Ready To Go!

EFNEP Resources
For Students and Parents

Rita Mitchell, RD
University of California EFNEP

University of California
EFNEP

EFNEP

Expanded Food and Nutrition Education Program

Federally funded program
providing free nutrition education
for low-income families in California
for 40 years.

University of California
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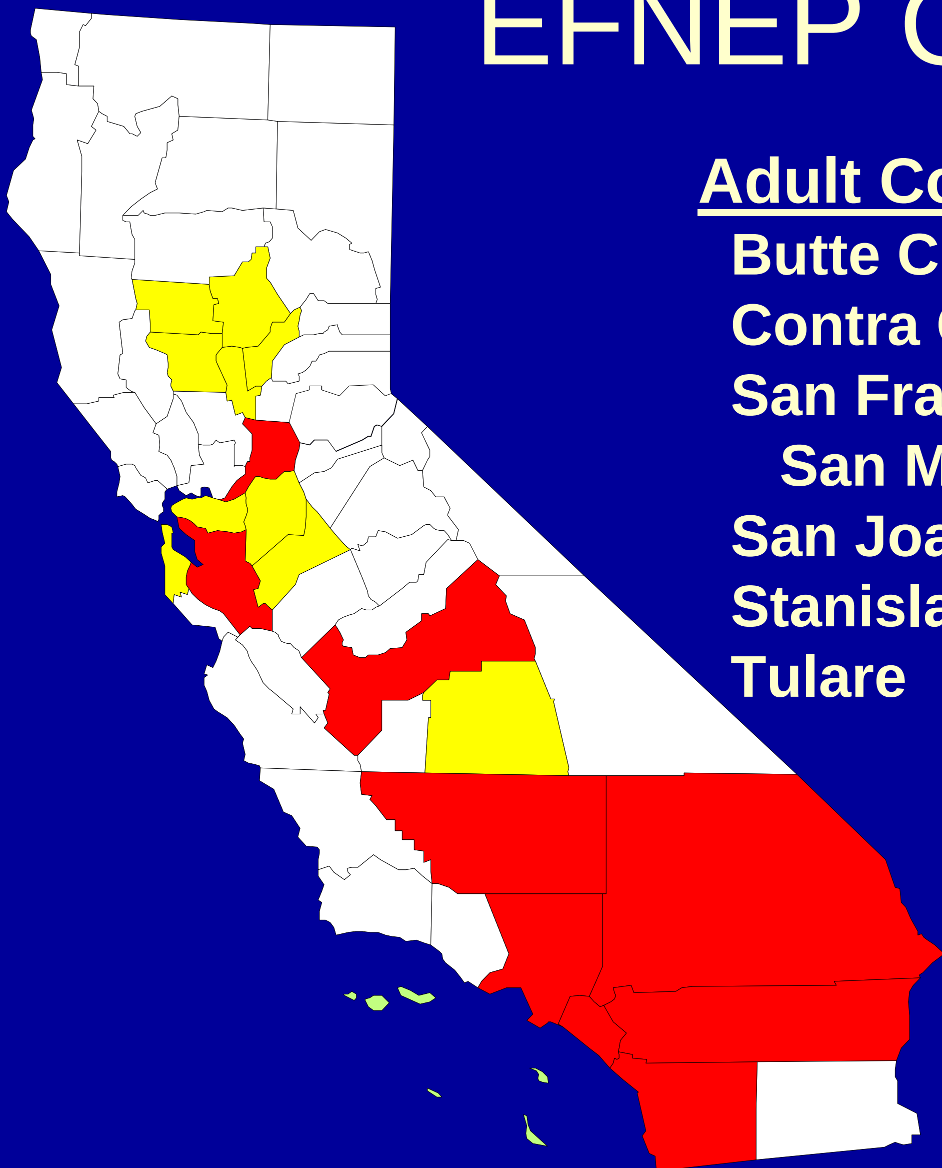
EFNEP Counties



Adult Counties

- Butte Cluster
- Contra Costa
- San Francisco/ San Mateo
- San Joaquin
- Stanislaus
- Tulare

Adult/Youth Counties

- Alameda
- Fresno
- Kern
- Los Angeles
- Orange
- Riverside
- Sacramento
- San Bernardino
- San Diego
- Santa Clara

University of California
EFNEP

Youth EFNEP

Serves children in schools that have 50% or more students receiving free or reduced price lunch.

Youth EFNEP

All curriculum materials are developed by the University of California and are aligned with CDE Content Standards.

Teacher/Leader training

- Background information
- Ongoing support by UC county staff

Reading Across MyPyramid

Helps K-3 children learn about food using popular storybooks.

Each lesson includes:

- **Lesson preview**
- **Background information**
- **Lesson activities**
- **List of supplies needed**
- **Parent letter**

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Happy Healthy Me

Helps young children learn healthy habits to last a lifetime.

Each lesson includes:

- Objectives, background information
- Easy-to-implement, hands-on nutrition activities
- Featured children's book
- Physical activities
- Supplemental activities, recipes
- Parent letter

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Nutrition to Grow On

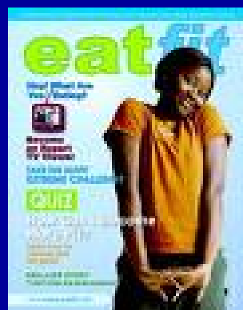
NUTRITION TO GROW ON

Nine garden-enhanced lessons for grades 4 to 6

Helps students gain knowledge and skills to make healthy food choices and gain an appreciation for the land that supplies the food.

University of California
EFNEP

EatFit



Goal-oriented curriculum helps middle school students improve food and activity choices.

- Magazine-style booklet for students
- Teacher curriculum
- Web site for dietary analysis
- Evaluation materials

WalkFit

Helps middle school students increase daily walking to improve physical activity levels.

- Six hands-on lessons provide skill-building to reach goals
- Magazine style workbook for every student
- Teacher curriculum on CD
- Evaluation tools

Here's what kids have to say:

- "I learned a lot about good food for me."
- "Cooking is fun."
- "I tried things that looked weird but they were sooo… good!"
- "I learned ideas about how to be active with my whole family."
- "Since I try having breakfast every morning I feel better at school."

Youth EFNEP

Program Impact

- 81% now eat a variety of foods
- 80% increased knowledge of nutrition
- 69% increased ability to select low-cost, nutritious foods
- 74% improved practices in food preparation and safety

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Adult EFNEP

Before or after school programs for parents are an effective way to support student learning.

Adult EFNEP

People from the community are hired by UC, trained in nutrition and deliver lessons for groups of parents.

Adult EFNEP serves families at or below 185% of poverty.

Eating Smart • Being Active

8 lessons:

Get Moving
Plan, Shop, $ave
Vary Your Veggies … Focus on Fruit
Make Half Your Grains Whole
Build Strong Bones
Go Lean with Protein
Make a Change
Celebrate! Eating Smart & Being Active

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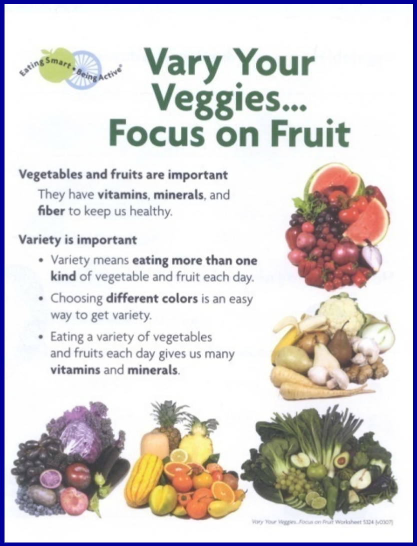
Eating Smart • Being Active

Each of 8 lessons contain:

- Hands on activities to reinforce learning and practice new skills, e.g., label reading
- Physical activity
- Food preparation/demonstration/tasting
- Tips for food safety, saving money on food, and parenting related to the topic of the lesson.

Vary Your Veggies… Focus on Fruit



Eating Smart • Being Active

Vary Your Veggies… Focus on Fruit

Vegetables and fruits are important

They have **vitamins**, **minerals**, and **fiber** to keep us healthy.

Variety is important

- Variety means **eating more than one kind** of vegetable and fruit each day.
- Choosing **different colors** is an easy way to get variety.
- Eating a variety of vegetables and fruits each day gives us many **vitamins** and **minerals**.

Vegetables I ate and drank yesterday:

Number of cups of vegetables I had yesterday: ________ cups

How much do I need each day?

	Ages 2–13	Ages 14 +
Vegetables	1–2 ½ cups	2 ½–3 cups
Fruits	1–1 ½ cups	1 ½–2 cups
Total	2–4 cups	4–5 cups

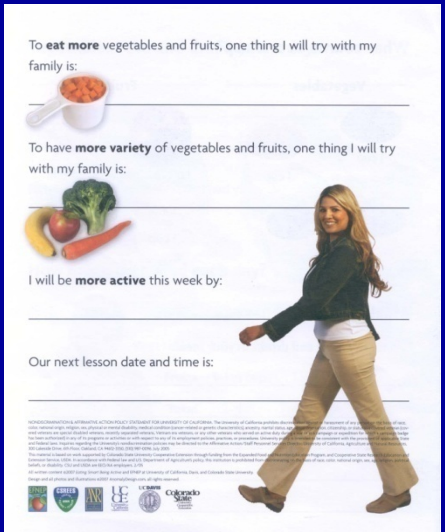
What counts as one cup?

Vegetables: 1 cup, 1 cup, 2 cups

Fruits: 1 piece, 1 cup, 100% 1 cup, ½ cup

Meal planning

List the food and drinks in your meal:



To **eat more** vegetables and fruits, one thing I will try with my family is:

To have **more variety** of vegetables and fruits, one thing I will try with my family is:

I will be **more active** this week by:

Our next lesson date and time is:

Adult EFNEP

Program Impact

- 89% improved in one or more nutrition practices
- 84% improved in one or more food resource management practices
- 69% improved in one or more food safety practices

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Contact us

Together

we can make a difference

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EFNEP

Contact Information

http://ucanr.org/ce/cfm

Click on your county for information about EFNEP or other nutrition education programs.

Rita Mitchell

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University of California
EFNEP

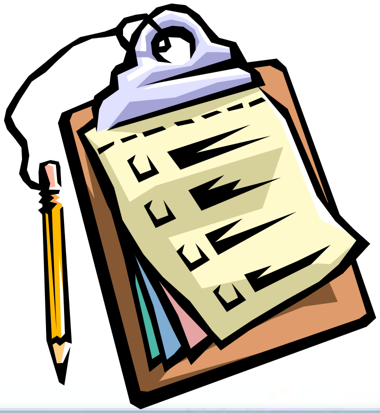
…food and fitness

Nutrition and physical activity education made easy for the after-school environment

Heather Troska
Senior Territory Manager
Dairy Council of California

Objectives for today:

- Share background of Dairy Council of California
- Discuss importance of teaching nutrition and physical activity
- Introduce **Deal Me In***… **food and fitness** and* explore program components
- Order **FREE** materials



Background of Dairy Council of California

- Leader in nutrition education for 90 years!
- Offers FREE nutrition education resources
- Staffed by nutrition and education experts

Primary goal:

To enhance the health and well being of children and adults by enabling individuals to make healthful food and lifestyle choices

Why should we teach nutrition education?

- Research supports a link between nutrition, physical activity and learning.
- Increase in childhood obesity
  - 38% of 5-19 year olds are either overweight or at risk of being overweight
  - 80% of obese adolescents remain obese as adults
- Obesity-related risk factors now seen in children
  - Type 2 diabetes, heart disease, stroke, certain cancers, gall bladder disease, sleep apnea, osteoarthritis

Leading research, how kids learn best

- Addresses multiple learning styles
  - Visual
  - Auditory
  - Kinesthetic

- Engages the learner
  - Establish personal meaning
  - Acquiring knowledge
  - Plan-develop-do
  - Integrate plan into daily habit

- **Leads to behavior change**

Aligns with…

- **California Health Education content standards**
- California and National education standards and
- Supports "Desired Results".

Take A Look !!!

Aligned to Newly Adopted
California Health Education Content Standards

Scope and Sequence: Deal Me In: food and fitness (K-2) Workbook Activities

CALIFORNIA EDUCATION STANDARDS (GRADES K-2)		I Spy a Healthy Breakfast	The Snack Machine	Food Bingo	Make It Healthier	My Lunch Bag	Picture a Healthy Me
Health Education Content Standards for California Public Schools							
GRADE K: NUTRITION AND PHYSICAL ACTIVITY							
Standard 1: Essential Concepts	K.1.N.1 Name a variety of healthy foods and explain why they are necessary for good health.	•	•	•	•	•	•
	K.1.N.2 Identify a variety of healthy snacks.		•				•
	K.1.N.4 Recognize the importance of a healthy breakfast.	•					•
Standard 5: Decision Making	K.5.N.7 Describe ways to participate regularly in active play and enjoyable physical activity.						•
Standard 7: Practicing Health-Enhancing Behaviors	K.7.N.8 Select nutritious snacks.		•				
	K.7.N.10 Choose healthy foods in a variety of settings.	•	•	•	•	•	•
GRADE 2: NUTRITION AND PHYSICAL ACTIVITY							

Deal Me In … *food and fitness*

- Reinforces basic nutrition skills and focuses on physical activity
- Provides opportunities to address real-life “issues”
- Builds leadership and teamwork
- Provides a recommended activity sequence including amount of time for each activity for easier planning
- Nutrition information and background for staff

Program Overview

Two levels

- K-2nd grade
- 3rd – 6th grade

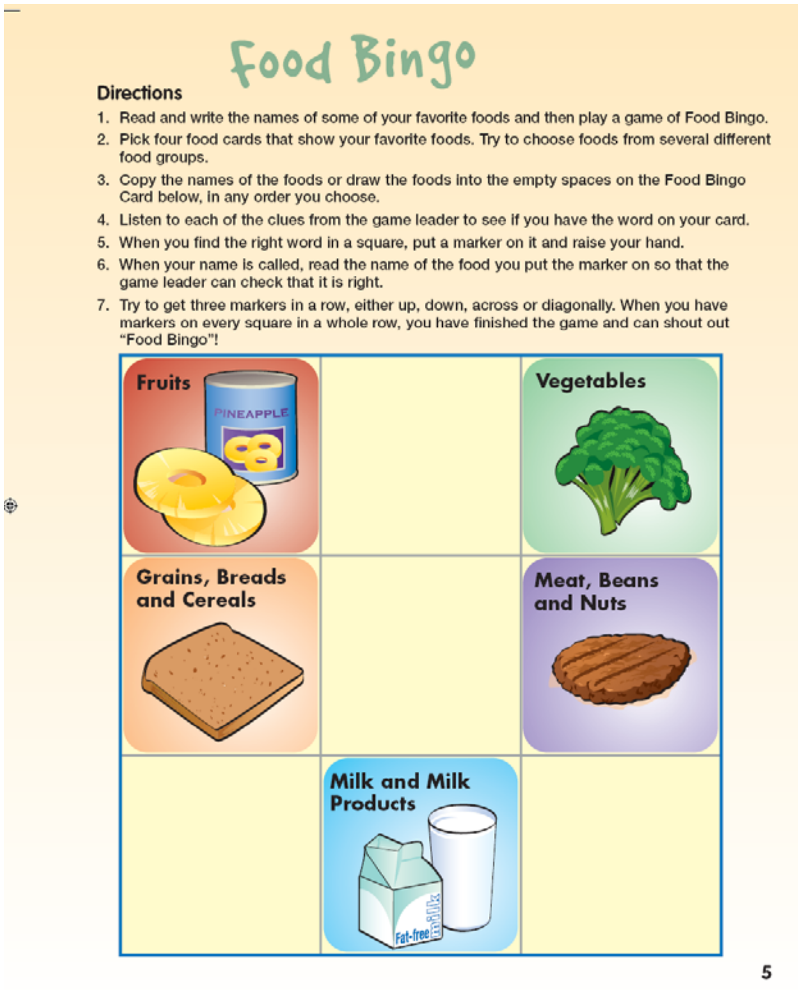
Program components:

- 5 card games
  - Nutrition
  - Physical Activity
  - Food prep
- 6 student book activities
  - Basic skill reinforcement
  - Real-life "issues"
  - Cumulative assessment
  - Available in English and Spanish
- 1 parent newsletter
  - Available in English and Spanish

Card Games for K-2nd and 3rd-6th

- Fishing For a Food Group
- Healthy Hilda Says
- Breakfast Roll (K-2)
- Sizing It Up (3-6)
- Fun-to-Make Recipes

Book Activities for K-2nd and 3rd-6th



Food Bingo

Directions

1. Read and write the names of some of your favorite foods and then play a game of Food Bingo.
2. Pick four food cards that show your favorite foods. Try to choose foods from several different food groups.
3. Copy the names of the foods or draw the foods into the empty spaces on the Food Bingo Card below, in any order you choose.
4. Listen to each of the clues from the game leader to see if you have the word on your card.
5. When you find the right word in a square, put a marker on it and raise your hand.
6. When your name is called, read the name of the food you put the marker on so that the game leader can check that it is right.
7. Try to get three markers in a row, either up, down, across or diagonally. When you have markers on every square in a whole row, you have finished the game and can shout out "Food Bingo"!

Fruits		Vegetables
Grains, Breads and Cereals		Meat, Beans and Nuts
	Milk and Milk Products	

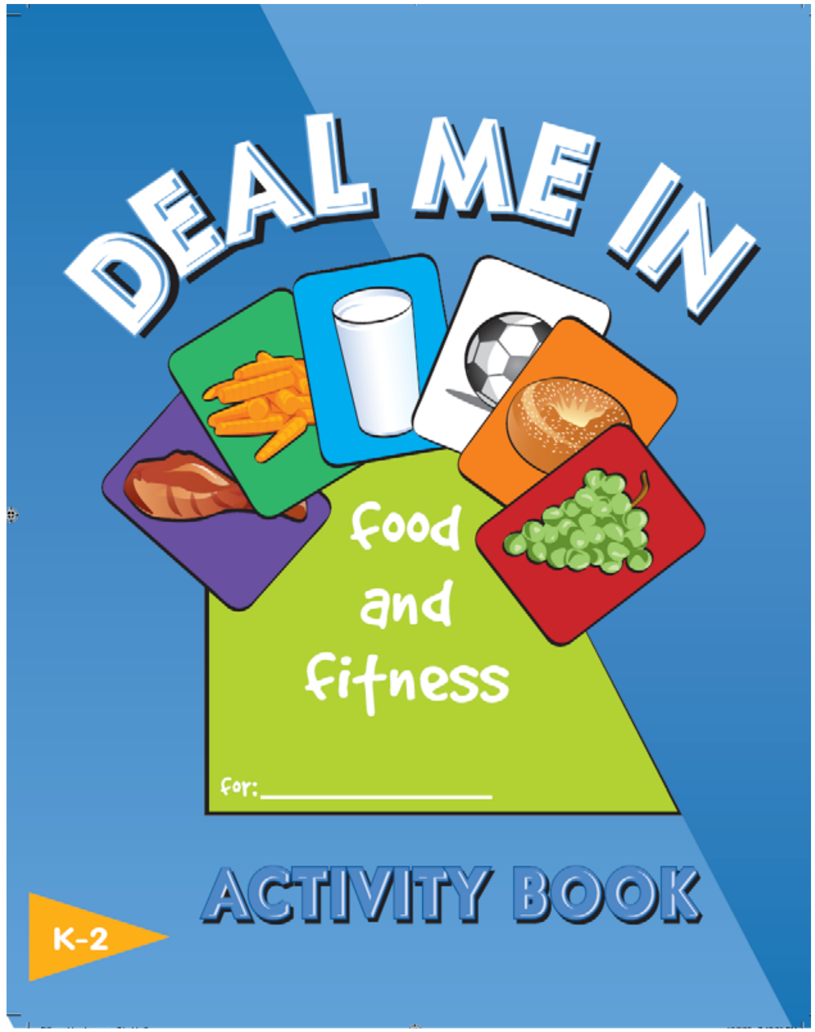
5

- I Spy a Healthy Breakfast (***Hands On)***
- The Snack Machine
- Food Bingo (shown to the right)
- Make It Healthier (***Hands On)***
- My Lunch Bag (K-2nd)
- Forgetful Fred Makes a Meal (3rd-6th) (***Hands On)***

How can you extend the learning?

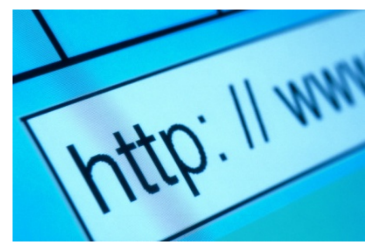
- During snack time have the students name the food groups that each item in their snack belongs to
- Go to www.mealsmatter.org to find more recipes that can be made in the classroom
- What are your ideas on extending the learning beyond these lessons?

Available free-of-charge!



Dairy Council of California
Healthy Eating Made Easier

877-324-7901



www.dairycouncilofca.org

QUESTIONS

DEAL ME IN
Food and Fitness

DEAL ME IN…
Food and Fitness

Recognized by Harvard Family Research Project

Extended Day Nutrition Education and Physical Activity Program
Kindergarten – 6th Grade

Guiding Principles:

Deal Me In … food and fitness has been designed for flexible implementation with your extended day students.

- Uses the most widely accepted standards in nutrition science and education methodology available.
- Engages students in learning that is developmentally appropriate, relevant, and fun as it fosters their development of personal responsibility for life long good health.
- Supports the inherent link between well-nourished, physically active children and improved achievement.
- Contributes to student resiliency by providing opportunities to practice decision-making skills.

Materials:

For the Teacher:

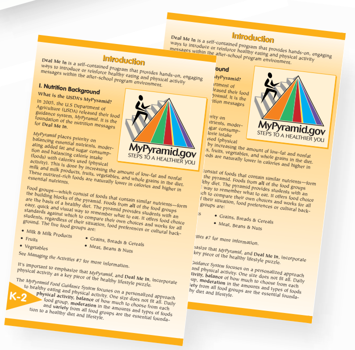
- Leader Instruction Cards
- Complete full color deck of game cards to use with students
  - Food Cards
  - Physical Activity Cards
  - Portion Size Cards
  - Portion Size Reference Card
  - Food Group Resource Cards

For the Student:

- Activity book (*English* or *Spanish*)

For the Parent:

- Parent Newsletter (*English* or *Spanish*)



Student Outcomes:

By completing this program, students will be able to:

- choose individual foods that contribute to their health, as demonstrated by selecting appropriate breakfast and/or snack options
- choose individual physical activities that contribute to their whole health
- recognize healthy food choices available outside the home environment, including from vending machines and fast food restaurants
- identify appropriate portion sizes
- have an increased value for building leadership and teamwork as part of a plan for overall health

Curriculum Connections:

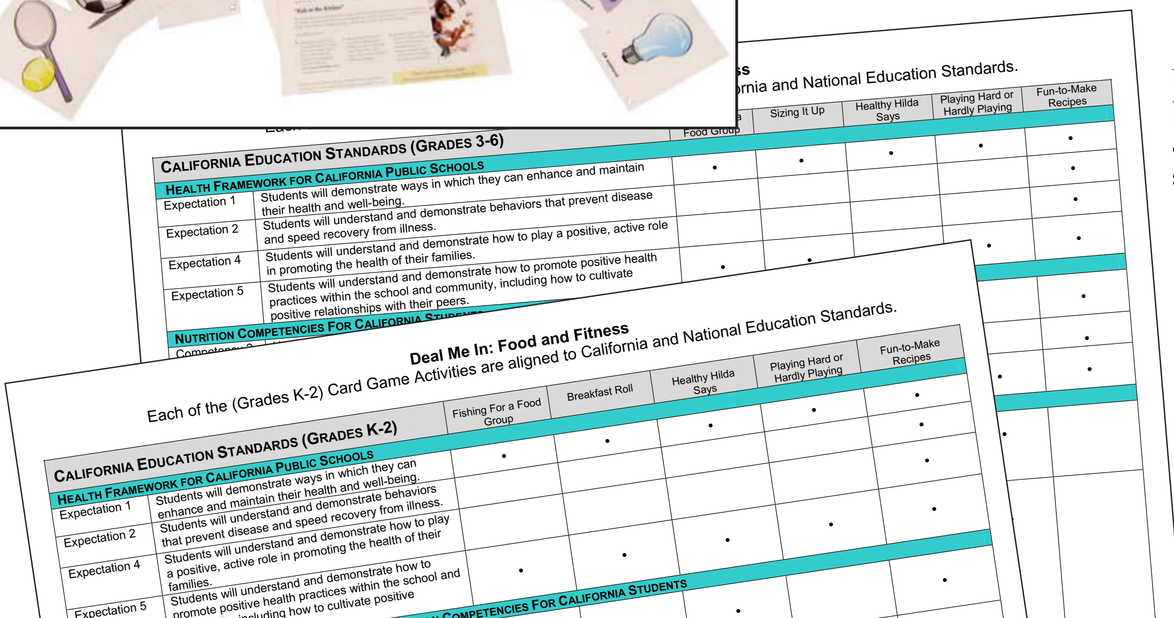
Student activities are aligned to Desired Results and Education Standards in Language Arts, Mathematics, Science, Health, Nutrition and Physical Education – see reverse for example.

Family Connections:

- **Parent Newsletter** – *Deal Me In … food and fitness, A Guide for Busy Parents*
  Because we know that parents are the most important influence in their child's life, we include a newsletter for each parent. The newsletter provides healthy messages to help parents assess their own health behavior, gives tips on incorporating daily physical activity into their lives, and provides helpful hints on planning healthy meals and snacks for themselves and their children.

Complete Program Components

Desired Results and Education Standards are clearly aligned with student activities.



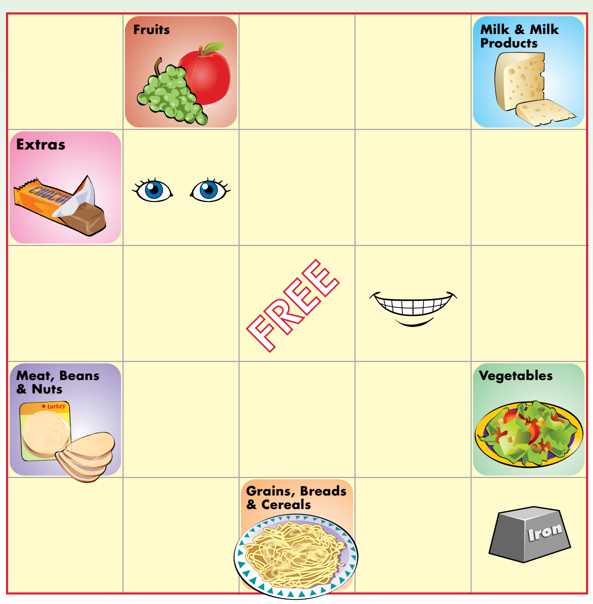
Deal Me In: Food and Fitness

Each of the (Grades K-2) Card Game Activities are aligned to California and National Education Standards.

California Education Standards (Grades K-2)		Fishing For a Food Group	Breakfast Roll	Healthy Hilda Says	Playing Hard or Hardly Playing	Fun-to-Make Recipes
Health Framework for California Public Schools		•	•	•	•	•
Expectation 1	Students will demonstrate ways in which they can enhance and maintain their health and well-being.					•
Expectation 2	Students will understand and demonstrate behaviors that prevent disease and speed recovery from illness.					•
Expectation 4	Students will understand and demonstrate how to play a positive, active role in promoting the health of their families.				•	•
Expectation 5	Students will understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with their peers.	•	•	•		•
Nutrition Competencies for California Students						

California Education Standards (Grades 3-6)		Sizing It Up	Healthy Hilda Says	Playing Hard or Hardly Playing	Fun-to-Make Recipes
Health Framework for California Public Schools		•	•	•	•
Expectation 1	Students will demonstrate ways in which they can enhance and maintain their health and well-being.				•
Expectation 2	Students will understand and demonstrate behaviors that prevent disease and speed recovery from illness.				•
Expectation 4	Students will understand and demonstrate how to play a positive, active role in promoting the health of their families.			•	•
Expectation 5	Students will understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with their peers.				
Nutrition Competencies for California Students					

Sample from Activity Book



Food Bingo

Read each sentence to learn how different foods give us the nutrients we need to grow strong and stay healthy. Then write the underlined words in the empty spaces on the Food Bingo Card, page 9, in any order.

1. Foods from the **Milk & Milk Products** food group (like milk, yogurt, flan, pudding and cheese) give us calcium to build strong bones and teeth.
2. Foods from the **Fruits** food group (like oranges, strawberries and cantaloupe) give us vitamin C to help our bodies heal.
3. Foods from the **Vegetables** food group (like carrots, bok choy, salsa and broccoli) give us vitamin A for healthy eyes and skin.
4. Foods from the **Grains, Breads & Cereals** food group (like whole-wheat bread, crackers, tortillas and macaroni) give us vitamin B and iron, which help our bodies turn the foods we eat into energy that we need to work, play and grow.
5. Foods from the **Meat, Beans & Nuts** food group (like chicken, hamburger, chorizo, eggs, almonds and fish) give us protein to build strong muscles.
6. **Extra** foods (like soda, tortilla chips, bacon, french fries, cookies and doughnuts) don't fit into a food group because they don't give our bodies the nutrients we need to be healthy.

8

Directions

1. Write each underlined word on page 8 inside one empty square, in any order you choose.
2. Listen to each of the clues to see if you have the word on your card.
3. When you find the correct word in a square, put a marker on it and raise your hand.
4. When your name is called, read the name of the food you put the marker on so that the game leader can check that it is right.
5. When you have the markers on every square in a whole row (across, up, down or diagonally) you have finished the game and can shout out "Food Bingo"!

9

Dairy Council of California

Healthy Eating Made Easier

To receive your FREE ***Deal Me In…food and fitness*** after school nutrition program materials please complete and **fax this order form to (888) 540-9890.**

______________________________ ______________________________ ______________________________

Your Name Title Shipping Address, City, State Zip

☐ Please send all kits to me at the above address.

Materials are for the following After School or Extended Day Sites: (To order for more sites, please call us toll-free at: **877-324-7901**.)

Site Name												
Site Contact (*if all kits not sent to above contact*)												
Address City, State Zip Code												
Phone Number	( )		( )		( )		( )		( )		( )	
Email address												
Number of K-2nd Grade **Student** Workbooks:	English (student #)	Spanish (student #)	English (student #)	Spanish (student #)	English (student #)	Spanish (student #)	English (student #)	Spanish (student #)	English (student #)	Spanish (student #)	English (student #)	Spanish (student #)
Number of 3rd-6th Grade **Student** Workbooks:	English (student #)	Spanish (student #)	English (student #)	Spanish (student #)	English (student #)	Spanish (student #)	English (student #)	Spanish (student #)	English (student #)	Spanish (student #)	English (student #)	Spanish (student #)
Number of **Parent** Newsletters:	English	Spanish	English	Spanish	English	Spanish	English	Spanish	English	Spanish	English	Spanish

BOOST
Pres.

EFNEP
Free After School Resources

EFNEP, the Expanded Food and Nutrition Education Program
Funded by USDA and delivered by UC Cooperative Extension in selected counties

Youth EFNEP serves schools with youth from limited resource families and provides free research-based curricula on healthy eating, being active and goal setting for many grade levels. Leader training and on-going support are provided.

Here's what kids have to say:
"We learned a lot about good food for us"
"Cooking is fun"
"I tried things that looked weird but they were sooo… good!"
"I leaned ideas about how to be active with my whole family"
"Since, I try having breakfast every morning I feel better at school"

Adult EFNEP serves parents of young children in limited resources families in before or after school programs. University of California nutrition educators teach a series of lessons about making healthy food and activity choices, saving money on food, and keeping food safe to eat.

Call Us--Together We Can Make a Difference!

Alameda County	Inez Rosa	lirosa@ucdavis.edu	(510) 777-2147
Butte County	Susan Donohue	ssdonohue@ucdavis.edu	(530) 538-7201
Contra Costa County	Marisa Neelon	mqneelon@ucdavis.edu	(925) 646-6128
Fresno County	Sara Candeleria	stcandelaria@ucdavis.edu	(559) 456-7124
Kern County	Karen Bayne	klbayne@ucdavis.edu	(661) 868-6213
Los Angeles County	Brenda Roche	bkroche@ucdavis.edu	(323) 260-3299
Orange County	Guadalupe Cabrera	glcabrera@ucdavis.edu	(714) 708-1610
Riverside County	Fatima Afana	fafana@ucdavis.edu	(951) 683-6491 x 234
Sacramento County	Yvonne Nicholson	ynicholson@ucdavis.edu	(916) 875-6722
San Bernardino County	Lorri Castro-Aguilera	lxcastroaguilera@ucdavis.edu	(909) 387-2173
San Diego County	Patti Wooten Swanson	pwswanson@ucdavis.edu	(858) 694-2850
San Francisco/San Mateo	Jennifer Gabet	jgabet@ucdavis.edu	650-871-7559
San Joaquin County	Anna Martin	acmartin@ucdavis.edu	(209) 953-6121
Santa Clara County	Fe Moncloa	fxmoncloa@ucdavis.edu	(408) 282-3107
Stanislaus County	Theresa Spezzano	tmspezzano@ucdavis.edu	(209) 525-6825
Tulare County	Angio Tazio	aftazio@ucdavis.edu	(559) 685-3309 x 219

For counties not listed, go to http://ucanr.org/ce/cfm and contact your county
for information about other nutrition education programs available.

CHAMPIONS for CHANGE
Network for a Healthy California

Harvest of the Month®
Network for a Healthy California

You can...

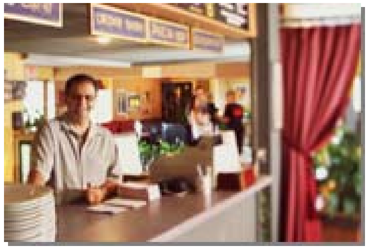
join the *Network for a Healthy California*

Schools

Parents

Afterschool programs

Farmers and Grocers



Restaurants

Faith-based organizations

Media

Worksites

What was your most memorable/meaningful learning experience as a child?

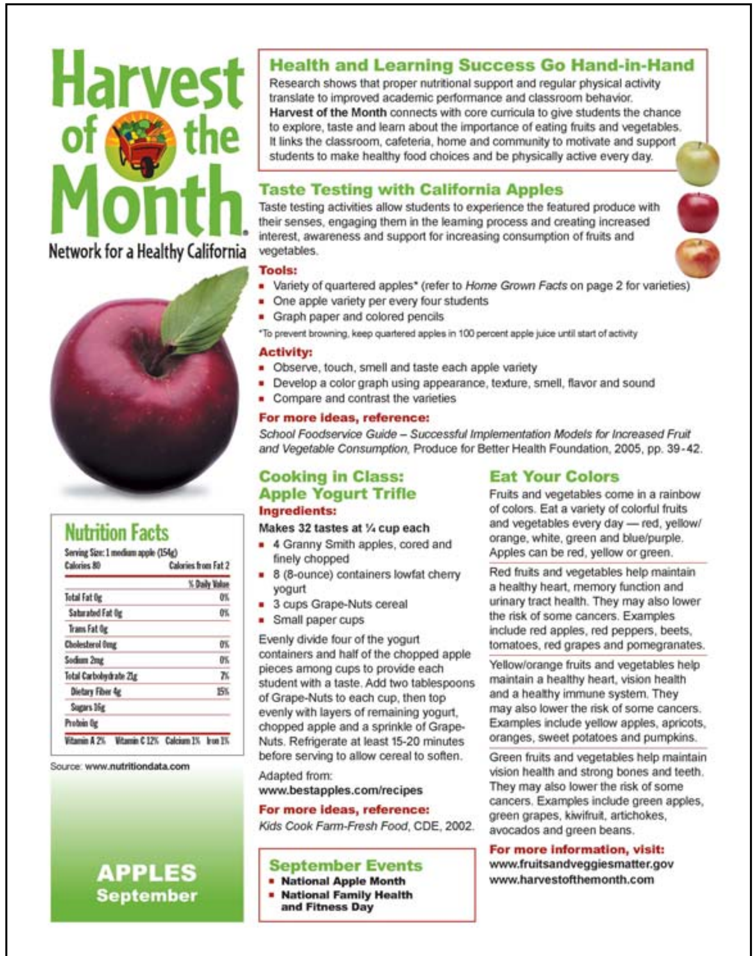
24 Months of Elements

Menu Slicks

Educator Newsletters

Family Newsletters

Educator Newsletter



Harvest of the Month

Network for a Healthy California

Health and Learning Success Go Hand-in-Hand

Research shows that proper nutritional support and regular physical activity translate to improved academic performance and classroom behavior. **Harvest of the Month** connects with core curricula to give students the chance to explore, taste and learn about the importance of eating fruits and vegetables. It links the classroom, cafeteria, home and community to motivate and support students to make healthy food choices and be physically active every day.

Taste Testing with California Apples

Taste testing activities allow students to experience the featured produce with their senses, engaging them in the learning process and creating increased interest, awareness and support for increasing consumption of fruits and vegetables.

Tools:

- Variety of quartered apples* (refer to *Home Grown Facts* on page 2 for varieties)
- One apple variety per every four students
- Graph paper and colored pencils

*To prevent browning, keep quartered apples in 100 percent apple juice until start of activity

Activity:

- Observe, touch, smell and taste each apple variety
- Develop a color graph using appearance, texture, smell, flavor and sound
- Compare and contrast the varieties

For more ideas, reference:

School Foodservice Guide – Successful Implementation Models for Increased Fruit and Vegetable Consumption, Produce for Better Health Foundation, 2005, pp. 39-42.

Nutrition Facts

Serving Size: 1 medium apple (154g)

Calories 80	Calories from Fat 2
	% Daily Value
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 2mg	0%
Total Carbohydrate 21g	7%
Dietary Fiber 4g	15%
Sugars 16g	
Protein 0g	

Vitamin A 2% Vitamin C 12% Calcium 1% Iron 1%

Source: www.nutritiondata.com

APPLES
September

Cooking in Class: Apple Yogurt Trifle

Ingredients:

Makes 32 tastes at ¼ cup each

- 4 Granny Smith apples, cored and finely chopped
- 8 (8-ounce) containers lowfat cherry yogurt
- 3 cups Grape-Nuts cereal
- Small paper cups

Evenly divide four of the yogurt containers and half of the chopped apple pieces among cups to provide each student with a taste. Add two tablespoons of Grape-Nuts to each cup, then top evenly with layers of remaining yogurt, chopped apple and a sprinkle of Grape-Nuts. Refrigerate at least 15-20 minutes before serving to allow cereal to soften.

Adapted from:
www.bestapples.com/recipes

For more ideas, reference:

Kids Cook Farm-Fresh Food, CDE, 2002.

September Events

- **National Apple Month**
- **National Family Health and Fitness Day**

Eat Your Colors

Fruits and vegetables come in a rainbow of colors. Eat a variety of colorful fruits and vegetables every day — red, yellow/orange, white, green and blue/purple. Apples can be red, yellow or green.

Red fruits and vegetables help maintain a healthy heart, memory function and urinary tract health. They may also lower the risk of some cancers. Examples include red apples, red peppers, beets, tomatoes, red grapes and pomegranates.

Yellow/orange fruits and vegetables help maintain a healthy heart, vision health and a healthy immune system. They may also lower the risk of some cancers. Examples include yellow apples, apricots, oranges, sweet potatoes and pumpkins.

Green fruits and vegetables help maintain vision health and strong bones and teeth. They may also lower the risk of some cancers. Examples include green apples, green grapes, kiwifruit, artichokes, avocados and green beans.

For more information, visit:
www.fruitsandveggiesmatter.gov
www.harvestofthemonth.com

Family Newsletters

Red para una California Saludable

La Cosecha del Mes

noviembre

La salud y el éxito en el aprendizaje van mano a mano

Al inculcar hábitos de buena alimentación en sus hijos, ¡usted puede ayudarles a mejorar su memoria y nivel de energía en la escuela! Con **La Cosecha del Mes**, usted puede dar un ejemplo positivo y encaminar a su hijo hacia la salud y el aprendizaje.

En noviembre, el kiwi es la fruta de **La Cosecha del Mes**.

Consejos "frescos"

- Seleccione frutas firmes que no estén magulladas. El tamaño de la fruta no afecta su sabor.
- Presione la superficie de la fruta con su pulgar. Si se hunde bajo poca presión, el kiwi está maduro. Si presiona y el kiwi parece duro, todavía no está listo para comer.
- Un kiwi se mantiene fresco por algunos días a la temperatura ambiental y hasta cuatro semanas dentro del refrigerador.
- Para madurar un kiwi, colóquelo en una bolsa plástica con agujeros junto a una manzana o un plátano y deje reposar por uno o dos días.

ENSALADA DE FRUTAS

Ingredientes:
(para 4 porciones de ½ taza)
½ taza de rebanadas de kiwi
½ taza de rebanadas de plátano
½ taza de manzana picada
½ taza de uvas
½ taza de jugo de naranja

En un recipiente, mezcle todos los ingredientes y sirva.

Fuente: *Healthy Latino Recipes Made With Love, Campaña Latina 5 al Día de California*, 2004.

Ayude a sus hijos a comer sano

- ¡Prepare un hotcake con una cara feliz! Use dos rebanadas de kiwi para los ojos y haga la nariz con una fresa y la boca con un plátano.
- Mezcle dos kiwis picados con yogur ligero rico en calcio o con queso cottage bajo en grasa para darle un gusto dulce natural.
- Los kiwis son magníficos para ablandar la carne. Explíquele a su hijo que los kiwis tienen una enzima (proteínas producidas por las frutas) que ayuda a que la carne se ablande.
- Pídale a su hijo que le ayude a preparar una rica ensalada de frutas como postre para el día de Acción de Gracias.

Para más ideas, visite:*
www.campeonesdelcambio.net
www.kiwifruit.org

Información Nutrimental

Porción:	2 kiwis medianos (148g)
Cantidad por Porción	
Calorías 90	Calorías de Grasa 6
	% Valor Diario
Grasas 1g	1%
Grasa Saturada 0g	0%
Grasa Trans 0g	
Colesterol 0mg	0%
Sodio 4mg	0%
Carbohidratos 22g	7%
Fibra Dietética 4g	18%
Azúcar 13g	
Proteína 2g	
Vitamina A 3%	Calcio 5%
Vitamina C 229%	Hierro 3%

Fuente: *www.nutritiondata.com**

Consejos saludables

- Haga que sus hijos marquen en un calendario los días en que su familia realiza actividades sanas, tales como comer frutas y vegetales o hacer actividades físicas.
- Pida que su hijo le diga qué están haciendo en su clase para probar nuevos sabores.
- Anime a que sus hijos coman el desayuno y el almuerzo escolar. Pida más información al maestro de su hijo o llame a la oficina principal del distrito escolar.

¡En sus marcas, listos...!

- ¡Y a bailar se ha dicho! Muévase al son de su música preferida con sus hijos o monten bicicleta juntos después de cenar.
- Jueguen a "los encantados" o a "las escondidas".

Para más ideas, visite:*
www.kidnetic.com
www.verbnow.com

* Los sitios web sólo disponibles en inglés.

CAMPEONES del CAMBIO

Este material fue financiado por el Programa de Cupones para Alimentos del Departamento de Agricultura de los Estados Unidos, através de la *Red para una California Saludable* del Departamento de Salud Pública de California. Estas instituciones son proveedores y empleadores que ofrecen oportunidades equitativas. El Programa de Cupones para Alimentos ofrece asistencia nutricional para gente con bajos ingresos. Le puede ayudar a comprar comida nutricional para una mejor alimentación. Para obtener más información llame al 1-888-328-3483.

Network for a Healthy California

Harvest of the Month

November

Health and Learning Success Go Hand-in-Hand

By helping children practice healthy eating habits, you can help improve their memory and energy levels in school. With **Harvest of the Month**, you can set a positive example and put your child on the road to health and learning success.

The **Harvest of the Month** featured fruit is **kiwifruit**

Produce Tips

- Select firm, unblemished fruit. The size of the fruit does not affect taste.
- Press the outside of the fruit with your thumb. If it gives to slight pressure, the kiwi is ripe. If you apply pressure and the kiwi feels hard, it's not ready to eat.
- A kiwi will keep for several days at room temperature and up to four weeks in your refrigerator.
- To ripen a kiwi, place it in a bag with an apple or a banana and leave it out on the counter for a day or two.

FRUIT SALAD

Ingredients:
(Makes 4 servings at ½ cup each)
½ cup sliced kiwifruit
½ cup sliced banana
½ cup chopped apple
½ cup grapes
½ cup orange juice

In a medium bowl, mix all ingredients. Serve.

Adapted from *Healthy Latino Recipes Made With Love, California Latino 5 a Day Campaign*, 2004.

Helping Your Kids Eat Healthy

- Make a pancake smiley face. Top pancakes with two kiwi slices for eyes and make a nose and mouth with a strawberry and banana.
- Slice two kiwis into calcium-rich lowfat yogurt or cottage cheese for an added sweet flavor.
- Kiwis work great for tenderizing meat. Explain to your child that kiwis have an enzyme (proteins produced by living things, like fruit) that helps break down the meat to make it tender. Find a recipe to try this together.
- Ask your child to help you make a healthy fruit salad for Thanksgiving dessert.

For more ideas, visit:
www.harvestofthemonth.com
www.kiwifruit.org

Nutrition Facts

Serving Size	2 medium kiwifruit (148g)
Amount per Serving	
Calories 90	Calories from Fat 6
	% Daily Value
Total Fat 1g	1%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 4mg	0%
Total Carbohydrate 22g	7%
Dietary Fiber 4g	18%
Sugars 13g	
Protein 2g	
Vitamin A 3%	Calcium 5%
Vitamin C 229%	Iron 3%

Source: *www.nutritiondata.com*

Let's Get Physical!

- Kick up your heels and dance with your child to your favorite tunes.
- Play a game of tag or hide-and-go-seek after dinner.
- Run, jog or bike on a family treasure hunt.

For more physical activity ideas, visit:
www.kidnetic.com
www.verbnow.com

Healthy Help

- Keep a calendar and have your child mark each day that your family practices healthy activities, like eating fruits and vegetables or being physically active.
- Ask your child to describe any taste testing activities being done in the classroom.
- Encourage your child to eat at the school breakfast and lunch. Ask your child's teacher or call the school district's main office for more information.

CHAMPIONS for CHANGE
Network for a Healthy California

This material was funded by USDA's Food Stamp Program through the California Department of Public Health's *Network for a Healthy California*. These institutions are equal opportunity providers and employers. The Food Stamp Program provides nutrition assistance to people with low income. It can help buy nutritious foods for a better diet. For information on the Food Stamp Program, call 1-888-328-3483.

Menu Slicks

Harvest of the Month
Network for a Healthy California

Botanical name: Spinacia oleracea

SPINACH
March

Spinach Activities
Circle all of the meals on the menu that contain spinach.

- How many meals did you find?
- How many different ways is spinach served?
- Does your school salad bar offer spinach?

MORE SERIOUS SPINACH FUN!

Fruits and Vegetables from A to Z
List a fruit or vegetable for each letter of the alphabet.

A ______ N ______
B ______ O ______
C ______ P ______
D ______ Q ______
E ______ R ______
F ______ S ______
G ______ T ______
H ______ U ______
I ______ V free space
J ______ W ______
K ______ X free space
L ______ Y ______
M ______ Z ______

Nutrition Facts
Serving Size: 1 cup, raw leaves (30g)
Calories 7 Calories from Fat 1

	% Daily Value
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 24mg	1%
Total Carbohydrate 1g	0%
Dietary Fiber 1g	3%
Sugars 0g	
Protein 1g	
Vitamin A 56%	Calcium 3%
Vitamin C 14%	Iron 5%

Source: www.nutritiondata.com

Eat the Rainbow!
Fruits and vegetables come in a rainbow of colors. Eat a variety of colorful fruits and vegetables every day — red, yellow/orange, white, green and blue/purple. Spinach is in the green color group.

- Green fruits and vegetables help maintain healthy vision and strong bones and teeth. Examples include spinach, broccoli, artichoke, asparagus, peas, green cabbage, collard greens, cucumbers, leeks, watercress, kiwis, green apples, green grapes and honeydew melon.

What is a Serving?
A serving of raw spinach is one cup, or about two cupped handfuls. A serving of cooked spinach is about one-half cup.

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Network for a Healthy California

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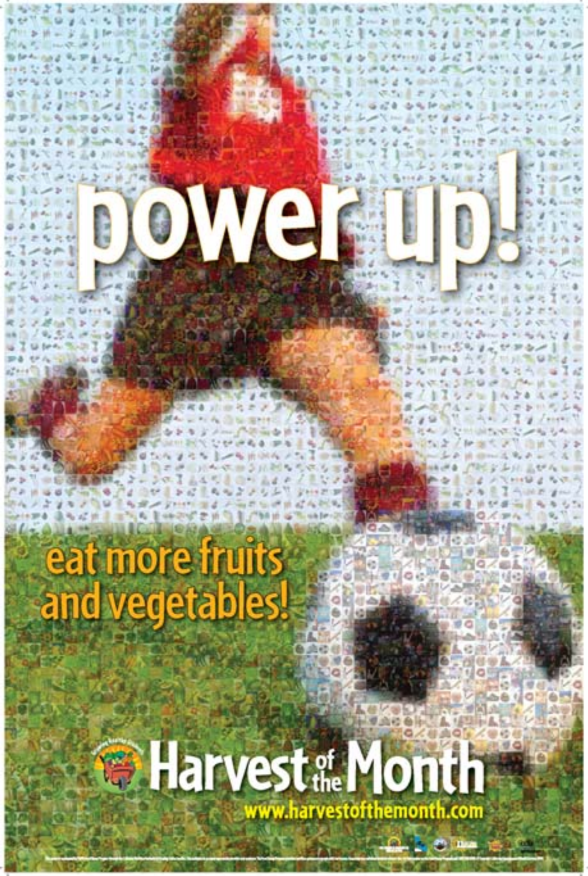
Posters

Live a colorful life.
Eat fruits & vegetables every day.
ejotes
green beans
apples
manzanas
espinaca
spinach
sweet potatoes
camotes
zanahorias
carrots
broccoli
brócoli
uvas
grapes
kiwi
kiwi
lechugas variedades
salad greens
straw-berries
fresas
peras
pears
oranges
naranjas
Harvest of the Month
Growing Healthy Students
GREEN
Broccoli, avocados, green apples, green grapes, kiwifruit, artichoke
Strong bones and teeth
Good vision
RED
Red apples, tomatoes, watermelon, strawberries, beets, red onions
Healthy heart
Memory function
DARK ORANGE
Sweet potatoes, cantaloupe, carrots, apricots, butternut squash
Strong immune system
Good vision
Healthy heart
YELLOW/ORANGE
Oranges, grapefruit, yellow apples, sweet corn, yellow peppers
Strong immune system
Healthy skin
Good vision
BLUE/PURPLE
Purple grapes, raisins, plums, purple cabbage, eggplant
Memory function
Healthy aging
WHITE/TAN/BROWN
Cauliflower, onions, garlic, brown pears, bananas, white corn
Healthy heart
Strong immune system



power up!
eat more fruits and vegetables!
Harvest of the Month
www.harvestofthemonth.com

www.harvestofthemonth.com

Harvest of the Month
Network for a Healthy California

- Program Overview
- Educators' Corner
- Produce List & Criteria
- Monthly Elements
- Ordering Information
- Web Links
- Contact Information
- Back to Mainpage

Google

Search

Harvest of the Month

CHAMPIONS for CHANGE
Network for a Healthy California

What's New: Green Beans[August]

Just the Facts

- Green beans are nitrogen fixers, which means they have the ability to draw nitrogen from the air and return it to the soil. Because of this, farmers often plant beans and legumes in their crop rotations to replenish the soil.
- Fresh beans are classified into two basic categories: edible pod beans and shell beans. Green beans are the most popular edible pod bean, while lima beans are the most common shell bean sold in the United States.
- Compared to dry or shell beans, green beans provide less starch and protein, and more Vitamin A, Vitamin C and calcium.

Download Monthly Elements

Harvest of the Month Works!

"Harvest of the Month is outstanding and has made a great difference in both staff eating habits and student preferences. It is one of the most valuable programs we've had. Anytime you can integrate food into curriculum, students become that much more engaged."

- 2nd Grade Teacher

HOME GROWN FACTS

Did You Know? **Green Beans**

- California ranks second in national production of green beans.
- Ninety-five percent of the green bean crop in California is marketed as fresh and about 5 percent as processed.
- Tulare, Orange and San Luis Obispo counties are the largest green bean-producing areas in California.
- Other counties that contribute acreage to green beans include Riverside, Santa Clara, Contra Costa, Stanislaus, San Diego, San Mateo and San Bernardino.
- Bush-type green beans are the predominant variety grown for commercial production in California.

For more information, visit:
www.anrcatalog.ucdavis.edu/pdf/7240.pdf

Download this month's:
Educator Newsletter (PDF)
Family Newsletter (PDF, English) ... Spanish
Menu Slick (PDF, English) ... Spanish

Health and Learning Success Go Hand-in-Hand

Power Up Your Afterschool Program

Network for a Healthy California—Children's Power Play! Campaign

California Department of Public Health

Warm Up for Power!

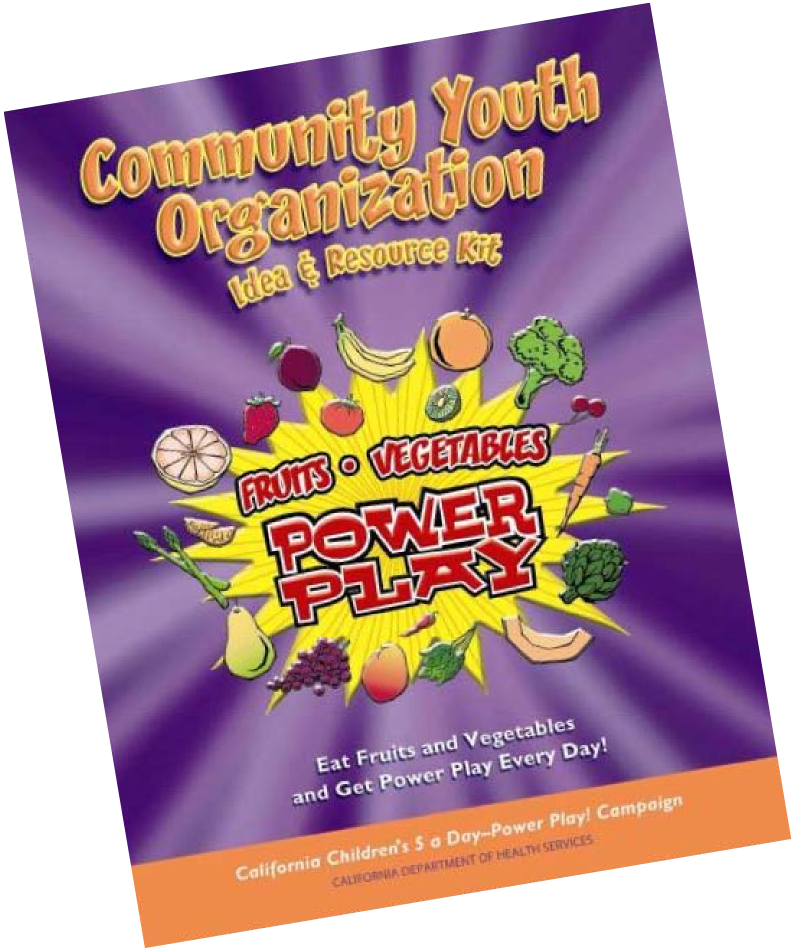
You can…

inspire healthy change

- Our research shows that a community-wide approach is key.
- Afterschool programs make learning fun!
- Your staff connect with kids in unique ways.
- Parents often see youth afterschool staff more than they see teachers.

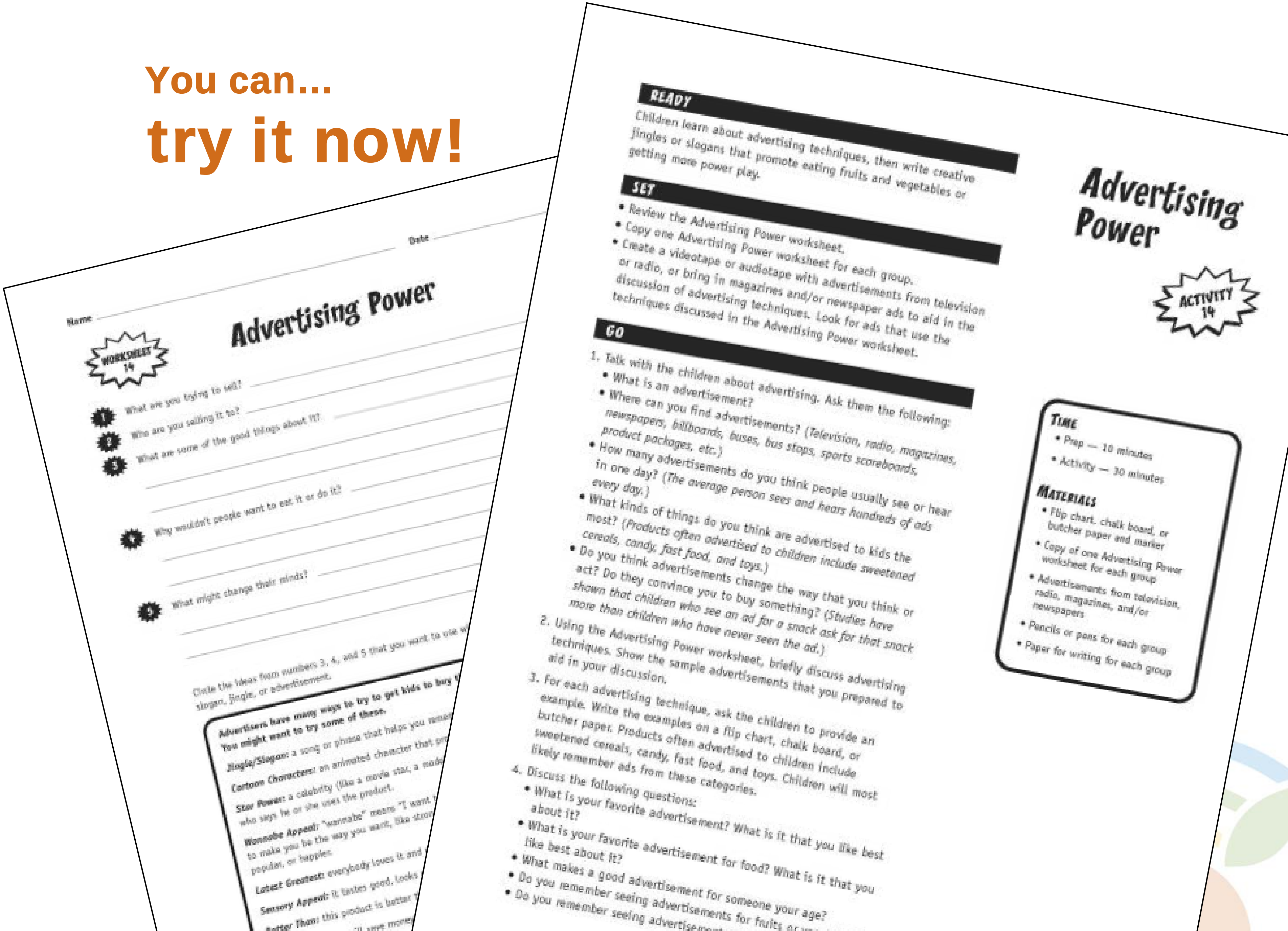
You can…

help kids make healthier choices



- Easy-to-Use Format
- Activities adaptable to all elementary ages
- Mix of lessons and physically active games that build kids' skills
- Supports Health Education Standards

You can...
try it now!



You can…

enhance your activities using Harvest of the Month

Harvest of the Month
Growing Healthy Students
Health and Learning Success Go Hand-in-Hand
Taste Testing with California Apples
Nutrition Facts
Cooking in Class: Apple Yogurt Trifle*
Eat Your Colors
September Events
▪ National 5 A Day Month
▪ National Apple Month
▪ National Family Health and Fitness Day
APPLE | September

Feature specific fruits and vegetables each month to complement your *Children's Power Play! Campaign* lessons

- **Supports the *Kit***
- **Educator newsletters**
- **Family Newsletters**
- **Menu slicks**
- **Media tools**

www.harvestofthemonth.com

HOTM Taste Testing
Exploring CA Dried Fruits

- For 4 different dried fruits
- Consider
  - Color
  - Texture
  - Smell
  - Sound
  - Taste

Group Activity

- #1-HOTM-review pages 1 & 2
- #2-HOTM-review pages 3 & 4
- #3-PowerPlay! Lesson 11
- #4-PowerPlay! Lesson 14
- #5-PowerPlay! Lesson 15

Questions

- How can you use this resource in your afterschool program?
- For HOTM Newsletter—how can CA Health Ed Standards be incorporated?
- For PowerPlay! lessons-What CA Health Ed Standards are addressed?

You can…

be a Champion for Change

Health Education Content Standards for California Public Schools K-12

The focus in the health education standards is on teaching the skills that enable students to make healthy choices and avoid high-risk behaviors. Eight overarching standards describe essential concepts and skills; they are taught within the context of the six content areas. Each skill is learned and practiced specific to the content area and behavior. (7)

OVERARCHING HEALTH CONTENT STANDARDS	DESCRIPTION AND RATIONALE
Standard 1. Essential Health Concepts	**All students will comprehend essential concepts related to enhancing health.** Understanding essential concepts about the relationships between behavior and health provides the foundation to make informed decisions about health-related behaviors and to select appropriate health products and services.
Standard 2. Analyzing Health Influences	**All students will demonstrate the ability to analyze internal and external influences that affect health.** Health choices are affected by a variety of influences. The ability to recognize, analyze, and evaluate internal and external influences is essential to protecting and enhancing health.
Standard 3. Accessing Valid Health Information	**All students will demonstrate the ability to access and analyze health information, products, and services.** Exposure to information, products, and services comes from a variety of sources. The ability to access and analyze health information, products, and services provides a foundation for the practice of health-enhancing behaviors.
Standard 4. Interpersonal Communication	**All students will demonstrate the ability to use interpersonal communication skills to enhance health.** Positive relationships support the development of healthy attitudes and behaviors. The ability to appropriately convey and receive information, beliefs, and emotions is a skill that enables students to manage risk, conflict and differences, and promote health.
Standard 5. Decision Making	**All students will demonstrate the ability to use decision-making skills to enhance health.** Managing health behaviors requires critical thinking and problem solving. The ability to use decision-making skills to guide health behaviors fosters a sense of control and promotes the acceptance of personal responsibility.
Standard 6. Goal Setting	**All students will demonstrate the ability to use goal-setting skills to enhance health.** The desire to pursue health is an essential component to building healthy habits. The ability to use goal-setting skills enables students to transfer health knowledge into personally meaningful health behaviors.
Standard 7. Practicing Health-Enhancing Behaviors	**All students will demonstrate the ability to practice behaviors that reduce risk and promote health.** Practicing healthy behaviors builds competence and confidence to use learned skills in real-life situations. The ability to perform health-enhancing behaviors demonstrates students' ability to use knowledge and skills to manage health and reduce risk-taking behaviors.

Adapted from the California Health Education Content Standards, adopted by the State Board of Education, March 2008.

Standard 8. **Health Promotion**	**All students will demonstrate the ability to promote and support personal, family, and community health.** Individual, family, and community health are interdependent and mutually supporting. The ability to promote the health of oneself and others reflects a well-rounded development and expression of health.

Health Education Content Areas and Minimum Grade-Level Assignments (7)

The Health Education Standards are organized into six health content areas:

- Alcohol, Tobacco, and Other Drugs (ATOD)
- Growth, Development, and Sexual Health (GDSH)
- Injury Prevention and Safety (IPS)
- Mental, Emotional, and Social Health (MESH)
- Nutrition and Physical Activity (NPA)
- Personal and Community Health (PCH)

All students in kindergarten and grades one through twelve are to achieve the health education standards. Standards are recommended in three to six health content areas for each grade level in order to enhance the quality and depth of health instruction. Districts are encouraged to add content areas for additional grades based on local health priorities.

The health education standards represent minimal requirements for the purpose of comprehensive health education. LEAs that accept federal Title IV Safe and Drug-Free Schools and Communities funds or state Tobacco-Use Prevention Education funds are required to comply with all assurances and conditions attached to the acceptance of such funds.

The table below summarizes the minimum recommended grade-level assignments for each of the six content areas.

Grade Level Emphasis	Alcohol, Tobacco & Other Drugs (ATOD)	Growth, Development and	Sexual Health (GDSH)	Nutrition & Physical Activity (NPA)	Mental, Emotional, & Social Health (MESH)	Personal & Community Health (PCH)	Injury Prevention & Safety (INJ)
Kindergarten	✓	✓		✓	✓	✓	✓
Grade 1		✓				✓	✓
Grade 2	✓			✓	✓		
Grade 3		✓			✓	✓	
Grade 4	✓			✓			✓
Grade 5		✓	✓	✓		✓	
Grade 6	✓				✓		✓
Grade 7/8	✓	✓	✓	✓	✓	✓	✓
High School	✓	✓	✓	✓	✓	✓	✓

Health Education Standards Score Card

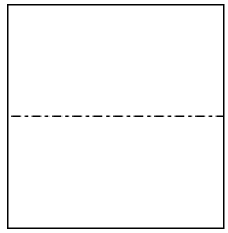
Now you will have a chance to practice what you've learned so far!

1. Observe the sample lesson.
2. Use the score card to decide if this example is aligned with the California Health Education Standards and develops student skills.

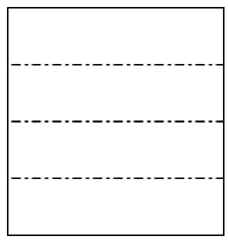
Score Card **Name of Lesson:**		
Lesson Grade Level? (Circle one or more) *Kindergarten to Grade 2* *Grade 4 to Grade 6* *Middle School* *High School*		
Which Overarching Standards are addressed in this lesson?		
❒ 1. Essential Concepts	❒ 2. Analyzing Influences	❒ 3. Accessing Valid Health Information
❒ 4. Interpersonal Communication	❒ 5. Decision Making	❒ 6. Goal Setting
❒ 7. Practicing Health-Enhancing Behaviors	❒ 8. Health Promotion	
Does this lesson include skill development? Which steps? (Check all that apply) ❒ 1. Background and Importance of the Skill ❒ 2. Models and Presents Steps of the Skill ❒ 3. Guided Practice ❒ 4. Independent Practice ❒ 5. Application/Reflection		

Standards Cube

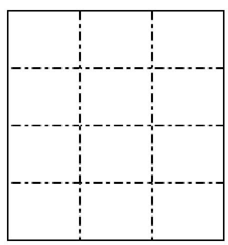
1. Make copies of the cube template below (one for each participant).
2. Demonstrate how to create the cube:
    a. Hold the page with the 8 ½” side up at the top, “portrait layout,” and with the print facing on the outside of the fold – fold the page in half, make sharp creases in the paper.



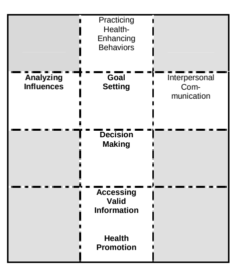
    b. Open the paper, and fold each 81/2” top and bottom end into the centerfold.



    c. Fold the paper in three equal columns lengthwise, again keep the words on the outside of the paper and make sharp creases.



    d. Tear out each section of the paper that does not have writing on it, The result will be a “t” shaped page, fold the sections to form a cube.



    e. Tape the edges together, and you are ready to roll!

Practicing Health-Enhancing Behaviors

Essential Health Concepts

Analyzing Influences

Goal Setting

Interpersonal Communication

Decision Making

Accessing Valid Information

Health Promotion