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.
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.5</td>
<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>
</tr>
<tr>
<td>2.7</td>
<td>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>Create a single paragraph: a. Develop a topic sentence. b. Include simple supporting facts and details.</td>
</tr>
<tr>
<td>1.2</td>
<td>Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word.</td>
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<tr>
<td>1.3</td>
<td>Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).</td>
</tr>
<tr>
<td>1.4</td>
<td>Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.</td>
</tr>
<tr>
<td>1.7</td>
<td>Capitalize geographical names, holidays, historical events, and scientific terms correctly.</td>
</tr>
<tr>
<td>1.8</td>
<td>Spell correctly one-syllable words that have blends, contractions, compounds, or orthographic patterns (e.g., gFarm, tTree).</td>
</tr>
<tr>
<td>1.9</td>
<td>Arrange words in alphabetical order.</td>
</tr>
<tr>
<td>1.10</td>
<td>Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).</td>
</tr>
<tr>
<td>1.11</td>
<td>Demonstrate knowledge of levels of specificity.</td>
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<tr>
<td>Grade 3</td>
<td>ENGLISH-LANGUAGE ARTS</td>
</tr>
<tr>
<td>---------</td>
<td>------------------------</td>
</tr>
<tr>
<td>2.1</td>
<td>Listening &amp; Speaking:</td>
</tr>
</tbody>
</table>
|         | Make brief narrative presentations: | Solve simple problems involving:
|         | a. Provide a context for an incident that is the subject of | money amounts in decimal notation by using whole-
|         | the presentation. | numbers and multiples and divisors.
|         | b. Provide insight into why the selected | arithmetic operations and money amounts in decimal notation and division of money.
|         | incident is memorable. | subtraction, multiplication, and division of money.
|         | c. Include well-chosen details to develop | Number Sense: Solve simple problems involving addition, |
|         | character, setting, and plot. | subtraction, multiplication, and division of money.
| 2.2     | Listening & Speaking:  | |
|         | Plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone. | Number Sense: Complete the following:
|         | |
| 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. | Number Sense: Determine the unit cost when given the cost per unit.
|         | |
| 2.4     | Listening & Speaking:  | |
|         | Make brief narrative presentations that include well-chosen details in the presentation. | |
| 2.5     | Listening & Speaking:  | |
|         | Plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone. | |
| 2.6     | Listening & Speaking:  | |
|         | Develop character, setting, and plot. | |
| 2.7     | 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). | |
| 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., \( \frac{1}{2} \) of a pizza is the same amount as \( \frac{2}{4} \) of another pizza that is the same size; show that \( \frac{3}{8} \) is larger than \( \frac{1}{4} \)). | |
| 3.2     | Number Sense: | |
|         | Estimate or determine the area and volume of solid figures by covering them with squares or by counting the number of cubes that would fill them. | |
| 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-
<p>|         | number multipliers and divisors. | |
| 3.4     | Number Sense: | |
|         | Determine the total cost of multiple items given the cost per unit. | |
| 3.5     | Number Sense: | |
|         | Find the total cost of multiple items given the cost per unit. | |
| 3.6     | Number Sense: | |
|         | Find the total cost of multiple items given the cost per unit. | |
| 3.7     | Number Sense: | |
|         | Find the total cost of multiple items given the cost per unit. | |</p>
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<tr>
<th>Grade 3</th>
<th>SCIENCE</th>
</tr>
</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, and the observation of data.</td>
</tr>
<tr>
<td>5.c</td>
<td>Investigation &amp; Experimentation: Students will use numerical data to describe and compare 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 results 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>HISTORY/SOCIAL SCIENCE</td>
<td>3.1.1</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., a dam constructed upstream changed a 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: Develop an understanding that some goods are made locally, some elsewhere in the United States, and some abroad.</td>
</tr>
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<td>3.2.4</td>
<td>Social Science: Discuss the migration of new settlers with the already established Indians of the region.</td>
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<tbody>
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<td>1.15</td>
<td>Physical Education: Perform with a partner a line, circle, and folk dance.</td>
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<tr>
<td>3.6</td>
<td>Physical Education: Hold for an increasing period of time basic stretches for hips, shoulders, hamstrings, quadriceps, triceps, biceps, back, and neck.</td>
</tr>
<tr>
<td>3.8</td>
<td>Physical Education: Measure and record improvements in individual fitness activities.</td>
</tr>
<tr>
<td>4.8</td>
<td>Physical Education: Describe and record the changes in heart rate before, during, and after physical activity.</td>
</tr>
<tr>
<td>5</td>
<td>Physical Education: Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical education.</td>
</tr>
<tr>
<td>HEATH FRAMEWORK</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Health Framework Expectation: Students will demonstrate ways in which they can enhance and maintain their health and well-being.</td>
</tr>
<tr>
<td>5</td>
<td>Health Framework Expectation: Students will demonstrate how to promote positive health practices within the school and community, including how to cultivate and maintain positive relationships with their peers.</td>
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**Physical Education:**
- Perform with a partner a line, circle, and folk dance.
- Hold for an increasing period of time basic stretches for hips, shoulders, hamstrings, quadriceps, triceps, biceps, back, and neck.
- Measure and record improvements in individual fitness activities.
- Describe and record the changes in heart rate before, during, and after physical activity.
- Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity.

**Health Framework:**
- Demonstrate ways in which they can enhance and maintain their health and well-being.
- Demonstrate how to promote positive health practices within the school and community, including how to cultivate and maintain positive relationships with their peers.
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<th>Tuesday</th>
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<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Find the fruit &amp; veggie of the month at <a href="http://www.cdc.gov/nccdphp/dnpa/5aday/month">www.cdc.gov/nccdphp/dnpa/5aday/month</a></td>
<td>Eat Breakfast!</td>
<td>Plan several healthy breakfast menus that have one food from at least three of the five food groups.</td>
<td>Eat Breakfast!</td>
<td>Be sure to choose a healthy breakfast today!</td>
</tr>
<tr>
<td>2</td>
<td>The body needs water every day. Be sure to drink an extra glass today.</td>
<td>Talk with your family about some challenges you face trying to eat breakfast every day. Can you overcome them?</td>
<td>Compare food labels to find a cereal with at least 10% Daily Value of Total Fiber per serving.</td>
<td></td>
<td>Have a milk taste-testing party. Compare non-fat or 1% dairy, soy, rice, and almond milks.</td>
</tr>
<tr>
<td>3</td>
<td>Keep track of when you eat a healthy breakfast this week. Aim for every day!</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4</td>
<td></td>
<td>Eat a piece of fruit or have 100% fruit juice with breakfast.</td>
<td></td>
<td></td>
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<tr>
<td>5</td>
<td></td>
<td></td>
<td>Make a list of other foods or beverages you like that are high in calcium.</td>
<td></td>
<td>Continue to keep track of the days you eat a healthy breakfast. Aim for every day!</td>
</tr>
</tbody>
</table>

**NATIONAL SCHOOL BREAKFAST WEEK**
<table>
<thead>
<tr>
<th>Días de la Semana</th>
<th>Desayuno</th>
<th>Merienda</th>
<th>Cumpleaños</th>
<th>Cumplen los días del mes</th>
<th>Cumpleaños</th>
<th>Desayuno</th>
<th>Merienda</th>
<th>Cumpleaños</th>
<th>Cumplen los días del mes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lunes</strong></td>
<td>harina con yogurt, frutas y mermelada</td>
<td>frutas y frutos secos</td>
<td>queso con pan</td>
<td>allí mismo</td>
<td>frutas y frutos secos</td>
<td>frutas y frutos secos</td>
<td>frutas y frutos secos</td>
<td>queso con pan</td>
<td>allí mismo</td>
</tr>
<tr>
<td><strong>Martes</strong></td>
<td>leche con muesli, frutas y yogur</td>
<td>frutas y frutos secos</td>
<td>queso con pan</td>
<td>allí mismo</td>
<td>frutas y frutos secos</td>
<td>frutas y frutos secos</td>
<td>frutas y frutos secos</td>
<td>queso con pan</td>
<td>allí mismo</td>
</tr>
<tr>
<td><strong>Miércoles</strong></td>
<td>harina con yogurt, frutas y mermelada</td>
<td>frutas y frutos secos</td>
<td>queso con pan</td>
<td>allí mismo</td>
<td>frutas y frutos secos</td>
<td>frutas y frutos secos</td>
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<td>allí mismo</td>
</tr>
<tr>
<td><strong>Jueves</strong></td>
<td>leche con muesli, frutas y yogur</td>
<td>frutas y frutos secos</td>
<td>queso con pan</td>
<td>allí mismo</td>
<td>frutas y frutos secos</td>
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<tr>
<td><strong>Viernes</strong></td>
<td>harina con yogurt, frutas y mermelada</td>
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**Nota:** Los desayunos y meriendas deben cumplir con las pautas de nutrición recomendadas por el Instituto de Nutrición de ambos países.
The American Dietetic Association has declared March “National Nutrition Month®” as a means of promoting nutrition education and encouraging healthy eating habits. In honor of that, this month will focus on fueling the body. One of the best things you can do to make sure your body is properly fueled every day is to eat a healthy breakfast every morning! Beyond that, it is important to eat foods high in calcium to keep bones strong, and drink plenty of water to keep cells functioning properly. Coincidentally, the first full week of March is National School Breakfast Week.

Eat a healthy breakfast every morning by including foods from at least three of the food groups, making sure that at least one is high in calcium.

Mom was right; breakfast is the most important meal of the day. Breakfast literally means to “break” a “fast.” By the time we wake up in the morning, we most likely have not had anything to eat for at least eight hours. The brain needs food, specifically carbohydrates, to function properly. After an eight hour fast, the brain is starving for some food, some fuel! Feeding the brain will help your students do well in school and stay alert during class. Of course, food also fuels the muscles and helps them to start moving in the morning and perform well during activities.

A healthy breakfast contains foods from at least three of the food groups. Aim to have a combination of whole grains (such as cereal or whole wheat toast), fruit (such as fresh, frozen or dried fruit or 100% fruit juice), vegetables (such as vegetables in an omelet or 100% vegetable juice), calcium-rich foods (such as low-fat yogurt or milk), and/or protein (such as eggs or cheese). Sugary cereal or breakfast treats are not the best option because they generally aren’t whole grain and just provide a quick surge of energy (in the form of sugar) that disappears quickly.

Bones need a different type of fuel, calcium (a mineral), to keep them strong. It is hard for most students to start thinking about the hazards of weak bones. However, childhood happens to be the most important time to start building strong bones. If a person does not have enough calcium in his or her diet, bones become weak and brittle and are more likely to break. Dairy products are the best source of calcium; however, it is not the only source. When choosing dairy products, it is important to make low-fat selections. Non-dairy sources of calcium include some juices, cereals, legumes, and vegetables. (See handout for more non-dairy calcium sources.)

Water is also very important for the body and helps to keep it performing well throughout the day. The human body is made up of about 60% water. Water is lost every day by sweating, going to the bathroom, and even breathing! If the lost water is not replaced, cells in the body start to dehydrate. Even mild dehydration can lead to lack of concentration, fatigue, and poor performance in sports, activities, and learning. So drink up and fuel those cells!
1) Make sure healthy breakfast foods are available for everyone in the house.

2) Sit down and have breakfast together in the morning.

3) See what can be made the night before so breakfast will be easy in the morning.
   (e.g. Make a fruit smoothie the night before and freeze it.)

4) Identify challenges that make it difficult for the family to eat breakfast. As a family,
   how can you overcome some of these challenges?

5) Identify all of the foods in the home that are good sources of calcium. If the family
   drinks milk, try milk with slightly less fat (e.g. go from whole to 2%, 2% to 1%, or
   1% to non-fat).

6) If possible, encourage your schoolchildren to participate in National School Breakfast
   Week (the first full week in March).

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1) Promote school breakfast during National School Breakfast Week (the first full
   week in March). (See http://www.asfsa.org or http://www.schoolnutrition.org/nsbw)

2) If vending machines or snack bars are available to students, look into offering
   healthy breakfast foods.

3) Ensure that low- and non-fat milk options are available for snacks and meals.

4) Announce in the daily bulletin what the principal had for breakfast that morning.

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Ask a local juice shop to donate fruit smoothies for breakfast, or ask the PTA to purchase
the supplies and make smoothies in the classroom!

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**American School Food Service Association (ASFSA)** - National School Breakfast Week
http://www.schoolnutrition.org/nsbw
ASFSA sponsors National School Breakfast Week during the first full week in March each
year. See this website for additional information on the importance of breakfast and for
activities to promote breakfast consumption both in the school and at home. Information,
activities, and menus are updated each year.

**American Dietetic Association (ADA)**
http://www.eatright.org
March is National Nutrition Month® (NNM). NNM is a nutrition education and information
campaign sponsored annually by ADA. The campaign is designed to focus attention
on the importance of making informed food choices and developing sound eating and
physical activity habits. Search for NNM and the current year to find information about
current events.

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www.fitforlearning.org  Grades 3-4
Fuel Your Body

Resources

Food and Nutrition Services, USDA
The Eat Smart Play Hard campaign is designed to promote children’s health by motivating children and their caregivers to eat healthy and exercise. They have handouts for students and parents in both English and Spanish that promote a healthy breakfast every morning.

National Dairy Council
http://www.nutritionexplorations.org
The National Dairy Council has a lot of wonderful materials that promote breakfast and increased calcium consumption to kids, parents, teachers and food service workers. Kids can play interactive games while learning about the importance of a healthy breakfast. Teachers can find information and activities to help teach nutrition to their students. There are also several contests that classrooms can participate in.

California Dairy Council
http://www.dairycouncilofca.org/edu
Order free materials to use in the classroom that promote healthy eating habits, breakfast, and increased calcium consumption. Web-based resources and activities are also available for download. Almost all activities are linked to California State Academic Content Standards. A Mobile Dairy Classroom can also come to elementary schools for assemblies!

The National Bone Health Campaign
http://www.cdc.gov/powerfulbones/index_content.html
Powerful Girls have Powerful Bones is a site for young girls with information and activities related to bone health. However, there is a lot of great information here that boys might find just as useful!
• Follow a simple multi-step written recipe to make a healthy breakfast item for the class to share. Ask the cafeteria staff for assistance.

• Students can write stories about their favorite breakfast. They can then share these stories out loud.

• Have students put a selection of breakfast cereals in alphabetical order. Try to select cereals that are healthy and that the students enjoy.

• In third grade, students start to learn that food is a form of energy for our bodies. When discussing foods that provide the body with energy, focus on healthy choices.

• Discuss ways in which people use local resources to modify or define water resources. In other words, how do the sites of our drinking water differ from those of our recreational water?

• Discuss some of the barriers to eating a healthy breakfast every morning. As a class, can you come up with some ways to overcome these barriers?

Pass the Energy, Please! by Barbara Shaw McKinney – Science
• Students can set up a questionnaire for their families, friends, or classmates to ask about breakfast eating 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.

• Identify waterways in California. Pay particular attention to where people play and where our drinking water comes from.

• Students can begin to understand that the body burns food (in the form of calories) to energy so we can be physically active.

• Discuss some of the barriers to eating a healthy breakfast every morning. As a class, can you come up with some ways to overcome these barriers?

Pass the Energy, Please! by Barbara Shaw McKinney – Science