Youth Nutrition Program
Santa Clara County

The University of California Cooperative Extension (UCCE) Nutrition Education Programs—Expanded Food and Nutrition Education Program and Food Stamp Nutrition Education Program—are funded by the U.S. Department of Agriculture (USDA). The Youth Nutrition Education Program addresses the nutrition education needs of California youth (preschool through high school) who are from low-income families.

In order to assist qualifying schools in promoting nutrition education to their students, we provide:

- Research-based, fun, easy-to-use nutrition, gardening, and physical activity curricula;
- Nutrition lessons linked to Content Standards for California Public Schools;
- Teacher training;
- UCCE staff to assist in delivery of lessons in the classroom.

Available Curriculum, G3-4

Reading Across MyPyramid combines nutrition and literacy in 11 units. Children learn about food and nutrition through children’s storybooks with food- and physical activity-related themes. Target population is grades K through 3.

Power Play School & Community Kits targets 4th and 5th graders to encourage them and their families to eat more fruit and vegetables and be active for 60 minutes every day for better health. These are California Department of Health Services Mini Kits.

Nutrition to Grow On is a garden-enhanced nutrition education curriculum consisting of 9 lessons for upper elementary school children (grades 4-6). This is a California Department of Education publication developed by UC Davis Department of Nutrition.

T.W.I.G.S. (Teams With Intergenerational Support) integrates nutrition and gardening. There are 15 nutrition and 15 gardening lessons appropriate for use with children in kindergarten through sixth grade.

Parent Nutrition Education

The UCCE Adult Nutrition Program offers free nutrition education classes to qualifying parents in English, Spanish, and Vietnamese. Trained Nutrition Educators will come to your site and teach a 6-8 week series of classes that will help students’ parents learn about nutrition, food safety, meal planning and smart food shopping, and the importance of physical activity.

Contact

For more information please contact UCCE Santa Clara County Nutrition Programs at:

Phone: 408.282.3138 or http://cesantaclara.ucdavis.edu
Nutrition Education Resources
For Teachers, Parents, & Children

Infant – Preschool

Big Red Barn by Margaret Wise Brown

Blueberries for Sal by Robert McCloskey, Review: Sal and her mother set off in search of blueberries for the winter at the same time as a mother bear and her cub.

The Carrot Seed by Ruth Krauss
Crockett Johnson (Illustrator), ISBN: 0694004928, Review: Everyone is certain it won't grow, but a little boy remains confident in his carrot seeds potential.

Child of Mine: Feeding With Love and Good Sense by Ellen Satter, R.D., M.S., Review: In addition to the basics, breast feeding vs. bottle feeding; introduction of solid foods to the infant diet; and feeding the toddler.

A Healthy Head Start: A Worry-free Guide to Feeding Young Children by Motenko Stone, Review: Contains guidelines on: what to feed children after they outgrow baby food; teaching good mealtime behavior; how to deal with food jags.

How to Get Your Kid to Eat...but Not Too Much by Ellyn Satter, R.D., M.S., Review: She teaches simple ground rules for happy, healthy feeding which build on trusting the natural instinct of the child.

Meals Without Squeals: Child Care Feeding Guide & Cookbook by Christine Berman, M.P.H., R.D., Jacki Fromer, Review: Provides solutions to common feeding problems & shows ways to offer children positive learning experiences with food.


Ages 4 - 8

Bread and Jam for Frances by Russell Hoban
Lillian Hoban (Illustrator), ISBN: 0064430960, Review: Frances decides she wants to eat only bread and jam at every meal. “Makes its point for fussy eaters…gently, amusingly, and most effectively.”

Chicken Soup With Rice by Maurice Sendak
ISBN: 0060255358, Review: It’s nice in January, April, June, and December – here’s the every-month dish for everyone to remember.

Cloudy With a Chance of Meatballs by Judi Barrett
Ron Barrett (Illustrator), Review: Life is delicious in the town of Chewandswallow where it rains soup and juice, snows mashed potatoes, and blows storms of hamburgers.

Potluck by Anne Shelby, Irene Trivas (Illustrator), ISBN: 053107045X, Review: Alpha and Betty have a potluck and all their friends bring appropriate alphabetical food.

Everybody Cooks Rice by Norah Dooley
Peter J. Thornton (Illustrator), ISBN: 0876144121, Review: As Carrie wanders about her multicultural neighborhood looking for her little brother, every household she visits is preparing rice in a unique way.

Green Eggs and Ham by Dr. Seuss
Theodore Seuss Geisel (Illustrator), Review: Sam-I-Am mounts a determined campaign to convince another Seuss character to eat a plate of green eggs and ham.

Gregory, the Terrible Eater by Mitchell Sharmat
Ariane Dewey & Jose Aruego (Illustrators), Review: A very picky eater, Gregory the goat refuses the usual goat diet.


My Five Senses (Let’s Read and Find Out Books) by Aliki (Illustrator), Review: A child’s world is one filled with the discovery of sensations, and My Five Senses captures the excitement and wonder that accompany these discoveries.

Old MacDonald Had an Apartment House by Judi Barrett
Ron Barrett (Illustrator), Review: Old MacDonald had a farm in an apartment house in the middle of the city.

Oliver’s Vegetables by Vivian French,
Alison Bartlett (Illustrator), ISBN: 0531094626, Review: Refusing to eat any vegetables that are not french fries, Oliver visits his grandfather and is amazed at the wide variety of vegetables that grow in his garden.


Stone Soup by Marcia Brown, ISBN: 0684922967, Review: Peasants scurry to hide all the food from three hungry soldiers, and there followed a battle of wits and the preparation of stone soup and other things.


What Food Is This? by Rosemarie Hausherr

Why Am I Different? by Norma Simon
Dora Leder (Illustrator), Review: Explores some of the aspects of human existence that make each person special.
**Blue Potatoes, Orange Tomatoes** by Rosalind Creasy
Ruth Heller (Illustrator), ISBN: 0871569191, Review: Learn about growing fruits and vegetables in unexpected colors, includes simple planting tips, special recipes, and illustrations for easy identification.

**Eat Think and Be Healthy!** by Paula K. Zeller and Michael F. Jacobson, Ph.D., Review: Geared to third-to-sixth graders, this book has 56 fun-filled nutrition learning activities.

**Kitchen Fun for Kids: Healthy Recipes and Nutrition Facts for 7 to 12 Year-Old-Cooks** by Michael Jacobson, Ph.D. and Laura Hill, R.D., Review: Easy to read and follow cookbook for 7-12 year olds. Appealing to the rising concern about obesity, the recipes are low in fat; sugar and salt are kept to a minimum.

**Little House Cookbook: Frontier Foods From Laura Ingalls Wilder’s Classic Stories** by Barbara M. Walker Garth Williams (Illustrator), ISBN: 0060264187, Review: Here are more than 100 recipes introducing the foods and cooking of Laura Ingalls Wilder’s pioneer childhood.


**American Grub, Eats for Kids From All Fifty States** by Lynn Kuntz and Jan Fleming, ISBN: 0606126163, Review: This children’s recipe book contains recipes that can connect to curriculum throughout the year.


**Funtastic Recipes** by Linda Roberson, Review: This pictorial cookbook for those with limited reading skills is excellent for use with children.

**Healthy Snacks for Kids** by Penny Warner, Review: Offers new ideas for meals and snacks for children. More than 200 recipes by a child development expert include snacks, meals, desserts, drinks, lunch box fillers and freezer treats.

**Just for Kids** by Jen Bays Avis, L.D.N., R.D. and Kathy F. Ward, L.D.N., R.D., Review: Offers quick recipes that can work good nutrition into any busy schedule. The authors share their ideas for crafts and delicious foods.

**Off to a Good Start: Practical Nutrition for Children** by Catherine Romaniello and Nancy Van Domen, Review: A practical child-oriented nutrition resource book. Included are basic nutrition guidelines, menu planning and food shopping, recipes, plus songs and activities for kids of all ages.

**Books and Journals**


**Web Sites**

- **California Foundation for Agriculture in the Classroom**, [http://www.cfaictc.org](http://www.cfaictc.org) Agriculture resources for teachers and students.
- **Nutrition Explorations**, [http://www.nutritionexplorations.org](http://www.nutritionexplorations.org) Allows students to explore their nutritional status and to look at their families’ health.
- **WebMD**, [http://www.HEALTHTeacher.com](http://www.HEALTHTeacher.com) Sequential K-12 health lesson guides that meet NHES.

For additional information or resources, please call Dairy Council of California at 877.324.7901 or visit our web site [www.dairycouncilofca.org](http://www.dairycouncilofca.org)
10 Ways Teachers Can Help Create A Healthy Classroom

- Make your classroom a "Smart Body, Smart Brain Zone." Have healthy snacks/foods in the classroom.

- Celebrate healthy! Have a fruit kebob party, serve low fat ice cream with fruit on top, or sliced apples and oranges.

- Use items such as cool pencils, erasers, or stickers, rather than food as a reward.

- Make your classroom free of soda and artificially sweetened juice. Give your students water breaks. Let them keep personalized water bottles at their desks.

- Teach health. Growing fruits and vegetables in the classroom can promote a positive attitude towards eating them.

- Encourage the school to have a walk-a-thon instead of selling candy to raise money.

- Use physical activity rather than food as reward: walk to a field to discuss a topic of their choice, play a 15-minute game of tag or soccer, walk around the yard or stretch as a group.

- Promote eating 5 servings of Fruits and Vegetables a Day. Throw a tasting party! Encourage students to try new fruits and vegetables - fresh, frozen, canned, or dried. Have them chart their daily fruit and vegetable intake on a classroom sticker chart.

- Be active indoors. Take breaks to stretch with the children. On a rainy day, dance to music.

- Be a role model. Share your favorite fruit and vegetable. Exercise with the children.

Lack of water is the #1 trigger of daytime fatigue. A mere 2% drop in body water can trigger trouble with basic math and cause difficulty focusing on the computer screen or on a printed page.

As a substitute for water, 100% juice is acceptable, however, juice has many calories. Limit juice intake to 4-5 ounces per day for children age 1-6 years and 8-12 ounces per day for children age 7-18 years. (Source: AAP - American Academy of Pediatrics)
### 10 Ways Parents Can Help Create a Healthy Classroom

1. Support your child's "Smart Body, Smart Brain Zone." Send healthy snacks/foods to school.

2. For classroom parties, contribute fruits, vegetables, whole grain snacks, and milk or water instead of sodas and sweets.

3. Use physical activity rather than food as a reward. Spend time playing catch, "hide & seek," or an action-packed game together.

4. Keep your child hydrated! Give them water to drink at school.

5. Help your children learn to prepare snacks and meals with fruits and vegetables. Grow your own vegetables or fruits in a container or in your garden. Visit farms where children can pick their own cherries, strawberries, or peaches.

6. Support walk-a-thons instead of selling candy to raise money for school. Participate by walking with the children.

7. Encourage family time together outside: take a nature hike, go to the park, go on a family walk after dinner, or walk to school in the morning.

8. Be adventurous in the supermarket. Buy a new fruit or vegetable that your child chooses. Keep bite-size pieces of fruits and vegetables in the refrigerator for easy snacking.

9. Be active indoors. Limit time watching TV. On a rainy day, dance to music on the radio.

10. Be a role model. Try a new vegetable. Schedule a regular time to exercise.

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10 Maneras Como los Padres Pueden Crear una Sala de Clase Saludable

<table>
<thead>
<tr>
<th>Punto</th>
<th>Detalle</th>
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| Por qué deberían los niños comer saludable? | Ayuda a los niños crecer normalmente  
| | Está asociado con mejores calificaciones escolares  
| | Ayuda a los niños lucir bien y sentirse mejor |

La Academia de Pediatría Americana recomienda que todos participen en actividad física por 60 minutos todos los días.

La falta de agua es la causa principal de la fatiga del día.

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<table>
<thead>
<tr>
<th>Punto</th>
<th>Detalle</th>
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</thead>
<tbody>
<tr>
<td>Apoye la zona ‘Smart Body, Smart Brain’ de su hijo(a). Envíe bocadillos/comida saludable a la escuela.</td>
<td>Para las fiestas escolares, provea frutas y verduras, bocadillos de granos enteros, leche o agua en lugar de soda y dulces.</td>
</tr>
<tr>
<td>Use actividades físicas como recompensa en vez de comida. Pase tiempo juntos jugando pelota, ‘a las escondidas’ y otros juegos de acción.</td>
<td>Mantenga a sus niños hidratados. Deles agua para que tomen en la escuela.</td>
</tr>
<tr>
<td>Ayude a sus niños preparar bocadillos y comidas con frutas y verduras. Cultive sus propias frutas y verduras en maseteros o en su jardín. Visite granjas donde sus niños puedan piscar sus propias fresas, duraznos o cerezas.</td>
<td>Apoye las caminatas en vez de vender caramelos para reuwnir fondos para la escuela. Participe en las caminatas con los niños.</td>
</tr>
<tr>
<td>Promueva tiempo familiar al aire libre. Tome una excursión a pie, vaya al parque, dar una caminata con su familia después de cena ó camine a la escuela por la mañana.</td>
<td>Sea aventuroso en el Super Mercado. Compre una fruta o verdura ‘nueva’, deje que su niño la escoja. Mantenga pedazos chicos de frutas o verduras en el refrigerador para bocadillos.</td>
</tr>
<tr>
<td>Manténgase activo dentro de casa. Limite el tiempo que pasa enfrente de la televisión. En un día lluvioso, baile con la musica del radio.</td>
<td>Sea un buen ejemplo. Pruebe un vegetal ‘nuevo’. Haga un horario regular para ejercicío.</td>
</tr>
</tbody>
</table>

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Kaiser Permanente Educational Theatre Programs

Kaiser Permanente Educational Theatre Programs (ETP) brings live theatrical programs to schools throughout Northern California free of charge to inspire children, teens, and adults to make informed decisions about their health and to build stronger, healthier neighborhoods.

Call ETP to see if your school is eligible to schedule an assembly as a kickoff event to generate interest in the themes of the fit for learning Resource Guide, or as a culminating end-of-year celebration.

**Zip’s Great Day for grades K-5**

*Zip’s Great Day* is an interactive theatrical experience that uses puppetry, music, dance and comedy to help elementary school children make healthier choices, resolve conflict, build self-esteem and deal with the everyday challenges of being a kid.

**The Best Me for grades 3-5**

*The Best Me* helps students understand the benefits of making healthier life choices. A one-hour live performance uses audience participation, comedy, drama, music and dance to promote healthy eating and active living. The other program components include an educator orientation, an in-class workshop, an educator guide, the Student Activity Guide and a Family Night event.

**PEACE Signs for grades 3-6**

Due to increased rates of obesity among children, there is a great need for children to be more physically active. Many students are not as active as they could be because violence in their communities makes it unsafe to play outside. *PEACE Signs* uses the power of theatre to teach students how to resolve conflicts without violence. A live performance is the centerpiece of this multi-intervention program that includes an educator orientation, an in-class workshop, an educator guide, a classroom poster, CD soundtrack and a special Family Night performance.

Contact Educational Theatre Programs at:
1438 Webster St. Suite 205, Oakland, Ca 94612
Toll Free: 877-353-2223 Fax: 510-873-5014
Visit our Website: kp.org/etp/ncal
Case Files of a Healthy Class

Lesson Plans & Student Reproducibles!
Help your students learn about health and language arts.

This bilingual CD-ROM, The Incredible Adventures of the Amazing Food Detective, is filled with health-related educational activities, games, and information!

INSIDE YOU’LL FIND:
• Lesson Plans
• Reproducible Student Activities
• Classroom Poster
• Stickers

Access the CD-ROM at www.kp.org/amazingfooddetective

Share this program! See Part 2 for Family Take-Home Activities.

Generously funded by KAI SER PERMANENTE®
Welcome, Teachers!

Welcome to *Case Files of a Healthy Class*, a standards-based education program developed by Kaiser Permanente’s pediatric weight management experts that teaches the essentials of building healthy habits in your classroom so students are at their best and ready to learn!

Through the engaging lesson plans in this program, students will practice their reading and writing skills while they learn about the importance of being active, eating well, and developing healthy habits. Each of these lessons is integrated with *The Incredible Adventures of the Amazing Food Detective*, which is included in this package. This interactive, bilingual CD-ROM provides students with fun, hands-on activities and games to reinforce key health messages.

The program also includes valuable tools to send the health message home to families. These at-home activities reach out to families by providing the information they need to build a healthy environment at home.

We hope you will teach this program to get your students moving on the path to healthy choices and happy lives.

Sincerely,

Phil Wu
Pediatric Clinical Lead for the Weight Management Initiative at Kaiser Permanente Care Management Institute

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In addition to the Poster Teaching Guide you have in your hands, this package includes an interactive CD-ROM called *The Incredible Adventures of the Amazing Food Detective*.

Here your students will find case files of kids who have not-so-healthy habits and will learn how the food detective helps them out. *The Incredible Adventures of the Amazing Food Detective* CD-ROM will help students learn how to turn these not-so-healthy habits into healthy ones!

**The Suspects** Your students will have the chance to solve eight cases. Each of these "suspects" has the potential to change his or her habits and your student food detectives will be challenged to demonstrate how.
Case Files Each case file details the habits of one key suspect. While solving the case, students will play an interactive game that teaches them how to eat healthy and live actively.

Case Closed! Each time they solve a case, students will be rewarded with activities and games that they can do on their own, share with their friends, or complete with their families away from the computer. Each case file offers unique activities and games that reinforce the skills and knowledge gained from that particular case.
LESSON 1: Healthy, Wealthy, & Wise

Objectives: Students will understand healthy behavior, including concepts about nutrition and exercise. They will also reinforce general skills and strategies in the reading and writing process.

Key Health Terms: Eat healthy, Be active, General eating practices, Community activity events, Healthy opportunities, Inactivity

Time Required: 40 minutes plus homework time
Materials: Student Reproducible 1; The Incredible Adventures of the Amazing Food Detective CD-ROM; Internet access; pens/pencils

STEPS:

1. Write the word healthy on the board. Ask students to define the term by providing examples of different situations when they performed a healthy action (e.g., eating vegetables for a snack, playing after-school sports).

2. Explain to the class that they will be discussing what it means to eat healthy and be active. Create two columns on the board. Over the first column, write the header “Eat Healthy.” Explain that eating healthy begins with general eating practices (e.g., eating three meals a day and eating foods from all food groups). Over the second column write the header “Be Active.” Explain that an important part of being active is to participate in activities in your community (e.g., school, home, sports teams). Ask students to name things that they think are healthy or represent healthy behavior (e.g., vegetables, eating fewer sweets). Write the responses on the board, placing them in the appropriate column.

3. Lead a brief discussion about why it is important to be healthy. Ask students what they think are the benefits of eating healthy and being active. Some benefits might include feeling better, more energy, etc. It is important for students to understand that everyone has the power to eat healthy and be active.

4. Introduce the characters from The Incredible Adventures of the Amazing Food Detective CD-ROM. Tell students that in the first activity they will be learning about Michael, a character from the game who likes to watch too much TV and spend hours playing video games. Explain that this not-so-healthy habit prevents Michael from being active and gives him the opportunity to eat more junk food. Distribute Student Reproducible 1. Ask for a volunteer to read the directions for Part 1 on the top of the page. Instruct students to complete Part 1 in class. (Possible answers include limiting Michael’s screen time to under 2 hours a day.)

5. When students have completed Part 1, discuss Michael’s healthy and not-so-healthy behaviors as a class. Remind students that one of Michael’s problems is that he is inactive. Being inactive causes Michael to have no energy to go outside and play with his friends. Ask students to share how they think Michael can become more active. Next, read the instructions for Part 2 aloud and direct students to complete it for homework.

6. The following day, have students present their article summaries to the class. Encourage students to ask each other questions about the articles they read.

WRAP-UP/EXTENSION
Share the following Amazing Food Detective (A.F.D.) case with your students:
The Case of the Falling Gym Grades.
Antonia is 10 years old. She is a smart girl, a good student in most subjects, but she has been doing poorly in gym class. She eats good foods, but has no interest in sports. Use your powers of observation to identify which category, “Eat Healthy” or “Be Active,” Antonia needs help with. Once you’ve identified the category, write a short case report that lists different things Antonia can do to become more active and improve her gym grade.

LESSON 2: Making Choices

Objectives: Students will learn to identify and make healthy decisions. They will also develop creative writing and assessment skills.

Key Health Terms: Healthy choices, Not-so-healthy choices, Solutions

Time Required: 40 minutes plus homework time
Materials: Student Reproducible 2; The Incredible Adventures of the Amazing Food Detective CD-ROM; pens/pencils

STEPS:

1. Distribute copies of Cole’s case file from The Incredible Adventures of the Amazing Food Detective CD-ROM. Review the case file as a class. Be sure to point out the different elements that appear in the case file: Name, Age, Health Concerns (e.g., examples of not-so-healthy choices, such as eating too much candy), and a graph showing the effect of sugar on Cole’s energy level.

2. Explain to students that being healthy involves making choices. Cole, for example, makes not-so-healthy choices when he chooses to eat too much candy. Other people might choose to eat healthier snacks. What makes people special is that they can make different choices and learn from the choices they make. As a class, work through Cole’s case on The Incredible Adventures of the Amazing Food Detective CD-ROM to demonstrate how making different (healthy) choices made Cole feel better.

3. Tell students that, in this activity, they will be writing about themselves and describing the choices they make. (Note: this activity is meant to be positive and inspirational.)

4. Distribute Student Reproducible 2. Explain to students that they will use Part 1 of the worksheet to begin their writing activity. They will first create a list of both healthy and not-so-healthy choices. They will then write a short story about themselves.

5. Tell students that their story should include solutions for how to change their not-so-healthy choices into healthy choices. Direct students to complete the reproducible in class and write the short story for homework.

6. (optional) The next day, have students choose a partner and swap their stories. This step is optional and only to be completed if students feel comfortable.

WRAP-UP/EXTENSION
Share the following A.F.D. case with your students:
The Case of the Missing Calcium.
Enrique is missing something. He thought he had enough of it, but his doctor said that he needs more of it. What is it that he’s missing? Calcium! Calcium is important because it helps strengthen bones and teeth. Without it, our bones and teeth can become weak. Solve the mystery of the missing calcium by doing research to find foods and drinks that are rich in calcium. Write down a list of these foods that Enrique could eat to get his missing calcium back!

LESSON 3: What’s Your Story?

Objectives: Students will understand the importance of practicing and maintaining healthy habits, including eating practices and physical activity. They will also strengthen autobiographical writing skills.

Key Health Terms: Habit, Activity, Environment

Time Required: 40 minutes plus homework time
Materials: Student Reproducible 3; paper; pen/pencil

STEPS:

1. Write the word habit on the board. Ask students if they know what the word means. Guide them to define habit as “something that is done regularly, often without thinking about it.” Ask students for examples of habits that they have (e.g., brushing their teeth).

2. Explain to students that some of the most important habits that people have are related to being healthy. For example, eating vegetables every night with dinner is a healthy eating habit. Ask students for other examples of healthy habits. Remind them that these habits can be about eating or physical activity.

3. Tell students that people’s habits are influenced by their environment—the world around them. For example, someone who lives near school may walk to school every day while someone who lives far away will take the bus. Ask students for other ways in which someone’s environment can influence his or her habits.

4. Distribute Student Reproducible 3. Explain to students that in this activity, they will be developing new, healthy habits. Have a volunteer read the instructions aloud.

5. Tell students that, for the next 30 days, their goals will be:
   - Eating five helpings of fruit and vegetables each day
   - Exercising 60 minutes or more each day
   - Limiting screen time to no more than one to two hours a day (including homework)

6. As students complete their goal each day, they will check off the goal on their charts. At the end of the 30 days, students will be able to see how much success they had with each goal! To encourage students to stick with their goals, help them develop simple rewards or incentives they can give themselves. Direct students to use the bottom of the reproducible to write down their rewards.

7. After the 30 days, direct students to think of three additional healthy goals that they can set for the next month. Guide them to write these new goals in the space provided on the chart. Give examples of healthy habits if students have trouble thinking of their own (e.g., trying a new healthy food, walking or biking to school with a parent or guardian). Encourage students to continue setting and reaching new, healthy goals all year round!

WRAP-UP/EXTENSION
Share the following A.F.D. case with your students:
The Case of the Sneaky Snacker.
Ten-year-old Emily eats all the right foods: fruit, veggies, meat, cheese, and bread. The problem is, she sometimes eats portions that are too large. From heaping helpings at dinner to large snacks between each meal, Emily is one sneaky snacker! Visit www.mypyramid.gov/kids to find out the right amount of food for Emily to eat. Create a menu that lists a whole day’s worth of food. Make sure that all of the food groups are covered and that the portions are correct. Help Emily eat right and eat the right amount!
What’s Healthy?

Part 1 Get on the case! Read the case facts below and put your Amazing Food Detective skills to work to solve The Case of the Sofa Loafer!

Case Facts: Michael likes three things more than anything else: eating junk food, playing video games, and watching TV. While he has fun in front of the screen and thinks that junk food tastes good, Michael sees his friends playing outside and wishes he could join them. In the space below, write down some actions that Michael could take to feel better and get outside with his friends. Use the list on the board or come up with your own ideas to solve the case and help Michael!

(Possible answer: Michael could limit his time on the couch to less than 2 hours a day.)

Part 2 What’s your view? Choose one healthy action or topic from your list above that you would like to know more about. Look in magazines and newspapers (printed or online) to find two to three articles or stories about the action or topic that you chose. Write a short summary of each article on a separate sheet of paper. When you are done writing your summaries, read the instructions below.

Now that you have read the articles and written your summaries, write a short essay that expresses your opinion about the topic. Use the questions below to help you give reasons for your opinion:

- Do you think the topic you chose is an important one? Why or why not?
- Who are the articles written for—kids or adults?
- Do you think the topic is more important for kids or adults? Or is it of equal importance for both? Explain.

Get More Energy!

Tip #1: Get up & play hard.
- At least one hour or more a day.

Remember!
HEALTHY means many different things, including “being fit and well.”
Name_______________________________________________

Healthier Choices

**Part 1** Think about your habits, and fill in the information below. Once you have completed each category, use the skills you learned as an *Amazing Food Detective* to write a short story about yourself.

**My Information**

<table>
<thead>
<tr>
<th>Name: ________________________________</th>
<th>Age: ______________</th>
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<tbody>
<tr>
<td>Healthy choices: ____________________</td>
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<tr>
<td>Not-so-healthy choices: ______________</td>
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<td>Solutions for not-so-healthy choices:</td>
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**Get More Energy!**

**Tip #2: Watch less!**
- No more than one to two hours of screen time a day (including homework).
- Remove TV and other screens from your bedroom.

**Part 2** Consider these questions when writing your short story.

1a. What healthy choices do I make?
   b. How are these choices good for me?

2a. What not-so-healthy choices do I make?
   b. How are these choices bad for me?

3a. What solutions are given for the not-so-healthy choices?
   b. What other solutions can you think of?
**Healthy Habit-Forming**

**My Personal Health Goals** Habits are things that we do regularly, often without thinking about them. Almost anything can become a habit if we do it long enough. Use this chart to track your goals and see if you can meet them each day.

| Check off which goals you meet each day! | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
|-----------------------------------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| I ate five servings of fruits and vegetables |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| I exercised 60 minutes or more          |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| I limited my screen time (including homework) to no more than one to two hours |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |

**My Reward** To help yourself meet your goals, why not reward yourself? Write down a fun prize or healthy reward to give yourself each week: If I reach all my goals during a week, I get to…

________________________________________________________________________________________

Get More Energy!

**Tip #3: Choose beverages that are not sugar-sweetened.**
- Drink water when thirsty.
Get Your Class Moving!

Exercising is important for fitness and a great way to grab your students’ attention. Often, however, it is difficult to take a classroom full of students outside to run around and play. The activities and games listed below can help you and your students be more active while staying within the classroom setting. Use these activities to engage your students and encourage physical activity.

<table>
<thead>
<tr>
<th>Activity</th>
<th>How’s It Done?</th>
<th>Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stretching</td>
<td>Lead your class through a variety of stretches, including bending over and touching toes, arm stretches, and leg stretches.</td>
<td>This activity can be done in the morning, when students are sleepy and need something to wake them up, or in the afternoon, when students’ attention may begin to wander or wane.</td>
</tr>
<tr>
<td>Jumping Jacks</td>
<td>Have students stand up in the aisles between the desks. Make sure there is enough room for them to spread out their arms and legs.</td>
<td>Get students moving and blood flowing through their hearts. Even a few minutes of jumping jacks can exhilarate your class.</td>
</tr>
<tr>
<td>Musical Chairs</td>
<td>Place a group of chairs in the center of the room. There should be only enough chairs for all but one student. Play music for a short while and then stop it. Students must then find a chair and sit down. Anyone left standing is eliminated. Take away one chair after each round. Continue until there is only one person left.</td>
<td>Not only is this a fun, interactive game that kids know, it also provides students with the opportunity to run around and get a workout without thinking of it as “exercise.”</td>
</tr>
<tr>
<td>Freeze Dance</td>
<td>Clear space in the middle of the classroom. Play some fun, fast music and invite students to dance along. Every minute or so, stop the music and tell students to freeze in place when the music stops.</td>
<td>Students can get an aerobic workout by doing a fun, new activity. To make this activity more interactive, invite a different student to select the music each time they dance.</td>
</tr>
<tr>
<td>Jump and Spell!</td>
<td>Clear a wide path down the center of the classroom. Tape down 10–15 sheets of construction paper with a different letter of the alphabet on each one. Instruct students to jump from one letter to another, spelling out vocabulary words as they go. See who can jump the most and spell the longest word! (Note: suggest that students remove their shoes so they do not tear the letters.)</td>
<td>Combine vocabulary-building skills and exercise in this fun, educational activity. This activity can be used for any subject matter or vocabulary word list.</td>
</tr>
<tr>
<td>Count ‘Em Up!</td>
<td>Divide students into two teams. Have each team line up against the wall opposite the board. Write math problems on the board that have answers between 1 and 5. Ask a question to Team #1, then Team #2, then Team #1, etc. For every correct answer, the team takes that many steps forward. The first team to reach the board wins!</td>
<td>Make math active! Instead of having students recite answers from their seats, they can compete against their classmates and get up and move around the classroom. You can do this activity as a “sprint” (one trip to the board) or a “long-distance” race (teams go back and forth from one wall to another).</td>
</tr>
</tbody>
</table>
A Note to Families:

For kids, being active in school and at home means improved concentration, more overall energy, and an eagerness to participate in group activities and learn new things. In school, your child is learning how to be an active and healthy student by participating in the Case Files of a Healthy Class program. Developed in collaboration with Kaiser Permanente’s pediatric physicians, Case Files of a Healthy Class unites reading and writing lessons with engaging activities that encourage students to develop healthy habits.

We ask you to continue the learning at home by developing an active and healthy atmosphere. One easy way to do this is to incorporate some of the suggestions from this handout into your family’s everyday lifestyle. Start with the fun activity below, then review the list on the back of this sheet for tips to help your family meet their goals!

We hope that these pages provide a valuable resource for your family.

Sincerely,

Raymond J. Baxter, PhD
Senior Vice President
Community Benefit at Kaiser Permanente

The ___________________ Family Profile

In Part 1, write down four Healthy Habits that you do as a family. Continue to do these healthy actions as you work toward developing even more healthy behaviors. For Part 2, write four Health Goals that you would like to reach as a family.

Part 1. Our Healthy Habits:

1. We ____________________________________________
2. We ____________________________________________
3. We ____________________________________________
4. We ____________________________________________

Part 2. Our Health Goals:

1. We plan to _________________________________________
2. We plan to _________________________________________
3. We plan to _________________________________________
4. We plan to _________________________________________

Have a family meeting to discuss the new Health Goals that you are working toward. Discuss how each person in the family can help each other reach the goals. Create a calendar to hang on your refrigerator that tracks each day’s healthy habits. Record your family’s actions for a month to see how close your family is to reaching your goals. Pretty soon, your Health Goals will become your Healthy Habits!

To get Healthy Habit Tips for your family, go to www.kp.org/communitybenefit. Para obtener consejos sobre hábitos saludables para la familia, vaya a www.kp.org/communitybenefit.
Healthful Tips for Healthy Kids!

The following tips* can help your child stay healthy, active, and well-nourished.

Eat Well

• Eat more fruits and vegetables.
  – Offer at least one fruit or vegetable with every snack or meal.
  – Keep cut-up fruits and veggies in the fridge for easy access.
  – Ask your child which fruits he or she likes best.
  – Keep high-fat, high-calorie snacks tucked away and save them for special occasions.

• Skip sugary drinks and whole milk.
  – Switch to low-fat milk once your child turns two.
  – Keep sweetened fruit drinks (soda, juice, Gatorade, Kool-Aid) out of your home.
  – Break the juice habit. Always offer water.

Break Free of the Screen

• Spend no more than one to two hours per day watching the TV and computer screen (including homework).
  – Keep TVs and other screens out of the bedroom.
  – Limit video games to those that promote physical activity, like “The Incredible Adventures of the Amazing Food Detective.”
  – Buy toys that encourage activity, such as traditional balls, bikes, skates, or jump ropes.
  – Or find more creative active games like “Moon Shoes,” “Kik a Flick,” and laser challenge games.

Get Active

• Play hard for at least 60 minutes every day.
  – Walk or bike places with your kids. Take the stairs, not the elevator.
  – Encourage your child to play sports and participate in other after-school activities.
  – Be involved in active play with your kids (e.g., go to the playground, walk the dog).
  – Try using a pedometer (step-counter) to make walking a game.

*Source: American Medical Association, 2007

Resources for Families

Want to learn more? These Web sites and books contain useful information about physical activity, food choices, and health for kids.

• Web sites
  – www.members.kp.org
  – www.screentime.org
  – www.canfit.org
  – www.cspinet.org/smartmouth
  – www.kidshealth.org/kid
  – www.bam.gov
  – www.verbnow.com
  – www.kp.org/amazingfooddetective

• Books
  – Helping Your Child Lose Weight the Healthy Way: A Family Approach to Weight Control, by J. Levine and L. Bine
  – How to Get Your Kid to Eat...But Not Too Much: From Birth to Adolescence, by E. Satter
  – Nestlé Nutrition Workshop Series: Obesity in Childhood and Adolescence, by W. Dietz and C. Chen
  – The Elephant in the Living Room: Make Television Work for Your Kids, by D. Christakis and F. Zimmerman

It’s important to know how to improve your family’s health.

On average, children in the U.S. will spend more time in front of the television (1,023 hours) than in school (900 hours)* this year.

One step you can take toward reversing this trend and developing a healthier lifestyle is to limit screen time to 1–2 hours (including homework). Instead, your family can spend this time playing outdoors together, walking, or practicing sports. Eat healthy snacks and drink plenty of water during these activities to maintain your energy.

*Source: Center for Screen-Time Awareness.
Get on the Case!
Use your Amazing Food Detective skills to follow these healthy tips:

✔ Eat a **healthy breakfast**
✔ **Choose** drinks that are not sweetened with sugar*
✔ Be **physically active** for at least an hour every day
✔ Eat at least five servings of **fruits and veggies** each day

✔ **Limit screen time** to one to two hours per day (including homework)
✔ Eat **well-balanced, nutritional meals** with your family
✔ **Involve your family** in physical activities
✔ **Pay attention to your food and activity choices**

Turn these tips into **healthy habits**, and soon you’ll be an **ace detective**!

Follow the trail of the Amazing Food Detective and help her solve cases using the *Incredible Adventures of the Amazing Food Detective* CD-ROM!

Access the CD-ROM at www.kp.org/amazingfooddetective

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