create a single paragraph: a. Develop a topic sentence. b. Include simple supporting facts and details. |

| **1.2** | **Writing:** |
| Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word. |

| **1.3** | **Writing:** |
| Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia). |

| **1.4** | **Writing:** |
| Revise drafts to improve the coherence and logical progression of ideas by using an established rubric. |

| **2.3** | **Writing:** |
| Write personal and formal letters, thank-you notes, and invitations: a. Show awareness of the knowledge, interests, and needs of the audience; b. Include the date, proper salutation, body, closing, and signature. |

| **1.7** | **Written & Oral English Language Conventions:** |
| Capitalize geographical names, holidays, historical periods, and special events correctly. |

| **1.8** | **Written & Oral English Language Conventions:** |
| Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., gh, gn), consonant doubling, and common homophones. |

| **1.9** | **Written & Oral English Language Conventions:** |
| Arrange words in alphabetical order. |
### Grade 3

#### ENGLISH-LANGUAGE ARTS

**2.1 Listening & Speaking:**
- Make brief narrative presentations:
  - a. Provide a context for an incident that is the subject of the presentation.
  - b. Provide insight into why the selected incident is memorable.
  - c. Include well-chosen details to develop character, setting, and plot.

**2.2 Listening & Speaking:**
- Plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone.

**2.3 Listening & Speaking:**
- Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.

#### MATHEMATICS

**2.7 Number Sense:**
- Determine the unit cost when given the total cost and number of units.

**3.1 Number Sense:**
- Compare fractions represented by drawings or concrete materials to show equivalency and to add and subtract simple fractions in context (e.g., 1/2 of a pizza is the same amount as 2/4 of another pizza that is the same size; show that 3/8 is larger than 1/4).

**3.3 Number Sense:**
- Solve problems involving addition, subtraction, multiplication, and division of money amounts in decimal notation and multiply and divide money amounts in decimal notation by using whole-number multipliers and divisors.

**2.1 Algebra & Functions:**
- Solve simple problems involving a functional relationship between two quantities (e.g., find the total cost of multiple items given the cost per unit).

**1.1 Measurement & Geometry:**
- Choose the appropriate tools and units (metric and U.S.) and estimate and measure the length, liquid volume, and weight/mass of given objects.

**1.2 Measurement & Geometry:**
- Estimate or determine the area and volume of solid figures by covering them with unit squares or by counting the number of cubes that would fill the volume of solid figures by covering them with unit cubes.

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**Algebra & Functions:** Solve simple problems involving addition.

**Number Sense:** Solve problems involving addition.

**Number Sense:** Solve problems involving subtraction.

**Number Sense:** Solve problems involving multiplication.

**Number Sense:** Solve problems involving division.

**Number Sense:** Solve problems involving addition, subtraction, multiplication, and division of money amounts in decimal notation.

**Number Sense:** Solve problems involving addition, subtraction, multiplication, and division of money amounts in decimal notation by using whole-number multipliers and divisors.

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**Listening & Speaking:** Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.

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### Grade 3

#### Physical Science:
- Students know sources of stored energy take many forms, such as food, fuel, and batteries.
- Students know light is reflected from mirrors and other surfaces.

#### Investigation & Experimentation:
- Students will repeat observations to improve accuracy and know that the results of similar scientific investigations seldom turn out exactly the same because of differences in the things being investigated, methods being used, or uncertainty in the observations.
- Students will use numerical data in describing and comparing objects, events, and measurements.
- Students will predict the outcome of a simple investigation and compare the result with the prediction.
- Students will collect data in an investigation and analyze those data to develop a logical conclusion.

#### Social Science:
- Identify geographical features in their local region (e.g., deserts, mountains, valleys, lakes).
- Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).
- Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools).
- Understand that some goods are made locally, some elsewhere in the United States, and some abroad.
- Develop a logical conclusion. Students will analyze how what they did in an investigation and analyze those data to reach the conclusion or prediction.

#### History/Social Science:
- Discuss the interaction of new settlers with the already established Indians of the region.
- Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools).
- Understand that some goods are made locally, some elsewhere in the United States, and some abroad.
### Physical Education

1.15 Physical Education:
- Perform with a partner a line, circle, and folk dance.

3 Physical Education:
- Assess and maintain a level of physical fitness to improve health and performance.

3.6 Physical Education:
- Hold for an increasing period of time basic stretches for hips, shoulders, hamstrings, quadriceps, triceps, biceps, back, and neck.

3.8 Physical Education:
- Measure and record improvements in individual fitness activities.

4.8 Physical Education:
- Describe and record the changes in heart rate before, during, and after physical activity.

5 Physical Education:
- Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity.

### Health Framework

1 Health Framework Expectation:
- Students will demonstrate ways in which they can enhance and maintain their health and well-being.

5 Health Framework Expectation:
- Students will understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with their peers.
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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 all of the ways in which advertising influences your food choices.

Make a healthy food choice today regardless of company advertising.

Watch one hour of TV and count how many food ads you see. How many are for healthy foods?

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

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

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

Create an ad for a healthy food or physical activity and share it with your family and friends.

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

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

Watch National TV Turnoff Week

Week 5

Week 4

Week 3

Week 2

Week 1

Friday

Thursday

Wednesday

Tuesday

Monday

NATIONAL TV TURNOFF WEEK

Food advertising.

Less of company choice food advertising.

Make a healthy food choice today regardless of advertising.

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

Discuss with your family all of the ways in which advertising influences your food choices.

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 during that time, discuss your food choices on the other side and unhealthy foods on one side.

Food advertising.

Create an ad for a healthy food or physical activity and share it with your family and friends.

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

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

Play a game with your family after dinner tonight 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 after dinner tonight instead of watching TV.
Even though you now know how and why to eat healthfully, why is it still so hard to make healthy choices? One reason is because you are constantly exposed to advertisements that tempt you to eat foods that may not be the best choice for your body. It is important for you to become an educated consumer so you can start to see past these ads and make healthy purchases despite what companies would like you to do.

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

Make healthy choices despite advertisements that encourage you to do otherwise.

Find an alternative to watching TV during National TV Turn-Off Week – go for a walk, read a book, go to the park with your friends, play a game with your family…

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

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

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

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

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

3) As a family, participate in TV Turn-Off Week (the last week in April). Make a list of everything you can do instead of watching TV. Keep the list posted on the refrigerator, or better yet, on the TV! (See Kaiser Permanente handouts, “Break Free of TV and “Get Active and Be Healthy” in English and Spanish.)

www.fitforlearning.org
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.
Consumer Beware

Activities Linked to 3rd Grade Content Standards & Framework

- Students can write an ad for their favorite fruit, vegetable, food, or activity. They can then share these ads out loud or to students in lower grades.
- Begin to understand that food costs can vary based on those made locally vs. those made somewhere else (in the U.S. or abroad). Discuss how this may or may not influence food choices.
- Set and monitor a goal to decrease the amount of time spent watching TV to “zero” by National TV Turn-off Week (the last full week in April).

Activities Linked to 4th Grade Content Standards & Framework

- Students can evaluate the role of the media in influencing their food choices by focusing attention on specific events and in forming an opinion on issues.
- Students can set up a questionnaire for their families, friends, or classmates to ask about their TV viewing habits. Once they have collected the data, they can use that information to identify the modes and medians and graph the data to explain to others.
- Discuss the role of the Franciscans in changing the economy of California from a hunter-gatherer economy to an agricultural economy. How did this impact food production and food choices?
- Analyze the effects of the Gold Rush on the settlements in terms of food choices and preferences.
- Set and monitor a goal to decrease the amount of time spent watching TV to “zero” by National TV Turn-off Week (the last full week in April).