Dear Teacher,

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

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

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

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

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

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

ORGANIZATION OF THE RESOURCE GUIDE

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

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

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

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

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

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

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

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

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

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

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

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**TIPS FOR SUCCESS**

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

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

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

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

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

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

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

• Most importantly, have fun!

GLOBAL RESOURCES

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

GENERAL EDUCATION

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

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

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

HEALTH & NUTRITION

MyPyramid.gov
http://www.mypyramid.gov
http://www.mypyramid.gov/sp-index.html (site in Spanish)
This is the main website of the MyPyramid food guidance system which will be discussed in November. However, this is a good site for general information regarding nutrition and physical activity guidelines.

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

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

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

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

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

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

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

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

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

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

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

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

Gardening Resources

California Foundation for Agriculture in the Classroom (CFAITC)
2300 River Plaza Drive
Sacramento, CA 95833
Phone: 1-800-700-AITC
http://www.cfaitc.org
CFAITC is a 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.
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>1.5</td>
<td>Reading: 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>
</tr>
<tr>
<td>2.7</td>
<td>Reading: Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).</td>
</tr>
<tr>
<td>1.1</td>
<td>Writing: Create a single paragraph: a. Develop a topic sentence. b. Include simple supporting facts and details.</td>
</tr>
<tr>
<td>1.2</td>
<td>Writing: Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word.</td>
</tr>
<tr>
<td>1.3</td>
<td>Writing: Understand the structure and organization of sentences. b. Include simple supporting facts and details.</td>
</tr>
<tr>
<td>1.4</td>
<td>Writing: Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.</td>
</tr>
<tr>
<td>1.5</td>
<td>Writing: Create a single paragraph: a. Develop a topic sentence. b. Include simple supporting facts and details.</td>
</tr>
<tr>
<td>1.6</td>
<td>Reading: 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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</table>

**Written & Oral English Language Conventions:**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>1.7</td>
<td>Capitalize geographical names, holidays, historical periods, and special events correctly.</td>
</tr>
<tr>
<td>1.8</td>
<td>Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, gh, ph), and homophones.</td>
</tr>
<tr>
<td>1.9</td>
<td>Arrange words in alphabetical order.</td>
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<tr>
<td>1.10</td>
<td>English Language Arts</td>
</tr>
<tr>
<td>Grade 3</td>
<td>ENGLISH-LANGUAGE ARTS</td>
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<tr>
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</tbody>
</table>
| 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. |

<table>
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<tr>
<th>MATHEMATICS</th>
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<tbody>
<tr>
<td>2.1</td>
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<td>2.2</td>
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<tr>
<td>2.3</td>
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<td>2.4</td>
</tr>
</tbody>
</table>

| 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). |
| 3.2         | Number Sense: Determine the unit cost when given the total cost and number of units. |
| 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. |

| 1.1         | Measurement & Geometry: Choose the appropriate tools and units (metric and U.S.) and estimate and measure 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 a net. |
| 1.3         | Measurement & Geometry: Estimate or determine the length, width, and height of objects. |
| 1.4         | Measurement & Geometry: Estimate or determine the length, width, and height of objects. |

| 2.5         | Measurement & Geometry: Estimate or determine the area and volume of solid figures by covering them with a net. |
| 2.6         | Measurement & Geometry: Estimate or determine the length, width, and height of objects. |
| 2.7         | Measurement & Geometry: Choose the appropriate tools and units (metric and U.S.) and estimate and measure length, liquid volume, and weight/mass of given objects. |

| 3.4         | 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). |

| 1.5         | Measurement & Geometry: Estimate or determine the length, width, and height of objects. |
| 1.6         | Measurement & Geometry: Estimate or determine the length, width, and height of objects. |
| 1.7         | Measurement & Geometry: Estimate or determine the length, width, and height of objects. |

| 2.8         | Measurement & Geometry: Estimate or determine the length, width, and height of objects. |
| 2.9         | Measurement & Geometry: Estimate or determine the length, width, and height of objects. |
| 2.10        | Measurement & Geometry: Estimate or determine the length, width, and height of objects. |

| 3.5         | 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). |

<p>| 1.8         | Measurement &amp; Geometry: Estimate or determine the length, width, and height of objects. |
| 1.9         | Measurement &amp; Geometry: Estimate or determine the length, width, and height of objects. |
| 1.10        | Measurement &amp; Geometry: Estimate or determine the length, width, and height of objects. |</p>
<table>
<thead>
<tr>
<th>Grade 3</th>
<th>SCIENCE</th>
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</thead>
<tbody>
<tr>
<td>1.b</td>
<td>Physical Science: Students know sources of stored energy take many forms, such as food, fuel, and batteries.</td>
</tr>
<tr>
<td>2.b</td>
<td>Physical Science: Students know light is reflected from mirrors and other surfaces.</td>
</tr>
<tr>
<td>5.a</td>
<td>Investigation &amp; 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.</td>
</tr>
<tr>
<td>5.c</td>
<td>Investigation &amp; Experimentation: Students will use numerical data in describing and comparing objects, events, and measurements.</td>
</tr>
<tr>
<td>5.d</td>
<td>Investigation &amp; Experimentation: Students will predict the outcome of a simple investigation and compare the result with the prediction.</td>
</tr>
<tr>
<td>5.e</td>
<td>Investigation &amp; Experimentation: Students will collect data in an investigation and analyze those data to develop a logical conclusion.</td>
</tr>
<tr>
<td>3.1.1</td>
<td>HISTORY/SOCIAL SCIENCE</td>
</tr>
<tr>
<td>3.1.1</td>
<td>Social Science: Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills).</td>
</tr>
<tr>
<td>3.1.2</td>
<td>Social Science: Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., dam constructed upstream changes the river or coastline).</td>
</tr>
<tr>
<td>3.2.2</td>
<td>Social Science: 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).</td>
</tr>
<tr>
<td>3.2.4</td>
<td>Social Science: Discuss the interaction of new settlers with the already established Indians of the region.</td>
</tr>
<tr>
<td>3.5.2</td>
<td>Social Science: Understand that some goods are made locally, some are made elsewhere in the United States, and some are made abroad.</td>
</tr>
</tbody>
</table>

Note: The table structure is designed to show the alignment between different standards or benchmarks and their corresponding content. The table rows are color-coded to indicate the subject area (Science, Social Science, or History/Social Science).
Grade 3
PHYSICAL EDUCATION

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

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

Health Framework Expectation:
Students will demonstrate ways in which they can enhance and maintain their physical and mental health.

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

Physical Education: Assess and maintain a level of physical fitness to improve health and performance.
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V. January: Healthy Choices

VI. February: Heart Healthy Body

VII. March: Fuel Your Body

VIII. April: Consumer Beware

IX. May: Ready, Set, Go!
### Week 5

**Monday**
- Remember to eat from all 5 food groups today!

**Tuesday**
- Mix 100% fruit juice with sparkling mineral water for a bubbly treat.

**Wednesday**
- Go for a walk with your family before or after a big holiday meal.

**Thursday**
- Be sure to include lots of fruits & veggies in your holiday celebrations!

**Friday**
- Make a plan to stay physically active throughout the month. What will you do?

### Week 4

**Monday**
- Find the fruit & veggie of the month at www.cdc.gov/nccdphp/dnpa/5aday/month

**Tuesday**
- Ask your friends how they celebrate with food and activities.

**Wednesday**
- Plan a healthy potluck celebration with your friends or classmates. Include all 5 food groups!

**Thursday**
- Ask your parents, grandparents or guardians how they celebrated the holidays when they were young.

**Friday**
- Ask your friends how they celebrate with food and activities.

### Week 3

**Monday**
- List all of the foods you eat during the holidays. Which food groups do they come from?

**Tuesday**
- Set a goal to try one new food this month.

**Wednesday**
- Be sure to eat from all 5 food groups today!

**Thursday**
- Instead of sweets, surprise someone with a fruit basket.

**Friday**
- Go for a walk with your family before or after a big holiday meal.

### Week 2

**Monday**
- Find the fruit & veggie of the month at www.cdc.gov/nccdphp/dnpa/5aday/month

**Tuesday**
- Ask your friends how they celebrate with food and activities.

**Wednesday**
- Plan a healthy potluck celebration with your friends or classmates. Include all 5 food groups!

**Thursday**
- Ask your parents, grandparents or guardians how they celebrated the holidays when they were young.

**Friday**
- Ask your friends how they celebrate with food and activities.
¡Festeja!

1. Haz una lista de todo lo que comes durante las fiestas. ¿De qué grupos de alimentos provienen?

2. Encuentra la fruta y el vegetal del mes en www.cdc.gov/nccdphp/dnpa/foodsmonth.

3. Pregunta a tus amigos, compañeros o abuelos o tutores cómo celebran las fiestas cuando eran jóvenes.

4. Sal a caminar con tu familia antes o después de una gran comida festiva.

5. Mezcla jugo 100% natural con agua mineral para disfrutar una delicia burbujante.

¡Recuerda comer algo de todos los 5 grupos de alimentos hoy!

Ponte como meta probar un nuevo alimento este mes.

Planifica una fiesta con tus amigos o compañeros en la que cada quien lleve un alimento sano, ¡incluyan todos los 5 grupos de alimentos!

¿Qué harás para mantener tu salud durante el mes?

Aségurate de incluir muchas frutas y verduras en tus celebraciones festivas!

Haz un plan físico durante el mes.
What better time than the holidays to take a moment to appreciate all that makes us unique? Everyone comes to the table with a different story and with many food and exercise preferences. Spend some time this month getting to know a little more about your family and friends. What are their healthy habits during the holidays?

Appreciate other individuals’ food and exercise preferences.

What types of foods do you traditionally eat during the holidays? How did those foods become a tradition in your family? Are there any physically active games that you like to play during the holidays? With each question comes as many answers as the number of people you ask. Everyone has a different story to tell. It doesn’t matter if they are old or young, boy or girl, or which state or country they were born in!

Finding out about other people’s food and exercise preferences also provides us with a whole new list of options to choose from. Encourage your students to use this as an opportunity to try a new food or activity. How will they know if they like something new unless they give it a try?

Since a lot of cooking is usually done during the holidays, this is also a good time to try a new low-fat fruit or vegetable recipe. Students and their families can also start to experiment with favorite family recipes to see if they can make them just a little bit healthier. (See KP KIDS handouts, “Preparing Healthier Meals” and “Helpful Hints for Healthier Choices”.)

1) During a family gathering, spend some time sharing stories about family traditions. Encourage everyone to talk about traditions related to foods or physical activity (such as dance or a favorite outdoor game).

2) Start a new tradition by including some healthy food options at holiday parties.

3) Instead of baking candies, cookies, and pies, try some new recipes for desserts that are lower in fat and possibly even include some fruits. (See any of the resources including KP KIDS handout, “Healthy Snack Recipes”.)
1) Have an assembly to celebrate the many different cultures represented at the school. Parents and/or students can share food-related stories, dances, or other physical activities common to their heritage.

2) If possible, highlight and serve foods from different cultures in the cafeteria this month.

Have a Holiday Potluck Celebration! Ask parents or teachers to bring in foods from various cultures. Aim for healthy menu items.

California Department of Health Services
P.O. Box 942732, MS 7204
Sacramento, CA 94234-7320
Phone: 1-888-EAT-FIVE (1-888-328-3483)
Fax: (916) 449-5414
http://www.dhs.ca.gov/ps/cdic/cpns/ca5aday

More information can be found here about the California campaign to increase fruit and vegetable consumption among the Latino and African American populations. Recipes, tool kits, and other materials are available to help promote this worthy cause. Look for the Healthy Latino Recipes and the 5 A Day and Physical Activity Toolbox for Community Educators! Both are available in English and Spanish and can be downloaded for free.

National Heart, Lung, and Blood Institute

Find heart-healthy Latino and African American recipes at this site. They can be downloaded for free or purchased for $3.00 each.

Produce for Better Health Foundation
http://www.5aday.org (Click on the Recipes link on the left.)

This website provides tips on making current recipes more healthy and includes a number of recipes that use different fruits and vegetables. There is also a list of healthy cookbook options.

Dole
http://www.dole5aday.com/CookBook/C_Home.jsp

This website includes many recipes for dishes that feature fruits and vegetables. There is also a small kid’s cookbook available for $2.95 each.

American Cancer Society
Santa Clara County Unit
747 Camden Ave, Ste. B
Campbell, CA 95008
Phone: (408) 871-1062; Fax: (408) 871-2993
http://www.cancer.org (Search for Cooking Smart)

More recipe ideas and suggestions are provided at this site.

www.fitforlearning.org

Grades 3-4
Students can follow simple multi-step written recipes to make a healthy food for the class to share. Ask the cafeteria staff for assistance.

Discuss the interactions between the new settlers and the already established regional Indians on the basis of food preferences – similarities, differences, and changes. How did the different cultures influence each other’s food preferences?

Perform a simple line, circle, or folk dance with a partner.

As a class, start to look more closely at why we eat and what we eat (taste, preferences, culture, etc.), especially during the holidays.

Discuss the food preferences of the students in the class paying particular attention to any similarities or differences between the various cultures represented. Encourage the students to find out more information about cultures not represented in the classroom.

<table>
<thead>
<tr>
<th>Reading 2.7</th>
<th>• Students can follow simple multi-step written recipes to make a healthy food for the class to share. Ask the cafeteria staff for assistance.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Science 3.2.4</td>
<td>• Discuss the interactions between the new settlers and the already established regional Indians on the basis of food preferences – similarities, differences, and changes. How did the different cultures influence each other’s food preferences?</td>
</tr>
<tr>
<td>Physical Education 1.15</td>
<td>• Perform a simple line, circle, or folk dance with a partner.</td>
</tr>
<tr>
<td>Health Framework Expectation 5</td>
<td>• As a class, start to look more closely at why we eat and what we eat (taste, preferences, culture, etc.), especially during the holidays.</td>
</tr>
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<td>Health Framework Expectation 5</td>
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</tr>
<tr>
<td>Activity</td>
<td>Grade</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Students can write a research report on the history of how a certain food became popular for a given holiday. Have them pay particular attention to the impact on California's agriculture.</td>
<td>4th</td>
</tr>
<tr>
<td>Students can write a research report on the history of how a physically active game became popular.</td>
<td>4th</td>
</tr>
<tr>
<td>Discuss the food preferences and production techniques of the California Indians.</td>
<td>4th</td>
</tr>
<tr>
<td>Discuss how immigration to California changed the food makeup of the state. Did that influence what we eat today?</td>
<td>4th</td>
</tr>
<tr>
<td>This is a great time for students to learn basic square dancing steps and talk about their origin.</td>
<td>4th</td>
</tr>
<tr>
<td>Discuss the food preferences of the students in the class paying particular attention to any similarities or differences between the various cultures represented. Encourage the students to find out more information about other cultures common throughout the state of California.</td>
<td>4th</td>
</tr>
</tbody>
</table>

**The Wigwam and the Longhouse**, by Charlotte & David Yue – Language Arts, Social Science

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Grades 3-4