



Children's Power Play! Campaign

# Teacher's Guide School Idea & Resource Kit



Helping Students Power Up with  
Fruits, Vegetables, and Physical Activity

# POWER PLAY



*Children's Power Play! Campaign*

# School Idea & Resource Kit

for Fourth Grade Teachers  
Helping Students Power Up with  
Fruits, Vegetables, and Physical Activity



This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit [www.CaChampionsForChange.net](http://www.CaChampionsForChange.net).

California Department of Public Health  
*Nutrition Education and Obesity Prevention Branch—  
Children's Power Play! Campaign*  
P.O. Box 997377, MS 7204  
Sacramento, CA 95899-7377  
1-888-328-3483

[www.cdph.ca.gov/programs/NEOPB/Pages/PowerPlayResources.aspx](http://www.cdph.ca.gov/programs/NEOPB/Pages/PowerPlayResources.aspx)



4th Edition

©2015 California Department of Public Health  
May be duplicated for educational purposes only.

# ACKNOWLEDGEMENTS

The *School Idea & Resource Kit (Kit)* was developed through the efforts of many people. The Nutrition Education and Obesity Prevention Branch—Children’s Power Play! Campaign (Campaign) wishes to recognize the following staff and partners for their review and input at the time the *Kit* was developed: Desiree Backman, DrPH, MS, RD, Linda Prescott, RD, and Gil Sisneros, MPH from the California Department of Public Health and Jan Lewis, MA, RD and Helen Magnuson, MPH, RD from the California Department of Education, Nutrition Services Division.

The Campaign thanks the following representatives from the *Children’s Power Play! Campaign* regional lead agencies:

**Susan Donohue**

*University of California Cooperative Extension, Butte County*

**Connie En**

*Community Action Partnership of Orange County*

**Leah Haynes**

*University of California Cooperative Extension, Ventura County*

**Susan Tietz**

*Riverside County Department of Public Health*

**Susan Zieleniewicz**

*University of California Cooperative Extension, Alameda County*

Content development and pilot testing coordination was provided by the following independent consultants:

**Health & Education Communication Consultants, Berkeley**

(contract #1005980)

Lisa Hunter, *PhD, President, Project Co-Director*

Joy A. Osterhout, *MS, CHES, Senior Research Associate, Project Co-Director*

Jessica Bowen, *Project Assistant*

Susan Giarratano Russell, *EdD, CHES, Curriculum and Evaluation Consultant*

**ToucanEd Publications, Soquel**

Kathleen Middleton, *MS, CHES, Publisher and Director*

Netha Thacker, *Senior Editor*

Tara Leonard, *Editor*

**SPARK: Sports, Play & Active Recreation for Kids, San Diego**

Julie Frank, *CHES, Project Coordinator*

B.J. Williston, *MEd, Physical Education Specialist*

---

A special thanks to the fourth grade teachers who participated in the pilot testing:

**Sammy Rodriguez**

*Matthew J. Brletic Elementary  
Parlier Unified School District*

**Betty Sanders**

*Shackelford Elementary  
Modesto City Unified  
School District*

**Qeona Hamilton**

*Bright Elementary  
Los Angeles Unified School  
District*

**Chau To**

*Burnett Elementary  
Long Beach Unified School  
District*

**Sarah Ault**

*Skylark Elementary  
Garden Grove Unified  
School District*

**Suzanne Iwai**

*Bryant Elementary  
Garden Grove Unified  
School District*

**Bob O’Neill**

*Princeton Elementary  
Princeton Joint Unified  
School District*

**Ginger Gramm**

*Greenville Elementary  
Plumas Unified School District  
(Greenville)*

**Felicia Estrada**

*Palma Ceia Elementary  
Hayward Unified School  
District*

**Staci Ross-Morrison**

*Garfield Elementary  
Oakland Unified School District*

**Bill Betten**

*Dana Elementary  
Lucia Mar Unified School  
District (Nipomo)*

**Kelley Pellegrini**

*EP Foster Elementary  
Ventura Unified School District*

**Phil Irving**

*Hedrick Elementary  
El Centro Elementary School  
District*

**Mindy Phillips**

*Miguel Hidalgo Elementary  
Brawley Elementary School  
District*

**Cathy Ellenwood**

*Woodlake Elementary  
North Sacramento Elementary  
School District*

**Susan Lugo**

*Anderson School  
Dixon Unified School District*

**Jeff Williams**

*Mariposa Elementary  
Ontario-Montclair School  
District*

**Debra Phenicie**

*Redwood Valley Elementary  
Ukiah Unified School District  
(Redwood Valley)*

**Joni Derickson**

*Oak Manor Elementary  
Ukiah Unified School District*

# TABLE OF CONTENTS

## Introduction

About the <i>Children's Power Play! Campaign</i> .....	1
Overview of the <i>School Idea &amp; Resource Kit</i> .....	1

<b>Using the Kit</b> .....	2
----------------------------	---

<b>Links to Common Core and Content Standards</b> .....	3
---	---

## Background

The Basics of Nutrition and Physical Activity .....	10
The Importance of Fruits and Vegetables.....	10
The Importance of Physical Activity .....	10
Consider these Facts .....	11

<b>Create a Healthy Classroom</b> .....	12
---	----

## Activities

1. Power Survey .....	13
2. Power Search.....	17
3. How Much Do I Need?.....	29
4. Power Choices.....	45
5. Fruit, Vegetable, and Power Play! Journal .....	51
6. My Power Plan.....	57
7. Rate the Taste .....	63
8. The Power of Advertising.....	71
9. What's on a Label?.....	75
10. Healthier Please! .....	85

## Appendix

Master List of Materials .....	84
Parent Letter Introducing the <i>Children's Power Play! Campaign</i> .....	85
Sample Letter Requesting Classroom Resources.....	87
Field Trip and Guest Speaker Ideas .....	88
Clip Art .....	89
Puzzles and Games.....	95
Calendar of Healthy Eating and Physical Activity Events .....	107
Organizations and Web Sites Related to Nutrition and Physical Activity .....	111



# INTRODUCTION

## **About the *Children’s Power Play! Campaign***

The *Nutrition Education and Obesity Prevention Branch—Children’s Power Play! Campaign (Campaign)* empowers California’s low-income 9- to 11-year-old children to eat 3 to 5 cups of fruits and vegetables and get at least 60 minutes of physical activity every day. This statewide social marketing initiative is led by the California Department of Public Health’s *Nutrition Education and Obesity Prevention Branch* to improve children’s short-term health and reduce their long-term risk of serious health problems like obesity, type 2 diabetes, heart disease, hypertension, and certain types of cancer. The *Campaign* was developed in collaboration with the California Department of Education and California Department of Food and Agriculture.

The *Campaign’s* components include educational lessons in school classrooms and community youth organizations; promotional activities in schools, youth organizations, and the community; and media and public relations activities in the community. Organizations based outside California and those that do not serve children from low-income families can download the *Idea & Resource Kits* by visiting [www.cdph.ca.gov/programs/NEOPB/Pages/PowerPlayResources.aspx](http://www.cdph.ca.gov/programs/NEOPB/Pages/PowerPlayResources.aspx). A variety of materials are also available to order at-cost from the *Nutrition Education and Obesity Prevention Branch’s* online catalog at [www.championsforchangematerials.net](http://www.championsforchangematerials.net).

## **Overview of the *School Idea & Resource Kit***

You’ve probably noticed that kids today are more likely to be overweight, eat unhealthy foods, and be inactive. This may impact how ready they are to learn or how they feel about themselves. You can help change that! The *School Idea & Resource Kit (Kit)* helps you become a Champion for Change in your school. Using the *Kit*, you can make a positive impact on your students’ health while teaching your core academic subjects. The *Kit* features 10 activities focused on fruits, vegetables, and physical activity. The activities are linked with California Common Core Content Standards and California’s Content Standards in English-Language Arts, Mathematics, and Health (see page 3). They align with the California Department of Education’s Nutrition Competencies for California’s Children. The *Kit* has been evaluated and proven to improve kids’ knowledge, skills, and confidence related to fruits, vegetables, and physical activity.

The *Campaign* offers both a fourth-grade and a fifth-grade *Kit*. The two *Kits* are designed to complement one another, with the fifth-grade *Kit* introducing new concepts while reinforcing the concepts in the fourth-grade *Kit*. Other materials available to schools include student workbooks, *Power Up for Learning: A physical activity supplement to the School Idea & Resource Kits*, the *Children’s Power Play! Campaign’s* parent brochure, *Kids...Get Cookin’!* cookbook, posters, *Harvest of the Month*, *Rethink Your Drink*, and more.

You do not need to be a nutrition expert to use the *Kit*. Simply review the background information and, if necessary, take advantage of the additional resources referred to in the Appendix. Before you begin using the *Kit’s* activities, take a look at the tips in Create a Healthy Classroom on page 6 to learn how you can support the health of your students through your words and actions.

# USING THE KIT

The *School Idea & Resource Kit* activities are in a consistent, easy-to-follow format. The *Kit* is designed with basic, fundamental activities at the beginning and more advanced activities at the end. The *Kit* includes individual, small group, and classroom activities. You can use the Go Farther ideas to extend the activities to the cafeteria, the entire school, students' homes, and the community. You're encouraged to complete all 10 activities with your students to empower them with the knowledge, skills, and confidence to develop lifelong healthy habits.

Each activity contains the following sections:

- **Learning Objectives**—what your students will have learned after completing the activity
- **Links to Content Standards**—the California Content Standards that are supported with the activity
- **Prep Time**—the average amount of time needed to prepare for the activity
- **Activity Time**—the average amount of time needed to conduct the activity with your students
- **Materials**—the materials you will need to conduct the activity (excluding Go Farther ideas)
- **READY**—a brief overview of the activity
- **SET**—what you need to do before conducting the activity with your students
- **GO**—easy-to-follow directions for conducting the activity
- **GO FARTHER**—possibilities for expanding the activity
- **Activity Notes** (if appropriate)—background information for the activity and tips for conducting the activity

Student workbooks are available to eligible schools so that reproduction of the activity worksheets is not necessary. Both English- and Spanish-language worksheets are also included in the *Kit*. To receive additional student workbooks for the new school year, contact your Local Health Department or visit our Web site at [www.cdph.ca.gov/programs/NEOPB/Pages/PowerPlayResources.aspx](http://www.cdph.ca.gov/programs/NEOPB/Pages/PowerPlayResources.aspx) for contact information.

## Are you...

**READY** to help your students become healthier and more energized?

**SET** for added fun and learning in your classroom?

Then...

**GO for it!**

# 4<sup>th</sup> Grade *Power Play!* School Idea & Resource Kit

## Links to Common Core and Content Standards

	Common Core Standards										Content Standards	
	English Language Arts			Mathematics					Science	Visual & Performing Arts	Health Education	
Activity	Speaking & Listening	Reading Informational Text	Writing	Language	Operations & Algebraic Thinking	Number and Operations in Base Ten	Numbers & Fractions—Operations	Measurement & Data	Mathematical Practice	Next Generation Science	Visual & Performing Arts	Health Education
												
1. Power Survey	●							●	●			● **
2. Power Search		●	●							**	**	● **
3. How Much Do I Need?							●		●	**	**	● **
4. Power Choices	●				●						**	● **
5. Fruit, Vegetable, and <i>Power Play!</i> Journal		●	●									●
6. My Power Plan	●									**		● **
7. Rate the Taste			●	●								●
8. The Power of Advertising	●	●	●								●	●
9. What's on a Label?		●	**		●	●			●			● **
10. Healthier Please!	●										●	●

● *Power Play!* Activities

\*\* Addressed with Go Farther ideas



For CalFresh information, call 1-877-847-3663. Funded by USDA SNAP-EI, an equal opportunity provider and employer. Visit [www.CaChampionsForChange.net](http://www.CaChampionsForChange.net) for healthy tips.

### 4<sup>th</sup> Grade Power Play! School Idea & Resource Kit Links to California Common Core & Content Standards

Subject Area	Strands	Common Core	Content Standards	Power Play! Activity
Language Arts	Speaking & Listening	SL.4.1c, SL.4.1.2, SL.4.4, SL.4.3	1.0, 1.1, 1.2, 1.8, **1.10	1, 4, 6, 8, 10
	Reading: Informational Text	RI.4.9, RI.4.10	2.0, 2.2	2, 5, 8, 9
	Writing	W.4.2.a, W.4.2b, W.4.6, W.4.8, **W.4.8	WS 1.0, 1.2, 1.5-1.8; WA 2.0, 2.1, 2.3, **WS 1.5-1.8	2, 5, 7, 8, 9
Math	Language	L.4.4C	1.0, 1.5	7
	Operations & Algebraic Thinking	4.O.A.A.2	1.0, 1.1	3, 9
	Number & Operations in Base Ten	4.NBT.B.5, 4.NBT.B.4	1.0, 2.0, 2.2, 3.0-3.4	3
	Number & Operations—Fractions	4.NF.B.4.c	1.6	3
	Measurement & Data	4.MD.B.4	1.0, 1.1	1
Science	Mathematical Practice	MP.4	1.0, 1.1	1, 3, 9
	Life Science	**LS2.A, **LS2.B	**3b, **3c	2, 6
Visual Arts	Science & Engineering Practices	**4-ESS2-1	**6b	3
	Creative Expression		**2.6-2.8	2, 3, 4, 8
Theater	Connections, Relationships, & Applications		**5.2	10
Health	Nutrition and Physical Activity		1.0-1.4, 1.7, 1.8, **1.3	1, 3-9
			2.0-2.3	4, 8, 10
			3.0-3.2, **3.1	2, 9, **6
			4.0, 4.1, **4.1	4, 7, 9, 10
			5.0, 5.1, **5.2	6, 9
			6.0-6.2, **6.1, **6.2	4, 5, 6, 9
			7.0-7.2, **7.4	2-6, 9, 10
	8.0, 8.1, **8.1	4, 8, 10		

\*\* Addressed with Go Farther ideas

These subject areas currently do not have Common Core standards.

### 4<sup>th</sup> Grade Power Play! School Idea & Resource Kit Links with Common Core Standards

Subject Area	Strands	Standards	Power Play! Activity
Language Arts	Speaking & Listening	SL.4.1c, SL.4.1.2, SL.4.2, SL.4.3, SL.4.4	1, 4, 6, 8, 10
	Reading: Informational Text	RI.4.7, RI.4.9, RI.4.10	2, 5, 8
	Writing	W.4.1, W.4.2, W.4.2b, W.4.3, W.4.6, W4.8, **W.4.8	2, 5, 7, 8, 9
	Language	L.4.4C	7
Math	Operations & Algebraic Thinking	4.O.A.A.2	3, 9
	Number & Operations in Base Ten	4.NBT.B.5	9
	Number & Operations—Fractions	4.NF.B.3d	3
	Measurement & Data	4.MD.B.4	1
	Mathematical Practice	MP.4	1, 3, 9
Science	Life Science	**LS2.A, **LS2.B	2, 6
	Science & Engineering Practices	**4-ESS2-1	3
Visual Arts	Creative Expression	**2.0	2, 3, 8
Theater	Connections, Relationships, & Applications	**5.2	10
	Nutrition & Physical Activity	1.0-1.4, 1.7, 1.8, **1.3	1, 3-9
Health	Nutrition & Physical Activity	2.0-2.3	4, 7, 8, 10
		3.0-3.2, **3.1	2, 9, 6
		4.0, 4.1, **4.1	4, 7, 9, 10
		5.0, 5.1, **5.2	6, 9
		6.0-6.2, **6.1, **6.2	4, 5, 6, 9
		7.0-7.2, **7.1, **7.2, **7.4	2-6, 9, 10
		8.0, 8.1, **8.1	4, 8, 10
		8.0, 8.1, **8.1	4, 8, 10

\*\* Addressed with Go Farther ideas

☐ These subject areas currently do not have Common Core standards

## 4<sup>th</sup> Grade Power Play! Links to Language Arts Common Core Standards

Strands	Common Core Language Arts Standards	Power Play! Activity
<b>Speaking &amp; Listening</b>	<p>SL.4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.4.3 Identify the reasons and evidence a speaker or media source provides to support particular points.</p> <p>SL.4.4.a. Plan and deliver a narrative presentation that: relates ideas, observations, or recollections; provides a clear context; and includes clear insight into why the event or experience is memorable.</p>	1, 4, 6, 8, 10  1, 10  8  8
<b>Reading: Informational Text</b>	<p>RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	9  2, 8  5, 9
<b>Writing</b>	<p>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase, and categorize information, and provide a list of sources.</p>	8  5  2  7  2
<b>Language</b>	<p>L.4.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas.</p>	2, **9  7

**4<sup>th</sup> Grade Power Play! School Idea & Resource Kit  
Links to Math Common Core Standards**

<b>Common Core Math Standards</b>		<b>Power Play! Activity</b>
<b>Operations &amp; Algebraic Thinking</b>	<p>4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p>	3, 9
<b>Number &amp; Operations in Base Ten</b>	4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	9
<b>Number &amp; Operations—Fractions</b>	4.NF.B.3d Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.	3
<b>Measurement &amp; Data</b>	4.MD.B.4 Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{8}$ ). Solve problems involving addition and subtraction of fractions by using information presented in line plots. <i>For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.</i>	1
<b>Mathematical Practice</b>	MP4 Model with mathematics. Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community.	1, 3, 9

### 4<sup>th</sup> Grade Power Play! School Idea & Resource Kit Link to Science Standards\*\*

Next Generation Science Standards		Power Play! Activity
<b>Life Science</b>	<p>LS2.A Interdependent Relationships in Ecosystems In any ecosystem, organisms and populations with similar requirements for food, water, oxygen, or other resources may compete with each other for limited resources; access to which consequently constrains their growth and reproduction. 2.6 Use the interaction</p> <p>LS2.B Cycle of Matter and Energy Transfer in Ecosystems Food webs are models that demonstrate how matter and energy is transferred between producers, consumers, and decomposers as the three groups interact within an ecosystem. Transfers of matter into and out of the physical environment occur at every level. Decomposers recycle nutrients from dead plant or animal matter back to the soil in terrestrial environments or to the water in aquatic environments. The atoms that make up the organisms in an ecosystem are cycled repeatedly between the living and nonliving parts of the ecosystem.</p>	2  2, 6
<b>Science &amp; Engineering Practices</b>	<p>Planning and Carrying Out Investigations 4-ESS2-1 Make observations and/or measurements to produce data to serve as the basis for an explanation of a phenomenon.</p>	3

### 4<sup>th</sup> Grade Power Play! Link to Visual and Performing Art Standards\*\*

Visual & Performing Arts Strands and Standards		Power Play! Activity
<b>Theater</b>	<p><i>Connections, Relationships and Applications</i> 5.2 Use improvisation and dramatization to explore concepts in other content areas.</p>	10
<b>Visual Arts</b>	<p>2.0 <i>Creative Expression: Creating, Performing, and Participating in Visual Arts</i> Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.</p>	2, 3, 4, 8

\*\* All science and visual and performing arts standards are addressed with Go Farther ideas.

**4<sup>th</sup> Grade Power Play! School Idea & Resource Kit**  
**Link to California Health Standards**

<b>Standards</b>	<b>Nutrition &amp; Physical Activity Strand</b>	<b>Activity</b>
<b>1. Essential Concepts</b>	1.1.N Identify and define key nutrients and their functions.	9
	1.2.N State the recommended number of servings and serving sizes for different food groups.	1, 3, 5, 6, 8
	1.3.N Describe the relationship between food intake, physical activity, and good health.	3, 5, 6, 8, **1
	1.4.N Identify how to keep food safe through proper food preparation and storage.	7
	1.7.N Describe the benefits of moderate and vigorous physical activity.	3, 5, 8
	1.8.N Identify ways to increase and monitor physical activity.	3, 4
	2.1.N Identify internal and external influences that affect food choices.	8, 10
	2.2.N Analyze advertising and marketing techniques used for food and beverages.	8
<b>2. Analyzing Influences</b>	2.3.N Identify internal and external influences that affect physical activity.	4, 8, 10
	3.1.N Identify resources for valid information about safe and healthy foods.	2, 9, **6
<b>3. Accessing Valid Information</b>	3.2.N Use food labels to determine nutrient and sugar content.	9
	4.1.N Demonstrate effective communication skills to ask for healthy food choices.	7, 10, **4, **9
<b>4. Interpersonal Communication</b>	5.1.N Describe how to use a decision-making process to select nutritious foods and beverages.	6, 9
	5.2.N Describe how to use a decision-making process to select healthy options for physical activity.	**6
<b>5. Decision Making</b>	6.1.N Make a plan to choose healthy foods and beverages.	4, 5, 6, **9
	6.2.N Make a plan to choose physical activities at school and at home.	4, 5, **6
<b>6. Goal Setting</b>	7.1.N Practice how to take personal responsibility for eating healthy foods.	5, 6, 9, 10, **2
	7.2.N Practice how to take personal responsibility for limiting sugar consumption in foods, snacks, and beverages.	9, 10, **3, **4
<b>7. Practicing Health-Enhancing Behaviors</b>	7.4.N Practice how to take personal responsibility for engaging in physical activity.	**3, **4
	8.1.N Support others in making positive food and physical activity choices.	8, 10, **4

\*\* Addressed with Go Farther ideas

# BACKGROUND

## The Basics of Nutrition and Physical Activity

You don't need to be an expert to convey the importance of eating healthfully and being physically active to your students! Here are a few basics that will give you a general understanding of these concepts as they relate to both adults and children. This overview will help you to be more comfortable conducting nutrition education and physical activity lessons. To learn more about the 2010 *Dietary Guidelines for Americans* and find ways to make healthy food and physical activity choices, go to [www.health.gov/dietaryguidelines](http://www.health.gov/dietaryguidelines) and [www.choosemyplate.gov](http://www.choosemyplate.gov).

The food and physical activity choices you make every day affect your health—how you feel today, tomorrow, and in the future. The science-based 2010 *Dietary Guidelines for Americans* highlight how to make smart choices from every food group, get the most nutrition out of your calories, and find your balance between food and physical activity. The best way to give your body the balanced nutrition it needs is by eating a variety of nutrient-packed foods every day and staying within your daily calorie needs. A healthy eating plan is one that:

- Emphasizes fruits, vegetables, whole grains, and fat free or lowfat milk and milk products.
- Includes lean meats, poultry, fish, beans, eggs, and nuts.
- Is low in saturated fats, trans fats, cholesterol, salt (sodium), and added sugars.

Regular physical activity is important for your overall health and fitness, and helps you manage your body weight. Here are a few physical activity recommendations that pave the way to a healthier you:

- Do a minimum of 150 minutes of moderate-intensity aerobic activity a week.
- Also do muscle strengthening activities on two or more days a week.
- Increasing the intensity or the amount of time that you are physically active can have even greater health benefits and may be needed to manage body weight.
- Children and teenagers should be physically active for at least 60 minutes every day.

A healthy, balanced diet that includes plenty of fruits and vegetables and regular physical activity are major investments in your life. In fact, healthy eating and physical activity may reduce your risk of many serious health problems like obesity, type 2 diabetes, osteoporosis, heart disease, hypertension, and certain types of cancer, and increase your chances for a longer life.

## The Importance of Fruits and Vegetables

Fruits and vegetables give you many of the nutrients that you need for good health: vitamins, minerals, dietary fiber, water, and healthy phytochemicals. Some are sources of vitamin A, while others are rich in vitamin C, folate, or potassium. Almost all fruits and vegetables are naturally low in fat and calories, and none have cholesterol, making them a sensible part of your daily meals and snacks.

For children, fruits and vegetables are sources of nutrients that are essential for growth and development, such as vitamin A, vitamin C, folate, and dietary fiber. By establishing the habit of eating fruits and vegetables early in life, children can get a head start in reducing their future risk of serious health problems, especially obesity, type 2 diabetes, heart disease, stroke, and certain types of cancer.

## The Importance of Physical Activity

Physical activity helps you feel good, be more productive, and sleep better. Physical activity is also good for your health. It helps you achieve and maintain fitness and lowers your chronic disease risk. Children and adolescents benefit from activity, too. It is recommended that they get at least 60 minutes of moderate to vigorous physical activity every day.

Regular physical activity in childhood and adolescence builds strength and endurance, helps build healthy bones and muscles, helps manage weight, reduces anxiety and depression, and improves blood pressure and cholesterol levels. Positive experiences with physical activity at a young age help lay the foundation for being regularly active throughout life.

---

Adapted from: "Finding Your Way to a Healthier You: Based on the *Dietary Guidelines for Americans*," U.S. Department of Health and Human Services, U.S. Department of Agriculture; available at [www.health.gov/dietaryguidelines](http://www.health.gov/dietaryguidelines) and *2008 Physical Activity Guidelines for Americans*, U.S. Department of Health and Human Services; available at [www.health.gov/paguidelines](http://www.health.gov/paguidelines).

## Consider These Facts

### Children are not eating enough fruits and vegetables or engaging in enough physical activity.

- In California, 9- to 11-year-old children eat an average of 3.0 servings or 2.2 cups of fruits and vegetables on a typical school day, significantly below recommended consumption levels (3-5 cups of fruits and vegetables).<sup>1</sup>
- More than half (55 percent) of California's 9- to 11-year-old children fail to meet the daily physical activity guideline (60 minutes or more of moderate and vigorous physical activity).<sup>2</sup>
- Fewer than one in three (28.5 percent) California fifth graders achieved the Healthy Fitness Zone in all six areas measured by the 2007-2008 California Physical Fitness Test.<sup>3</sup>

### Poor nutrition and low levels of physical activity have significant consequences among children.

- Inadequate nutrition and poor diet are major causes of impaired cognitive development, are associated with poor educational performance among low-income

children, and also contribute to obesity, anemia, and susceptibility to lead poisoning.<sup>4</sup>

- Children engaged in daily physical education show a more positive attitude toward school as compared to their counterparts who do not.<sup>5</sup>
- Obesity rates have doubled for children and tripled among adolescents over the last two decades and continue to rise.<sup>6</sup> In California, the rise in overweight among 9- to 11-year-old children parallels the national trend, increasing from 15 percent in 1999 to 22 percent in 2005.<sup>7,8</sup>
- Obesity increases the risk of high blood cholesterol, high blood pressure, asthma, and type 2 diabetes while still in childhood.<sup>9</sup>

### Establishing healthy eating and activity habits in childhood can help prevent problems in adulthood.

- About half of overweight children or teens will be obese in adulthood.<sup>10,11</sup>
- Physical activity tends to decline with age, with the steepest decline between the ages of 13 and 18.<sup>12</sup>

<sup>1</sup> California Department of Public Health. (2007). California Children's Healthy Eating and Exercise Practices Survey: 2005 Data Tables (Table 2 & 2a). Retrieved February 6, 2009 from <http://www.cdph.ca.gov/programs/NEOPB/Pages/2005CalCHEEPSDataTables.aspx>

<sup>2</sup> California Department of Public Health. (2007). California Children's Healthy Eating and Exercise Practices Survey: 2005 Data Tables (Table 54). Retrieved February 6, 2009 from <http://www.cdph.ca.gov/programs/NEOPB/Pages/2005CalCHEEPSDataTables.aspx>

<sup>3</sup> California Department of Education. (2009). 2007-2008 California Physical Fitness Report. Retrieved August 26, 2009 from <http://www.cde.ca.gov/ta/tg/pf/pftresults.asp>

<sup>4</sup> Center on Hunger, Poverty and Nutrition Policy. (1998). Statement on the link between nutrition and cognitive development in children 1998 (4th edition). Medford, Mass: Tufts University, School of Nutrition.

<sup>5</sup> Pollatschek J.L. & O'Hagen F.J. (1989, September). An investigation of the psycho-physical influences of a quality daily physical education programme. *Health Education Research*, 4, 341-350.

<sup>6</sup> National Center for Health Statistics. Health, United States, 2006: With chartbook on trends in the health of Americans. (Table 74). Hyattsville, MD: 2006.

<sup>7</sup> Keihner A, Foerster S, Sugerman S, Oppen M, Hudes M. A Special Report on Policy Implications from the 1999 California Children's Healthy Eating and Exercise Practices Survey. Sacramento, CA. Available at <http://www.cdph.ca.gov/programs/NEOPB/documents/cpns-reu-policyreport72502.pdf>: The California Endowment; 2002.

<sup>8</sup> California Department of Public Health. (2007). California Children's Healthy Eating and Exercise Practices Survey: 2005 Data Tables (Table 66). Retrieved February 6, 2009 from <http://www.cdph.ca.gov/programs/NEOPB/Pages/2005CalCHEEPSDataTables.aspx>

<sup>9</sup> U.S. Department of Health and Human Services (2001). The Surgeon General's Call to Action to Prevent and Decrease Overweight and Obesity. Rockville, MD: U.S. Department of Health and Human Services, Public Health Service, Office of the Surgeon General.

<sup>10</sup> Whitaker, R.C., Wright, J.A., Pepe, M.S., Seidel, K.D., & Dietz, W.H. (1997). Predicting obesity in young adulthood from childhood and parental obesity. *The New England Journal of Medicine*, 337, 869-873.

<sup>11</sup> Dietz, W.H. (1998). Childhood weight affects adult morbidity and mortality. *The Journal of Nutrition*, 128, 411S-414S.

<sup>12</sup> Sallis JF. Age-related decline in physical activity: a synthesis of human and animal studies. *Med Sci Sports Exerc*, 2000 Sep; 32 (9): 1598-600.

# CREATE A HEALTHY CLASSROOM

Many of a child's waking hours are spent at school in the classroom. What better place to encourage children to eat more healthfully and be more physically active! Healthful eating and physical activity help children stay energized and ready to learn. In addition to teaching your students about the importance of eating fruits and vegetables and being physically active, you can create a classroom that supports these behaviors.

Here's how to create a healthy classroom:

- **Inspire your students with your words and actions.** Let your students see you enjoying fruits and vegetables by eating lunch with them. Bring fruits and vegetables in your lunch and for snacks. Consider trying the school lunch and encourage your students to try it. Let your students see you participate in physical activities at school or talk about physical activities you participate in outside of school. Before students head out for recess, encourage them to do something physically active.
- **Create a classroom healthy snack and celebration policy.** At the beginning of the school year, create a healthy snack and celebration policy with the students. Be sure to provide a copy of the classroom policy to students to take home to their parents. For healthy snack ideas, see the Power Choices Activity Notes.
- **Use classroom rewards and discipline that support health.** Avoid using any kind of food as a reward, especially foods with low nutritional value. As an alternative, you may wish to provide incentives or rewards that promote physical activity. Don't withhold recess or physical education (P.E.) time as a form of discipline.
- **Create a classroom that moves.** Provide opportunities for physical activity throughout the day. Movement facilitates improved attention and focused learning in the class. Take a two-minute activity break between lessons and have students lead the break with stretches, or play a popular dance song and let students dance. Join in and participate with the students. Offer physical education on a daily basis. Be sure that your P.E. lessons keep your students active and moving at least half of the time.
- **Do a scan of your classroom to be sure it supports healthy eating and physical activity.** Remove any posters, bulletin boards, or objects that promote unhealthy eating or sedentary behaviors (e.g., TV watching, video games). Put up posters, bulletin boards, and other images promoting fruit and vegetable consumption and physical activity. Avoid any objects in your classroom that could be considered an advertisement, especially those that promote unhealthy products.
- **Be an advocate for a healthier school environment.** Work with other teachers, school administrators, school staff, parents, and students to establish an advisory council that focuses on creating a healthy school nutrition and physical activity environment. The advisory council can use existing tools, such as the CDC's School Health Index (<http://apps.nccd.cdc.gov/shi/>) and the USDA's Changing the Scene ([www.fns.usda.gov/tn/Healthy/changing.html](http://www.fns.usda.gov/tn/Healthy/changing.html)) to assess the school's current environment and work toward healthy changes.

## LEARNING OBJECTIVES

After completing this activity, students will be able to:

- Define “fruit,” “vegetable,” and “physical activity.”
- State the recommended cups of fruits and vegetables children should be eating and the recommended minutes of physical activity they should engage in every day.
- Identify and graph the current nutrition and physical activity related habits and attitudes of the class.

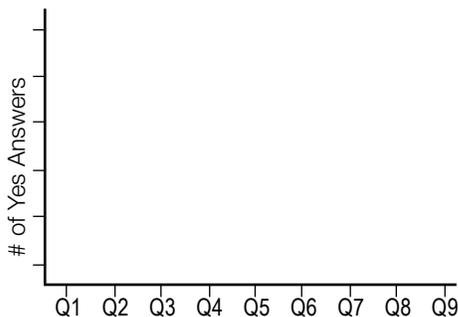
## LINKS TO COMMON CORE STANDARDS CALIFORNIA CONTENT STANDARDS (PAGE 3–9)

### READY

Working in small groups, students survey one another about their nutrition and physical activity related habits and attitudes. Then students work as a class to graph and analyze the results.

### SET

- Review Power Survey, Worksheet 1.
- Create a blank graph on the board. Title the vertical axis “# of Yes Answers.” On the horizontal axis, create a space for each question from the survey, as shown below.



# Power Survey



### TIME

- Prep — 10 minutes
- Activity — 50 minutes

### MATERIALS

- Student workbooks

Deciding whether something is a fruit or a vegetable can be tricky, since they can be defined by their botanical parts or their common culinary usage. This explains why a tomato is technically a fruit (it has seeds), but is usually thought of as a vegetable.

These are the simple definitions based on plant parts:

- A fruit is the part of a plant that you can eat that contains seeds, such as an apple, pear, or strawberry.
- A vegetable is the stem, leaf, or root of a plant that you can eat, such as lettuce, carrots, or asparagus.

The following are fruits by botanical definition, but we call them vegetables in the *Children's Power Play! Campaign*: tomatoes, avocados, pumpkin, squash, cucumber, green beans, peppers, and eggplant.

- Physical activity is a game, sport, exercise, or other action that involves moving your body, especially when it makes your heart beat faster. The *Children's Power Play! Campaign* calls this “power play.”



# Power Survey

## GO

### 1. Review survey process.

- Explain to students that this activity will help them learn more about their own and their classmates' nutrition and physical activity related habits and attitudes.
- Briefly discuss the basic definitions of fruit, vegetable, and physical activity on the previous page.
- Tell your students that children their age should eat 3 to 5 cups of fruits and vegetables and get at least 60 minutes of physical activity every day.
- Create small groups of 6-7 students.
- Ask students to turn to the Power Survey activity on Worksheet 1 of their workbooks. Review the directions at the top of the worksheet with students.

### 2. Students survey classmates.

- Allow students about 10 minutes to conduct the surveys in their groups. When students have completed the survey, ask the *Recorder* to add the number of "yes" answers for each question.

### 3. Chart student responses.

- Have each *Recorder* report the number of "yes" answers for each question. Add each group's findings together to come up with a total number of "yes" answers for each question.
- Complete the graph that you prepared on the board using this data.

### 4. Discuss students' findings.

- When the graph is completed, review the results. Then lead a discussion.
  - According to the graph, do most of you think fruits and vegetables give you energy (Q3)? Why or why not?
  - According to the graph, do most of you think that eating 3 to 5 cups of fruits and vegetables every day is easy (Q8)? Why or why not?

- According to the graph, do most of you think that eating 3 to 5 cups of fruits and vegetables every day can help you do better in school (Q9)?

Why or why not?

- According to the graph, were most of you physically active during your last recess (Q2)? Why or why not?
- According to the graph, do most of you think being physically active for at least 60 minutes every day is easy (Q4)? Why or why not?
- Conclude the activity by explaining that in the upcoming weeks students will be learning new ways to eat more fruits and vegetables and get more physical activity every day and why both are important.
- You may want to revisit this activity at a later date and compare the results with today's results. Be sure to save these results, so that you can compare them when you repeat the activity later.

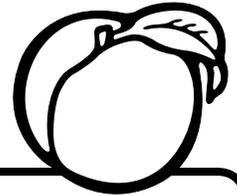
## GO FARTHER

- Students can use the survey questions with another class, create a new graph of the responses, and compare their class graph with the graph for the other class.
- Students can use the survey questions with family members and begin a discussion at home of why eating 3 to 5 cups of fruits and vegetables and getting at least 60 minutes of physical activity every day is important.
- If you have access to computers, show students how to create bar graphs on the computer.
- As an alternative to creating a bar graph, think of creative new ways to show the results of your class survey. For example, you may wish to create a "human bar graph" by having the children line up on the playground as "yes" or "no" responses. You also may wish to use stackable objects or paper clips to create a three-dimensional graph.



# Power Survey

- Pick one person in your group to be the *Surveyor*—the one who asks the questions.
- Pick someone else to be the *Recorder*—the one who keeps track of the answers.
- The *Surveyor* reads each question out loud. For each question, ask everyone in the group to raise their hands if they want to answer “yes.” Don’t forget to include the *Surveyor* and the *Recorder*. The *Surveyor* counts the number of hands that are raised.
- The *Recorder* writes the number of “yes” answers in the question’s box.
- Example: The *Surveyor* asks, “Did you try a new fruit or vegetable last month?” Four students raise their hands to say “yes.” The *Recorder* writes “4” in that question’s box.



**1** Did you try a new fruit or vegetable last month?

**2** Were you physically active during your last recess?

**3** Do you think fruits and vegetables give you energy?

**4** Do you think it’s easy to get at least 60 minutes of physical activity every day?

**5** Do you think being physically active can help you pay attention in school?

**6** Have you ever asked your parents to buy your favorite fruits or vegetables?

**7** Did you try a new physical activity last month?

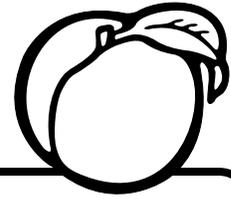
**8** Do you think eating 3 to 5 cups of fruits and vegetables every day is easy?

**9** Do you think eating 3 to 5 cups of fruits and vegetables every day can help you do better in school?



# Encuesta de Poder

- Selecciona una persona en tu grupo que sea el *Encuestador*—el que hace las preguntas.
- Selecciona a alguien que sea el *Contador*—el que mantiene el récord de las respuestas.
- El *Encuestador* lee cada pregunta a voz alta. Para cada pregunta, pide que todos los del grupo levanten la mano si desean contestar “sí”. No olviden de incluir al *Encuestador* y al *Contador*. El *Encuestador* cuenta el número de manos que se han levantado.
- El *Contador* escribe el número de respuestas “sí” en el cuadro de la pregunta.
- Por ejemplo: El *Encuestador* pregunta, “¿Probaste una nueva fruta o vegetal el mes pasado?” Cuatro estudiantes levantan la mano para indicar que “sí”. El *Contador* escribe “4” en el cuadro de esa pregunta.



**1** ¿Probaste una nueva fruta o vegetal el mes pasado?

**2** ¿Estuviste activo físicamente durante tu último recreo?

**3** ¿Crees que las frutas y vegetales te dan energía?

**4** ¿Crees que es fácil hacer al menos 60 minutos de actividad física cada día?

**5** ¿Crees que el estar físicamente activo te puede ayudar a poner atención en la escuela?

**6** ¿Alguna vez has pedido a tus padres que te compren tu fruta o vegetal favorito?

**7** ¿Intentaste una nueva actividad física el mes pasado?

**8** ¿Crees que es fácil comer de 3 a 5 tazas de frutas y vegetales cada día?

**9** ¿Crees que comer de 3 a 5 tazas de frutas y vegetales cada día te ayudan a tener mas éxito en la escuela?

## LEARNING OBJECTIVES

After completing this activity, students will be able to:

- Name at least 5 different fruits and vegetables.
- Describe key characteristics and health benefits of at least one fruit or vegetable.
- Locate credible information about fruits and vegetables using a variety of sources.
- Write a composition about their findings.

## LINKS TO COMMON CORE STANDARDS CALIFORNIA CONTENT STANDARDS (PAGE 3–9)

### READY

Students complete a word search activity, then individually research and write a brief report about one of the fruits or vegetables identified in the word search.

### SET

- Review the Activity Notes.
- Review Power Search, Worksheet 2A and Power Research Report, Worksheet 2B. Decide whether you would like to simplify the report by having your students answer only questions 1-5.
- Gather information resources in your classroom. See the Activity Notes for resource ideas.
- If Internet access is available, check out the Web sites listed in the Activity Notes and select those that are most appropriate for your students to use. List these Web sites on the board.

# Power Search



### TIME

- Prep — 15 minutes
- Activity — 50 minutes

### MATERIALS

- Student workbooks
- Resources for student research (e.g., encyclopedias, library books, Internet access)



# Power Search

## GO

### 1. Review Power Search process.

- Explain to students that this activity will help them become familiar with a variety of fruits and vegetables.
- Have them turn to Power Search, Worksheet 2A in their workbooks. Review the directions at the top of the worksheet with the students.

### 2. Students complete Power Search.

- Allow students about 10 minutes to complete the Power Search.

### 3. Discuss student findings.

- Lead a discussion of the words in the Power Search.
- Have you heard of all of the fruits and vegetables on the list?
- Which are new to you?
- Are there foods on the list that you enjoy and eat often?

### 4. Explain the report process.

- Ask each student to pick one fruit or vegetable from the Power Search. Encourage them to choose a fruit or vegetable that is new to them.
- Explain that each student will write a brief report (2-3 paragraphs) about his/her chosen food.
- Have students find Power Research Report, Worksheet 2B in their workbooks. Review the questions on the worksheet with students. Let students know whether they should answer all of the questions or only questions 1-5.

### 5. Discuss sources of information for reports.

- Point out the list of Web sites on the board and any other resources in the classroom for their reports.
- If students will have homework time to complete their research, discuss ideas about how to find more information about the subjects for their reports outside of the classroom. Suggestions may include a book in the library, parent, teacher, school child nutrition staff, Web site, doctor, dietitian, supermarket produce manager, farmer, chef, etc.

### 6. Students complete their reports.

- Allow students class time to complete their research reports, or assign them as homework. The report should take 20-30 minutes to complete. Time will vary depending upon whether the students complete all questions or only questions 1-5.

## GO FARTHER

- Link this activity to your science curriculum by having students identify the botanical parts of the plants they are learning about (e.g., fruits, roots, stems, leaves).
- Encourage students to interview older friends or family members to gather information about the fruit or vegetable they have chosen for their research report.
- Have students create an art project featuring their fruit or vegetable or illustrate their report using images of fruits and vegetables from magazines.
- Take a field trip to a local supermarket, farmers' market, or farm, or invite a guest speaker to teach students more about the fruits and vegetables in the Power Search. Guest speakers may include a farmer, farmers' market manager, master gardener, dietitian, supermarket produce manager, chef, or your school's child nutrition director.
- Conduct a taste testing of some of the fruits and vegetables in the Power Search. Ask your school child nutrition department if they can assist with obtaining fruits and vegetables for tasting.
- Instead of choosing report topics only from the Power Search list, encourage students to choose a fruit or vegetable that is more culturally relevant for them. The other students will have an opportunity to learn about a new fruit or vegetable and to learn something about another culture.



# Activity Notes: Power Search

While researching for their reports, students may learn the following facts about different fruits and vegetables:

## Artichoke:

- Vegetable
- Green, looks like a flower bud
- Almost 100% of artichokes grown in the U.S. are grown in California, primarily in Monterey, Riverside, Imperial, Santa Barbara, Ventura, and Orange counties.
- Good source of vitamin C, fiber, and folate

## Asparagus:

- Vegetable
- Green spear-like stalks with buds on each end
- Asparagus is grown mostly in California and Washington. In California, it grows primarily in San Joaquin, Imperial, Monterey, and Santa Barbara counties.
- Excellent source of folate and good source of vitamin A and vitamin C

## Avocado:

- Vegetable (or Fruit, see page 7)
- Dark green, leather-like on the outside, shaped like an oval
- 95% of avocados grown in the U.S. are grown in California, primarily in San Diego, Riverside, Orange, Los Angeles, Ventura, Santa Barbara, San Luis Obispo, Tulare, and Kern counties.
- Good source of fiber

## Broccoli:

- Vegetable
- Green, flower-like with thick stem
- 98% of broccoli grown in the U.S. is grown in California, primarily in Imperial, Riverside, Ventura, Santa Barbara, San Luis Obispo, Monterey, San Benito, Santa Cruz, Fresno, Kern, Stanislaus, and Tulare counties.
- Excellent source of vitamin C, folate, and fiber
- Good source of vitamin A and potassium

## Brussels Sprouts:

- Vegetable
- Look like tiny green cabbages or heads of lettuce
- Brussels sprouts are grown in California primarily in Monterey and Santa Cruz counties.
- Excellent source of vitamin C and good source of folate and fiber

## Resources

The following resources may help students with their research reports. If students do not have Internet access, you may wish to download and print information from the Web sites listed below for students to use. Please note that some of the sources listed below are affiliated with for-profit companies. Their inclusion does not imply an endorsement by the *Children's Power Play! Campaign*.

Be sure to check out each Web site for its appropriateness for your students.

[www.harvestofthemonth.cdph.ca.gov](http://www.harvestofthemonth.cdph.ca.gov)  
[www.fruitsandveggiesmorematters.org](http://www.fruitsandveggiesmorematters.org)  
[www.artichokes.org](http://www.artichokes.org)  
[www.avocado.org](http://www.avocado.org)  
[www.broccoli.com](http://www.broccoli.com)  
[www.brussels-sprouts.com](http://www.brussels-sprouts.com)  
[www.calasparagus.com](http://www.calasparagus.com)  
[www.californiafigs.com](http://www.californiafigs.com)  
[www.calpear.com](http://www.calpear.com)  
[www.calstrawberry.com](http://www.calstrawberry.com)

[www.fruitsandveggiesmatter.gov/month/index.html](http://www.fruitsandveggiesmatter.gov/month/index.html)  
[www.cfaitc.org/Commodity/Commodity.php](http://www.cfaitc.org/Commodity/Commodity.php)  
[www.dole5aday.com/html/kids/nutrition%20database.html](http://www.dole5aday.com/html/kids/nutrition%20database.html)  
[www.kiwifruit.org](http://www.kiwifruit.org)  
[www.leafy-greens.org](http://www.leafy-greens.org)  
[www.tablegrape.com](http://www.tablegrape.com)  
[www.tomato.org](http://www.tomato.org)  
[www.producepedia.com](http://www.producepedia.com)

Review the resources listed in the Appendix for other useful Web sites.



# Activity Notes: Power Search

## **Cantaloupe:**

- Fruit
- Rough, tan ball on outside, with smooth and juicy orange-colored center
- Cantaloupe is grown primarily in California, Arizona, and Texas. In California, it grows primarily in Merced, San Joaquin, and Stanislaus counties and the Imperial, Coachella, and Pal Verde valleys.
- Excellent source of vitamin A and vitamin C and good source of folate

## **Carrots:**

- Vegetable
- Long, orange-colored vegetable with green leaves at the top
- Grown in California, Canada, and Mexico. In California, carrots grow primarily in Kern, San Luis Obispo, Imperial, Riverside, Los Angeles, and Monterey counties.
- Excellent source of vitamin A and good source of vitamin C

## **Celery:**

- Vegetable
- Tall, pale-green stalks with leaves
- Grown in California, Florida, and Michigan. In California, celery grows primarily in Monterey, San Benito, San Luis Obispo, Santa Barbara, Santa Cruz, and Ventura counties.
- Good source of vitamin C

## **Fig:**

- Fruit
- Green or black, soft-skinned, shaped like a tear drop
- California is the 2nd leading producer of figs in the world. In California, figs grow primarily in Fresno, Madera, and Merced counties.
- Good source of fiber

## **Grapes:**

- Fruit
- Small, round, and light green, purple, or reddish in color
- Grown in California, Canada, Chile, and Mexico. In California, grapes are grown primarily in Southern San Joaquin Valley and Coachella Valley.
- Excellent source of vitamin C

## **Kiwifruit:**

- Fruit
- Light brown, fuzzy, and round
- Largest producers are New Zealand and California. In California, kiwifruit is grown primarily in Butte, Sutter, Yuba, Fresno, Kings, Tulare, and Kern counties.
- Excellent source of vitamin C and good source of fiber and potassium

## **Lettuce:**

- Vegetable
- Green or purple and leafy; different varieties include Boston, Bibb, Iceberg, Romaine, etc.
- The U.S. is the 2nd largest producer worldwide, after China. In California, lettuce is grown primarily in Monterey, San Benito, Santa Barbara, San Luis Obispo, and Santa Cruz counties.
- Leaf lettuce is an excellent source of vitamin A

## **Pear:**

- Fruit
- Yellow or green, sometimes reddish
- Varieties include Anjou, Bartlett, Bosc, Red Bartlett, etc.
- Pears are grown in California, primarily in Sacramento, Yolo, Solano, San Joaquin, Mendocino, Lake, Yuba, and Sutter counties.
- Excellent source of vitamin C and good source of fiber

## **Strawberries:**

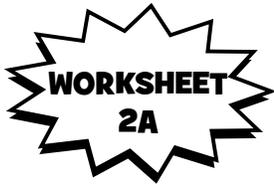
- Fruit
- Small, heart-shaped red fruit with seeds on the outside
- Grown in California, Florida, and Mexico. In California, strawberries are grown primarily in Santa Cruz, Santa Clara, Monterey, San Luis Obispo, Santa Barbara, Ventura, Orange, Los Angeles, San Diego, Riverside, Fresno, and Merced counties.
- Excellent source of vitamin C and folate and good source of fiber

## **Tomato:**

- Vegetable (or Fruit, see page 13)
- Red, green, and yellow with shiny skin
- California is the 2nd largest tomato producer in the U.S. after Florida. In California, tomatoes are grown primarily in San Joaquin, Stanislaus, and Merced counties.
- Excellent source of vitamin A and vitamin C and good source of potassium

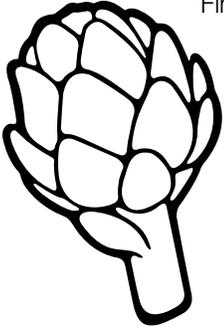
Name \_\_\_\_\_

Date \_\_\_\_\_



# Power Search

Find each word on the list and circle it. Words can be spelled across, down, or diagonally.

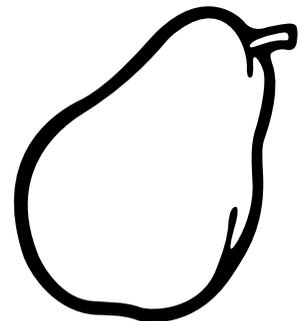


D T X C A R R O T S Q F N F B R  
T B T Q N T L H E M V Z D N R X  
N O R Y R N M C X G W B M R U G  
K S M O R R U K P B R L L H S T  
I X T A C T W A V O C A D O S C  
W K B R T C F L G Z G W P L E E  
I R P E A O O T R M P B S E L L  
F L L Z H W V L C K E U W Y S E  
R F M T X H B M I K G T T Q S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

artichoke  
broccoli  
carrots  
grapes  
pear

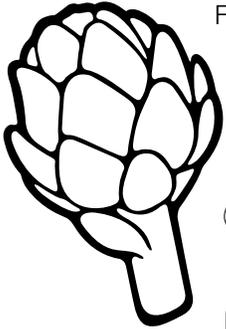
asparagus  
Brussels sprouts  
celery  
kiwifruit  
strawberries

avocado  
cantaloupe  
fig  
lettuce  
tomato



# Power Search

## ANSWER KEY



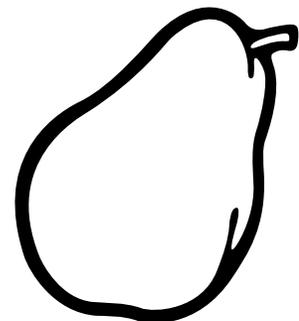
Find each word on the list and circle it. Words can be spelled across, down, or diagonally.

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

artichoke  
broccoli  
carrots  
grapes  
pear

asparagus  
Brussels sprouts  
celery  
kiwifruit  
strawberries

avocado  
cantaloupe  
fig  
lettuce  
tomato

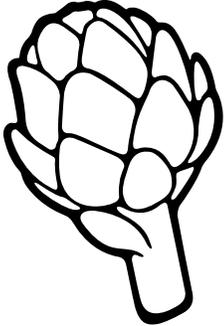








# ¡Buscando con Ganas!



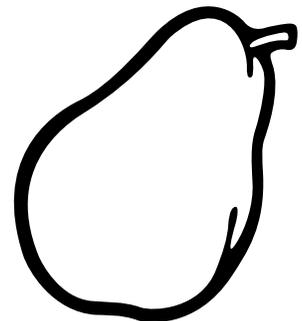
Encuentra cada palabra en la lista y encierra en un círculo alrededor de cada una.  
Las palabras pueden deletrearse en cualquier sentido – para arriba, abajo, hacia adelante, hacia atrás, o diagonalmente.

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

alcachofa  
brócoli  
zanahorias  
uvas  
pera

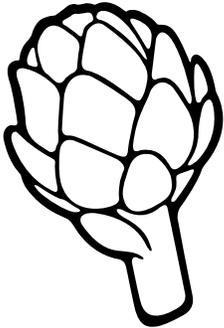
espárrago  
col de Bruselas  
apio  
kiwi  
fresas

aguacate  
melón de castilla  
higo  
lechuga  
tomate



# ¡Buscando con Ganas!

## GUÍA DE RESPUESTAS



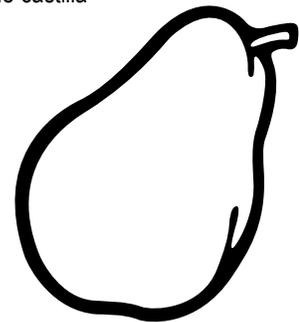
Encuentra cada palabra en la lista y encierra en un círculo alrededor de cada una. Las palabras pueden deletrearse en cualquier sentido – para arriba, abajo, hacia adelante, hacia atrás, o diagonalmente.

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

alcachofa  
brócoli  
zanahorias  
uvas  
pera

espárrago  
col de Bruselas  
apio  
kiwi  
fresas

aguacate  
melón de castilla  
higo  
lechuga  
tomate







## LEARNING OBJECTIVES

After completing this activity, students will be able to:

- State the recommended cups of fruits and vegetables they should be eating and the recommended minutes of physical activity they should engage in every day.
- Recognize how different quantities of fruits and vegetables add up to the recommended daily amounts.
- Determine number of cups of fruits and vegetables and minutes of physical activity by solving math problems.

## LINKS TO COMMON CORE STANDARDS CALIFORNIA CONTENT STANDARDS (PAGE 3–9)

### READY

Students watch a demonstration to show different amounts of fruits and vegetables (e.g.,  $\frac{1}{2}$  cup, 1 cup, etc.) and discuss information about daily fruit and vegetable and physical activity recommendations. Then they complete a math worksheet with addition, subtraction, multiplication, and division problems related to cups of fruits and vegetables and minutes of physical activity.

### SET

- Review *How Much Do I Need?*, Worksheet 3A (**Note:** Worksheet 3A is gender specific); *Cups of Colorful Fruits and Vegetables*, Worksheet 3B; and *Power Play! Math*, Worksheet 3C.
- Prepare fruits and vegetables for demonstration. Remember to include fresh, frozen, canned, juiced, and dried fruits and vegetables. **Note:** limit the quantity of dried fruits and vegetables to  $\frac{1}{4}$  cup and juice to  $\frac{3}{4}$  cup. If real fruits and vegetables are not available, use measuring cups alone to demonstrate the amounts instead. You may want to work with your school child nutrition department to prepare for the demonstration or to obtain measuring cups.

# How Much Do I Need?



### TIME

- Prep — 15 minutes
- Activity — 50 minutes

### MATERIALS

- Student workbooks
- A variety of fruits and vegetables (fresh, frozen, canned, or dried) and measuring cups for demonstration. Obtain these from your school child nutrition department or call your local supermarket or farmers' market to request a produce donation (see Appendix for sample donation request letter).

**Note:** To ease children's understanding of the *Dietary Guidelines*, some information in this *Kit* has been simplified. The USDA recommends that 1 cup of lettuce count as only  $\frac{1}{2}$  cup of vegetables and that  $\frac{1}{4}$  cup of dried fruit count as  $\frac{1}{2}$  cup of fruit. In addition, the USDA's MyPyramid Web site provides specific examples of the cup measurements of various whole fruits and vegetables. For simplification, this *Kit* does not provide this level of detail and makes the more general recommendations shown on Worksheet 3B: *Cups of Colorful Fruits & Vegetables*. For more information on the USDA's recommendations, visit [www.choosemyplate.gov](http://www.choosemyplate.gov) and go to Inside the Pyramid.



# How Much Do I Need?

## GO

### 1. Students identify the number of cups of fruits and vegetables they need every day.

- Have the students turn to How Much Do I Need?, Worksheet 3A in their workbooks. Review the information together. Explain that children their age should eat 3 to 5 cups of fruits and vegetables every day. Also explain that the number of cups of fruits and vegetables that each child needs is based upon their age, gender, and physical activity level. For example, a 10-year-old girl who is physically active for 30 to 60 minutes each day should eat  $1\frac{1}{2}$  cups of fruits and  $2\frac{1}{2}$  cups of vegetables every day.
- Have the students use Worksheet 3A to determine how many cups of fruits and vegetables they need every day. **Note:** most 9- to 11-year-old children get 30 to 60 minutes or more than 60 minutes of physical activity every day. When determining the number of cups of fruits and vegetables, these categories should be used.

### 2. Students state number of cups of fruits and vegetables.

- Ask students the following questions:
  - According to Worksheet 3A, how many cups of fruits should you eat every day?
  - According to Worksheet 3A, how many cups of vegetables should you eat every day?
  - According to Worksheet 3A, how many total cups of fruits and vegetables should you eat every day?
  - Does eating the recommended cups of fruits and vegetables sound easy or hard? Why?

### 3. Demonstrate different amounts of fruits and vegetables as measured by cups.

- Ask students the following questions:
  - How big is  $\frac{1}{2}$  cup of fruit?
  - How big is 1 cup of vegetables?
- Have the students turn to Cups of Colorful Fruits and Vegetables, Worksheet 3B in their workbooks. Review the information together. Explain that different quantities of fruits and vegetables can add up to the recommended 3 to 5 cups that they need every day for good health.
- Demonstrate different amounts of fruits and vegetables using measuring cups and cupped hands. Also show several examples of whole pieces of fruits and vegetables that are about the size of a baseball (about 3" in diameter). Point out that fresh, frozen, canned, dried, and juiced fruits and vegetables all count. Remind the students that not all juice drinks are 100% juice and that they should go easy on the amount of juice they drink each day.
- Use student volunteers to show how  $\frac{1}{2}$  cup of fruits or vegetables fits into one cupped hand and 1 cup of raw, leafy greens fits into two cupped hands. Direct students to the back cover of their student workbooks for another visual of this.
- Ask the students:
  - As you were watching the demonstration, did you guess the right amount of fruits and vegetables? Were your guesses too big, too small, or just about right?
  - Now that you can recognize what cups and  $\frac{1}{2}$  cups look like, does eating 3 to 5 cups of fruits and vegetables every day seem easier or harder? Why?

# How Much Do I Need?

A starburst graphic containing the text 'ACTIVITY 3'.

## ACTIVITY 3

### 4. Discuss the need for physical activity.

- Ask students the following questions and do not correct their responses.
  - How many minutes of physical activity should you get every day?
  - What counts as physical activity?
  - If you aren't physically active every day, why aren't you?
  - What makes you want to or not want to be physically active?
- Explain to students that children should be physically active for at least 60 minutes every day. Ask the students if this is more or less than they expected.
- Emphasize that 60 minutes is the total time that children should be active every day and that they can add up the different things they do every day. They don't have to do all the activity at one time, but they should try to be active for at least 10 minutes at a time to get a total of at least 60 minutes every day.
- Discuss the variety of activities that constitute physical activity, including active forms of play, and review the definitions of moderate and vigorous physical activity:
  - Moderate physical activities get you up and moving and make your heart beat faster (e.g., walking, biking, taking the stairs, raking leaves, walking the dog).
  - Vigorous physical activities make you breathe hard and sweat (e.g., running, jogging, dancing, jumping rope, playing soccer, or playing basketball).
- Explain to students that they should try to get some type of vigorous physical activity every day.

### 5. Students complete math activity.

- Have students turn to Power Play! Math, Worksheet 3C in their workbooks. Review the directions at the top of the worksheet with students.
- Allow students approximately 20 minutes to complete the worksheet.

### 6. Discuss student work.

- When students are done, review the answers as a class. Then lead a discussion and ask the students:
  - What have you learned about the amount of fruits and vegetables you need every day for good health?
  - Will this information change the amount of fruits and vegetables that you eat every day?
  - What have you learned about physical activity?
  - Will this information change the amount of activity that you get every day?

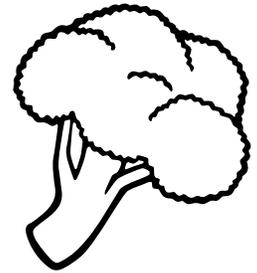
### GO FARTHER

- Have students color their Cups of Colorful Fruits and Vegetables worksheets and take them home to place on their refrigerators.
- Help reinforce what your students have learned about physical activity during your physical education time. Ask students if they think the activity they are doing is moderate or vigorous physical activity. Use a stop watch to track the amount of time that the students are active. After the activity, ask the students to estimate how much time they were moderately or vigorously active and compare it with the actual time.
- Invite the school child nutrition director or a child nutrition staff member to visit the class during this activity. He or she can talk with the children about the fruits and vegetables that are included in the school meals and how eating the school lunch can help them meet their daily nutritional goals.
- Bring in samples of juices and juice drinks to help students learn to identify 100% juices. Many drinks that children think are juice have only a small percentage of juice and a lot of added sugar. Students can learn to check the labels to find the percentage of juice in a drink.





# How Much Do I Need? BOY



## 9-year-old boy

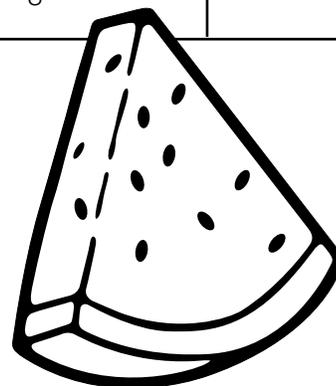
Minutes of Physical Activity	Cups of Fruits You Need Each Day	Cups of Vegetables You Need Each Day	Total Cups of Fruits and Vegetables You Need Each Day
Less than 30 minutes	1½	2	3½
30 to 60 minutes	1½	2½	4
More than 60 minutes	2	2½	4½

## 10-year-old boy

Minutes of Physical Activity	Cups of Fruits You Need Each Day	Cups of Vegetables You Need Each Day	Total Cups of Fruits and Vegetables You Need Each Day
Less than 30 minutes	1½	2	3½
30 to 60 minutes	1½	2½	4
More than 60 minutes	2	3	5

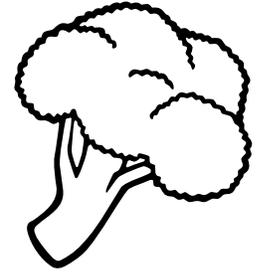
## 11-year-old boy

Minutes of Physical Activity	Cups of Fruits You Need Each Day	Cups of Vegetables You Need Each Day	Total Cups of Fruits and Vegetables You Need Each Day
Less than 30 minutes	1½	2½	4
30 to 60 minutes	2	2½	4½
More than 60 minutes	2	3	5





# How Much Do I Need? GIRL



## 9-year-old girl

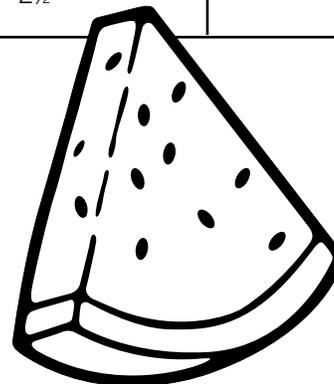
Minutes of Physical Activity	Cups of Fruits You Need Each Day	Cups of Vegetables You Need Each Day	Total Cups of Fruits and Vegetables You Need Each Day
Less than 30 minutes	1½	1½	3
30 to 60 minutes	1½	2	3½
More than 60 minutes	1½	2½	4

## 10-year-old girl

Minutes of Physical Activity	Cups of Fruits You Need Each Day	Cups of Vegetables You Need Each Day	Total Cups of Fruits and Vegetables You Need Each Day
Less than 30 minutes	1½	1½	3
30 to 60 minutes	1½	2½	4
More than 60 minutes	2	2½	4½

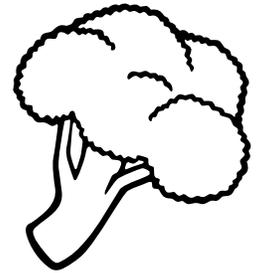
## 11-year-old girl

Minutes of Physical Activity	Cups of Fruits You Need Each Day	Cups of Vegetables You Need Each Day	Total Cups of Fruits and Vegetables You Need Each Day
Less than 30 minutes	1½	2	3½
30 to 60 minutes	1½	2½	4
More than 60 minutes	2	2½	4½





# ¿Cuánto Necesito? NIÑO



## Niño de 9 años de edad

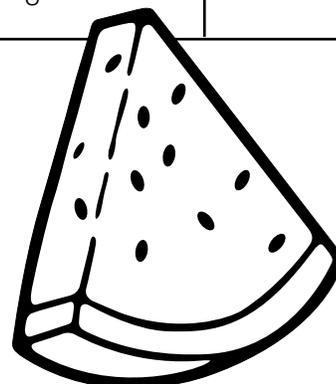
Minutos de Actividad Física	Tazas de Frutas que Necesitas Cada Día	Tazas de Vegetales que Necesitas Cada Día	Total de Tazas de Frutas y Vegetales que Necesitas Cada Día
Menos de 30 minutos	1½	2	3½
30 a 60 minutos	1½	2½	4
Más de 60 minutos	2	2½	4½

## Niño de 10 años de edad

Minutos de Actividad Física	Tazas de Frutas que Necesitas Cada Día	Tazas de Vegetales que Necesitas Cada Día	Total de Tazas de Frutas y Vegetales que Necesitas Cada Día
Menos de 30 minutos	1½	2	3½
30 a 60 minutos	1½	2½	4
Más de 60 minutos	2	3	5

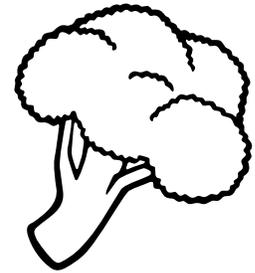
## Niño de 11 años de edad

Minutos de Actividad Física	Tazas de Frutas que Necesitas Cada Día	Tazas de Vegetales que Necesitas Cada Día	Total de Tazas de Frutas y Vegetales que Necesitas Cada Día
Menos de 30 minutos	1½	2½	4
30 a 60 minutos	2	2½	4½
Más de 60 minutos	2	3	5





# ¿Cuánto Necesito? NIÑA



## Niña de 9 años de edad

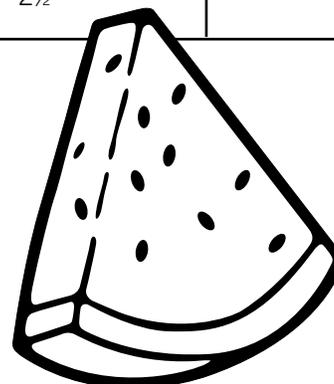
Minutos de Actividad Física	Tazas de Frutas que Necesitas Cada Día	Tazas de Vegetales que Necesitas Cada Día	Total de Tazas de Frutas y Vegetales que Necesitas Cada Día
Menos de 30 minutos	1½	1½	3
30 a 60 minutos	1½	2	3½
Más de 60 minutos	1½	2½	4

## Niña de 10 años de edad

Minutos de Actividad Física	Tazas de Frutas que Necesitas Cada Día	Tazas de Vegetales que Necesitas Cada Día	Total de Tazas de Frutas y Vegetales que Necesitas Cada Día
Menos de 30 minutos	1½	1½	3
30 a 60 minutos	1½	2½	4
Más de 60 minutos	2	2½	4½

## Niña de 11 años de edad

Minutos de Actividad Física	Tazas de Frutas que Necesitas Cada Día	Tazas de Vegetales que Necesitas Cada Día	Total de Tazas de Frutas y Vegetales que Necesitas Cada Día
Menos de 30 minutos	1½	2	3½
30 a 60 minutos	1½	2½	4
Más de 60 minutos	2	2½	4½



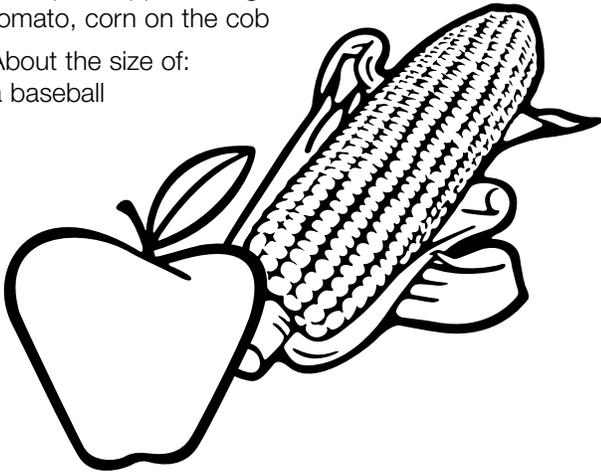
# Cups of Colorful Fruits & Vegetables

Want to stay healthy and have lots of energy? Use Worksheet 3A to find out how many cups of fruits and vegetables you should eat every day. Then add up your cups to meet your goal. How do you know how many cups you are eating? Use these tips to help you.

## 1 whole fruit or vegetable = 1 cup

Examples: apple, orange, tomato, corn on the cob

About the size of:  
a baseball

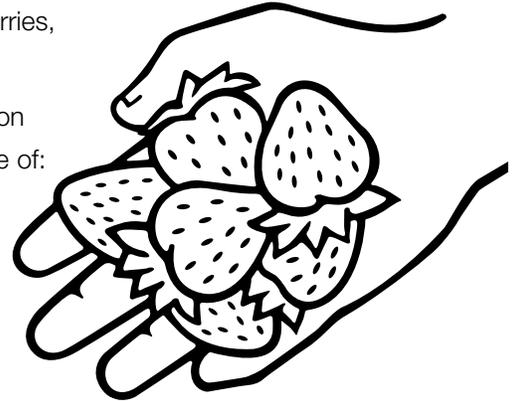


## 1 cupped handful of fresh, frozen, or canned\* fruits or vegetables = 1/2 cup

\*canned fruit packed in 100% juice

Examples: berries, baby carrots, broccoli, chopped melon

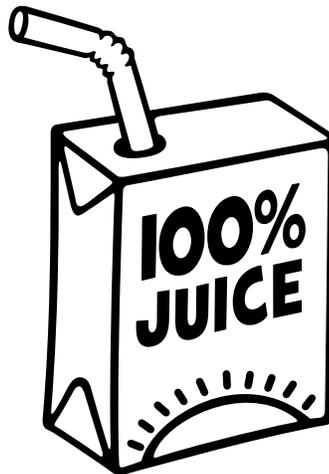
About the size of:  
1/2 a baseball



## 2 cupped handfuls of raw, leafy greens = 1 cup

Examples: green salad, spinach

About the size of:  
a baseball



## 1 juice box with 100% juice = 3/4 cup (6 ounces)

Examples: orange juice, apple juice, tomato juice



# Tazas de Frutas y Vegetales de Colores

¿Quieres mantenerte sano y tener mucha energía? Usa la Hoja de Trabajo 3A para saber cuantas tazas de frutas y vegetales debes de comer cada día. Luego suma las tazas de frutas y vegetales que debes comer cada día. Luego agrega las tazas que necesitas para llegar a tu meta. ¿Cómo puedes saber cuantas tazas estas comiendo? Usa estas ideas para ayudarte.

## 1 fruta o vegetal = 1 taza

Ejemplos: manzana, naranja, tomate, elote

Como del tamaño de:  
una pelota de  
béisbol

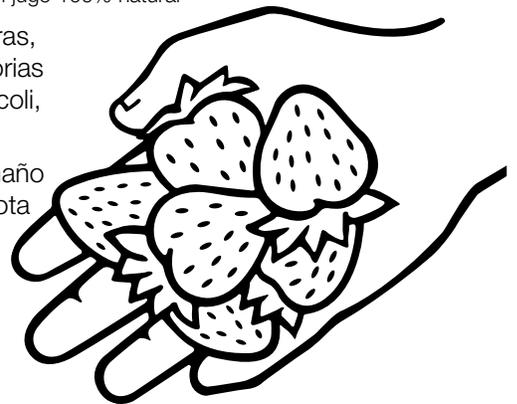


## Una mano llena de frutas o vegetales frescos, congelados, o enlatados\* = 1/2 taza

\* fruta enlatada en jugo 100% natural

Ejemplos: moras, fresas, zanahorias miniatura, brócoli, melón picado

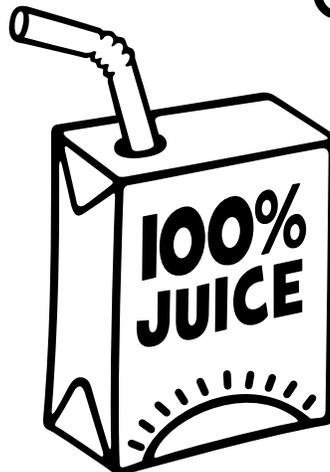
Como del tamaño de: media pelota de béisbol



## 2 manos llenas de hojas verdes crudas = 1 taza

Ejemplos: ensalada verde, espinaca

Como del tamaño de: una  
pelota de béisbol



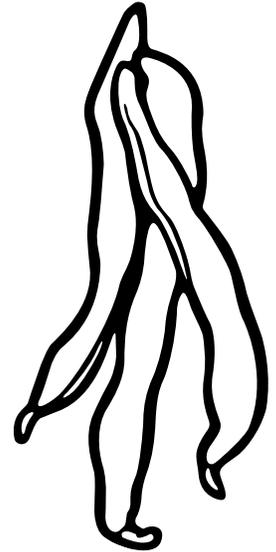
## 1 caja de jugo 100% natural = 3/4 taza (6 onzas)

Ejemplos: jugo de naranja, jugo de manzana, jugo de tomate



# Power Play! Math

Solve the math problems below. Use the How Much Do I Need? and Cups of Colorful Fruits and Vegetables worksheets for help. If you use an equation to solve the problem, write it down.



**1** 2 cupped handfuls of lettuce = \_\_\_\_\_ cup(s)

**2** 1 cupped handful of strawberries = \_\_\_\_\_ cup(s)

**3** 2 whole apples = \_\_\_\_\_ cup(s)

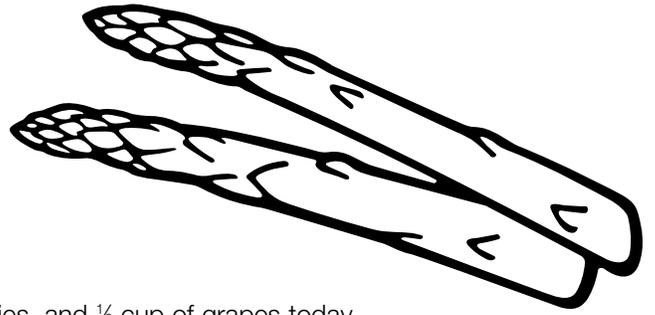
**4** It takes Jorge 15 minutes to walk to school. At the end of the day, he walks home. How many minutes of physical activity does Jorge get on these walks each day?

How many more minutes of physical activity does he need each school day?

**5** Jade makes a fruit smoothie for herself and two friends. She uses 1 large banana, 1 cup of 100% apple juice,  $\frac{3}{4}$  cup of lowfat yogurt, and 1 cup of strawberries. How many cups of fruit are in each smoothie?

**6** Ben plays soccer with his friends for two hours. How many minutes of physical activity does he get? How many more minutes does he need today?





**7**

Andre has eaten  $\frac{1}{2}$  cup of peaches,  $\frac{1}{2}$  cup of strawberries, and  $\frac{1}{2}$  cup of grapes today. He is 10 years old and is usually active for more than 60 minutes every day. How many more cups of fruit does Andre need to eat today?

**8**

Paul ate one cupped handful of baby carrots as a snack. How many cups of vegetables did he eat? Write the amount as a fraction and a decimal.

**9**

It takes Susan 6 minutes to ride her bike around the block. How many times does she need to go around the block to get her daily amount of physical activity? Write an equation to help you solve the problem.

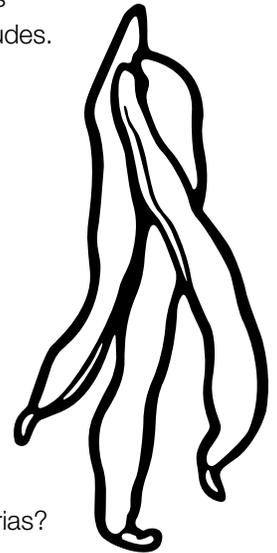
**10**

Sara ate a salad that had 1 cup of lettuce,  $\frac{1}{4}$  cup of sliced cucumbers, and  $\frac{1}{4}$  cup of chopped tomato. Sara is 10 years old and is active for 30 to 60 minutes every day. Did she get enough vegetables today from her salad? How much more does she need?



# ¡Jugando con Ganas a las Matemáticas!

Resuelve los problemas de matemáticas que se presentan a continuación. Usa las Hojas de Trabajo ¿Cuánto Necesito? y Tazas de Frutas y Vegetales de Colores para que te ayudes. Si haces alguna cuenta para resolver el problema, escríbela abajo del problema.



**1** 2 manos llenas de lechuga = \_\_\_\_\_ taza(s)

**2** 1 taza llena de fresas = \_\_\_\_\_ taza(s)

**3** 2 manzanas enteras = \_\_\_\_\_ taza(s)

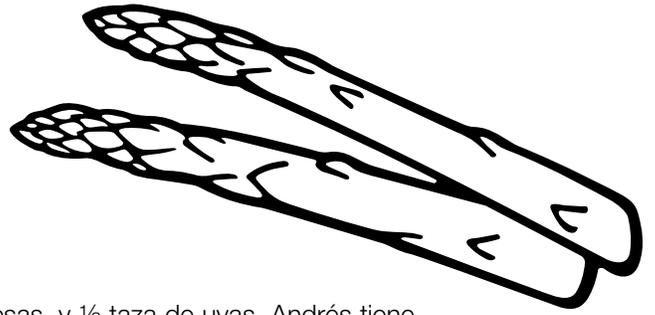
**4** A Jorge le toma 15 minutos caminar a la escuela. Al final del día, Jorge camina de regreso a casa. ¿Cuántos minutos de actividad física hace Jorge en esas caminatas diarias?

¿Cuántos minutos más de actividad física tiene que hacer en cada día que va a la escuela?

**5** Jade hace un licuado de frutas para ella y dos amigos. Ella usa un plátano grande, 1 taza de jugo de manzana 100% natural,  $\frac{3}{4}$  taza de yogur, y 1 taza de fresas. ¿Cuántas tazas de fruta hay en cada licuado?

**6** Benjamín juega fútbol con sus amigos por dos horas. ¿Cuántos minutos de actividad física hace? ¿Cuántos minutos más necesita el día de hoy?





7

Andrés se comió hoy  $\frac{1}{2}$  taza de duraznos,  $\frac{1}{2}$  taza de fresas, y  $\frac{1}{2}$  taza de uvas. Andrés tiene 10 años de edad y generalmente se mantiene activo por más de 60 minutos al día. ¿Cuántas tazas más de frutas tiene que comer Andrés hoy?

8

Pablo se comió hoy una mano llena de zanahorias miniatura como bocadillo. ¿Cuántas tazas de vegetales se comió? Escribe la cantidad como fracción y como decimal.

9

A Susana le toma 6 minutos andar en su bicicleta alrededor de la cuadra. ¿Cuántas vueltas necesita darle a la cuadra para tener la cantidad diaria de ejercicio que necesita? Haz una cuenta para ayudarte a resolver el problema.

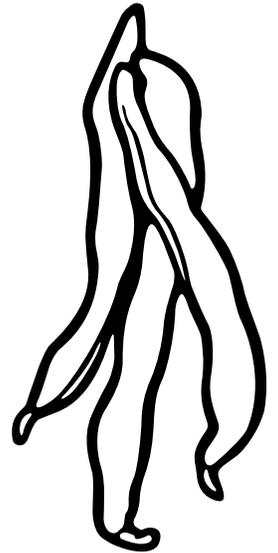
10

Sara se comió una ensalada que tenía 1 taza de lechuga,  $\frac{1}{4}$  taza de pepinos rebanados, y  $\frac{1}{4}$  taza de tomate picado. Sara tiene 10 años de edad y se mantiene activa de 30 a 60 minutos diarios. ¿Comió Sara la cantidad necesaria de vegetales para el día de hoy? ¿Cuánto más necesita?



# Power Play! Math

## ANSWER KEY



Solve the math problems below. Use the How Much Do I Need? and Cups of Colorful Fruits and Vegetables worksheets for help. If you use an equation to solve the problem, write it down.



2 cupped handfuls of lettuce = 1 cup(s)

1 cupped handful of strawberries = 1/2 cup(s)

2 whole apples = 2 cup(s)

It takes Jorge 15 minutes to walk to school. At the end of the day, he walks home. How many minutes of physical activity does Jorge get on these walks each day?

**15 + 15 = 30 minutes OR 15 x 2 = 30 minutes**

How many more minutes of physical activity does he need each school day?

**60 - 30 = at least 30 more minutes each day**



Jade makes a fruit smoothie for herself and two friends. She uses 1 large banana, 1 cup of 100% apple juice, 3/4 cup of lowfat yogurt, and 1 cup of strawberries. How many cups of fruit are in each smoothie?

**1 + 1 + 1 = 3 total cups of smoothie**

**3 cups ÷ 3 friends = 1 cup for each friend's smoothie**



Ben plays soccer with his friends for two hours. How many minutes of physical activity does he get? How many more minutes does he need today?

**1 hour = 60 minutes**

**60 minutes x 2 hours = 120 minutes**

**Ben got 120 minutes of physical activity today.**

How many more minutes does he need today? **Zero**



Andre has eaten 1/2 cup of peaches, 1/2 cup of strawberries, and 1/2 cup of grapes today. He is 10 years old and is usually active for more than 60 minutes every day. How many more cups of fruit does Andre need to eat today?

**1/2 + 1/2 + 1/2 = 3/2 = 1 1/2 cups of fruit Andre has eaten today**

**Andre needs to eat 2 cups of fruit today.**

**2 - 1 1/2 = 1/2 cup more fruit that Andre needs to eat today**



Paul ate one cupped handful of baby carrots as a snack. How many cups of vegetables did he eat? Write the amount as a fraction and a decimal.

**1 cupped handful = 1/2 cup = 0.5 cups**



It takes Susan 6 minutes to ride her bike around the block. How many times does she need to go around the block to get her daily amount of physical activity? Write an equation to help you solve the problem.

**6 x \_\_\_\_\_ = 60**

**\_\_\_\_\_ = 60 ÷ 6 = 10**

**Susan needs to go around the block 10 times to get her minimum amount of physical activity**



Sara ate a salad that had 1 cup of lettuce, 1/4 cup of sliced cucumbers, and 1/4 cup of chopped tomato. Sara is 10 years old and is active for 30 to 60 minutes every day. Did she get enough vegetables today from her salad?

**1 + 1/4 + 1/4 = 1 1/2 = 1 1/2 cups she ate today**

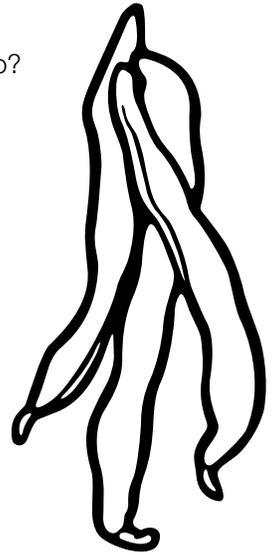
**2 1/2 - 1 1/2 = 1 Sara needs 1 more cup of vegetables today**



# ¡Jugando con Ganas a las Matemáticas!

## GUÍA DE RESPUESTAS

Resuelve los siguientes problemas matemáticos. Utiliza la Hoja de Trabajo ¿Cuánto Necesito? y Tazas de Frutas y Vegetales de Colores para ayudarte. Si haces una cuenta para resolver el problema, escríbela abajo.



1  
2  
3  
4

2 manos llenas de lechuga = 1 taza(s)

1 mano llena de fresas = 1/2 taza(s)

2 manzanas enteras = 2 tazas(s)

A Jorge le toma 15 minutos caminar a la escuela. Al final del día, Jorge camina de regreso a casa. ¿Cuántos minutos de actividad física hace Jorge en esas caminatas diarias?

**15 + 15 = 30 minutos, o 15 x 2 = 30 minutos**

¿Cuántos minutos más de actividad física tiene que hacer en cada día que va a la escuela?

**60 - 30 = por lo menos 30 minutos diarios más**

5

Jade hace un licuado de frutas para ella y dos amigos. Ella usa un plátano grande, una taza de jugo de manzana 100% natural, 3/4 taza de yogur, y 1 taza de fresas. ¿Cuántas tazas de fruta hay en cada licuado?

**1 + 1 + 1 = 3 tazas en total en el licuado**

**3 tazas ÷ 3 amigos = 1 taza para cada amigo**

6

Benjamín juega fútbol con sus amigos por dos horas. ¿Cuántos minutos de actividad física hace?

**1 hora = 60 minutos**

**60 minutos x 2 = 120 minutos**

**Benjamín hizo ahora 120 minutos de actividad física**

¿Cuántos minutos más necesita el día de hoy? **Cero**

7

Andrés se comió hoy 1/2 taza de duraznos, 1/2 taza de fresas, y 1/2 taza de uvas. Andrés tiene 10 años de edad y generalmente se mantiene activo por más de 60 minutos al día. ¿Cuántas tazas más de frutas tiene que comer Andrés hoy?

**1/2 + 1/2 + 1/2 = 3/2 = 1 1/2 tazas de fruta comió Andrés el día de hoy**

**Andrés necesita comer hoy 2 tazas de fruta**

**2 - 1 1/2 = 1/2 taza de fruta más necesita comer Andrés hoy**

8

Pablo se comió hoy una mano llena de zanahorias miniatura como bocadillo. ¿Cuántas tazas más de vegetales se comió? Escribe la cantidad como fracción y como decimal.

**1 mano llena = 1/2 taza = 0.5 taza**

9

A Susana le toma 6 minutos andar en su bicicleta alrededor de la cuadra. ¿Cuántas vueltas necesita darle a la cuadra para tener la cantidad diaria de ejercicio que necesita? Haz una cuenta para ayudarte a resolver el problema.

**6 x \_\_\_\_\_ = 60**

**\_\_\_\_\_ = 60 ÷ 6 = 10**

**Susana necesita darle la vuelta a la cuadra 10 veces para hacer la cantidad mínima de actividad física**

10

Sara se comió una ensalada que tenía 1 taza de lechuga, 1/4 taza de pepinos rebanados, y 1/4 taza de tomate picado. Sara tiene 10 años de edad y se mantiene activa de 30 a 60 minutos diarios. ¿Comió Sara la cantidad necesaria de vegetales necesarios para el día de hoy?

**1 + 1/4 + 1/4 = 1 1/2 = 1 1/2 tazas comió hoy**

**2 1/2 - 1 1/2 = 1 Sara necesita 1 taza más de vegetales el día de hoy**

## LEARNING OBJECTIVES

After completing this activity, students will be able to:

- Identify the common characteristics of their favorite snacks and favorite physical activities.
- Name at least 5 ways to use fruits and vegetables to create healthy, appealing snacks.
- Name at least 5 enjoyable ways to increase their levels of physical activity.
- Communicate clearly their favorite fruits, vegetables, and activities.

## LINKS TO COMMON CORE STANDARDS CALIFORNIA CONTENT STANDARDS (PAGE 3–9)

### READY

Students discuss snacks they currently eat and types of physical activity they participate in, within the context of “likes and dislikes.” Based on this information, students brainstorm ways to make snacking healthier and to be more physically active throughout the day.

### SET

- Review the Activity Notes.
- Invite your school’s child nutrition director to participate in this activity, so that she/he may learn about the students’ fruit and vegetable preferences.

### GO

#### 1. Discuss students’ snack habits.

- Explain to students that this activity will help them examine their current snack habits and consider more healthy options. Ask students the following questions:
  - What do you think of when you hear the word snack?
  - How are snack foods different from foods you eat during a regular meal?
  - Why do you eat snacks? (*Answers may include: I’m hungry, snacks give me energy, snack foods taste good, etc.*)
  - What do you like about your favorite snack food(s)? (*Answers may include: taste, easy to get, easy to fix, all my friends eat/drink it, the ads are cool, etc.*)
  - Do you like to eat different types of snacks at different times of day? In different places? With different people?
  - Are your favorite snack foods healthy for you? Why or why not?
  - Do you ever eat fruits and vegetables as part of a snack? Why or why not?
  - What snacks can you get here at school? Are they healthy?

# Power Choices



### TIME

- Prep — 10 minutes
- Activity — 50 minutes

### MATERIALS

- Student workbooks



# Power Choices

## 2. Create a class list of healthy snacks.

- Brainstorm ways to use fruits and vegetables to create snacks. Write the answers on the board. Try to list at least 10 ideas for fruit snacks and 10 ideas for vegetable snacks. If the class has trouble coming up with ideas, refer to the Activity Notes.
- Direct students to turn to Power Choices, Worksheet 4 in their workbooks. Give them a few minutes to list their personal favorite fruit snacks and vegetable snacks on the worksheet.
- After students complete their worksheets, ask them if they have any other snacks they would like to add to the list on the board. Encourage them to share ideas that are unique to their own cultures.
- Have the class vote on their 5 favorite choices. Use the results to create a class list of healthy snacks. A copy of the Power Choices worksheet can be used to create the class favorites list.

## 3. Discuss students' physical activity habits.

- Explain to students that this activity will help them examine their current physical activity habits and consider more options. Ask students the following questions:
  - What is your favorite kind of physical activity?
  - When do you usually do this activity?
  - What do you like about this activity? (*Answers may include: it's fun, I do it with my friends, I like being outside, it makes me feel strong, etc.*)
  - Are you physically active during the school day?
  - What are some of the reasons you aren't more physically active during the school day?
  - What are some new things you could do at recess or during P.E. that will keep you moving and get your heart rate up? (*Answers may include: find a friend or a group of people to walk or run with during recess, play a game with a friend or a group of people, avoid activities with long lines, etc.*)

## 4. Create a class list of physical activity options.

- Brainstorm ways students can add physical activity to their day (before school, during school, after school, and on the weekends). Write the answers on the board. Try to list at least 20 ideas.
- Direct students to turn to the same Power Choices worksheet in their workbooks. Give them a few minutes to list their personal favorite physical activities on the worksheet.
- After students complete their worksheets, ask them if they have any other activities they would like to add to the list on the board.

- Have the class vote on their 5 favorite physical activity choices. Try to include activities that can be done during P.E. or recess. Use the results to create a class list of physical activity options. A copy of the Power Choices worksheet can be used to create the class favorites list.

## GO FARTHER

- Ask for volunteers to demonstrate some of the physical activity ideas for the class.
- Encourage students to take home their Power Choices worksheet and share it with their families. Students may wish to work with other family members to create a "Family Favorites" list that can be kept on the refrigerator or in another prominent place.
- Keep the list or an illustrated poster of favorite fruit and vegetable snacks and favorite physical activities on display in the classroom. Each month, survey the students to see if they have tried any of the snacks or the activities on the lists.
- Serve one or more of the class favorites as a class snack.
- Provide a copy of your class favorites list to the school child nutrition director.
- Grow one of the class favorites in a container garden in class or in the school garden, or encourage students to plant their favorites in a container or garden at home.
- As students head out to recess, encourage them to be active. Students can check their personal favorites list or the class favorites list for ideas.
- During physical education, help your students find ways to make their favorite recess or P.E. activities more active. For example, if your students like to talk with friends during recess, encourage them to walk and talk.
- Encourage students to participate in National Physical Fitness and Sports Month in May ([www.fitness.gov](http://www.fitness.gov)) and Walk to School Day/Week in October ([www.caactivecommunities.org/w2s](http://www.caactivecommunities.org/w2s)).

## Here are some ideas for your healthy snack list:

- Chunks of avocado, cucumber, or cooked sweet potato
- Frozen fruit kabobs with pineapple, bananas, grapes, and berries
- Chopped raw veggies and lowfat dip, lowfat cream cheese, or peanut butter
- Toasted whole grain breads or crackers with fruit spread



# Activity Notes: Power Choices

- Graham crackers dipped in applesauce
- Apple slices with peanut butter
- Applesauce with no added sugar or fruit cups packed in fruit juice
- Dried fruit
- Frozen fruit bars made with 100% fruit juice
- Lowfat yogurt with fresh fruit and granola on top
- Celery with peanut butter and raisins (“ants on a log”)
- Cucumber slices or jicama with lime juice and chili powder
- Hummus (puréed garbanzo beans) with veggie sticks
- Salsa made with tomatoes, onions, corn, and cilantro, served with baked tortilla chips
- Salsa made with kiwifruit, tangerines, jicama, yellow or red peppers, and cilantro
- Veggie wrap (tortilla) stuffed with cucumbers, zucchini, carrots, and onions
- Rice cakes with peanut butter and bananas
- Cottage cheese with fruit
- Fruit smoothie made with bananas, strawberries, or another favorite fruit
- Fruit salad made with cantaloupe, grapes, strawberries, honeydew, watermelon, and other fruit

For more ideas and snack recipes, check out the *Children’s Power Play! Campaign’s Kids...Get Cookin’!* cookbook or visit [www.cachampionsforchange.net](http://www.cachampionsforchange.net) and [www.fruitsandveggiesmorematters.org](http://www.fruitsandveggiesmorematters.org) for more recipes.

## Here are some ideas for your physical activity list:

### **Before school:**

- Walk, bike, or skate to school
- Walk a pet
- Do some chores (e.g., vacuuming, raking leaves, cleaning your room)
- Do a stretch routine
- Do 10 push-ups and 10 sit-ups

### **During school:**

- Play activities and games during recess (e.g., basketball, soccer, jump rope, tag, kickball)
- Find a friend to walk or jog with during recess

### **After school:**

- All those listed in “before and during school”
- Join an activity club
- Take lessons in an activity you are interested in
- Join a team
- Go to the park with a friend and play
- Play catch with a friend
- Toss a Frisbee with a friend
- Go on a bike ride
- Skate
- Go for a walk with a family member or friend
- Turn on some music and dance
- If you’re by yourself, try jumping rope, kicking a kick sack or foot bag, or practicing your sports skills, like dribbling and shooting a basketball

### **Weekends:**

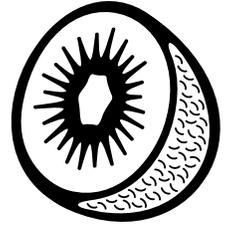
- All those listed in “before and after school”
- Go on a family bike ride, walk, hike, or trip to the park
- Take up a new sport
- Walk to your destination instead of catching a ride
- Gather a group of friends to play hide and seek, touch football, tag, soccer, or another fun game





# Power Choices

List your favorite fruit snacks, vegetable snacks, and physical activities below.



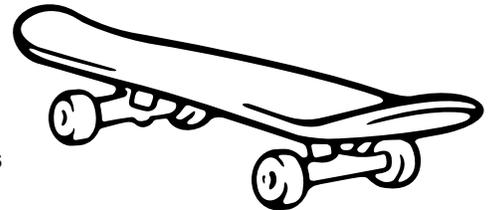
## Top 5 Favorite Fruit Snacks

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_



## Top 5 Favorite Vegetable Snacks

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_



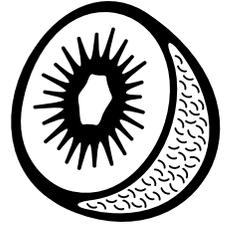
## Top 5 Favorite Physical Activities

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_



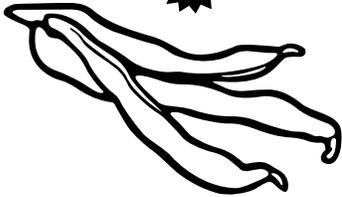
# Decisiones de Poder

Haz una lista de tus bocadillos de frutas, bocadillos de vegetales y actividades físicas favoritas.



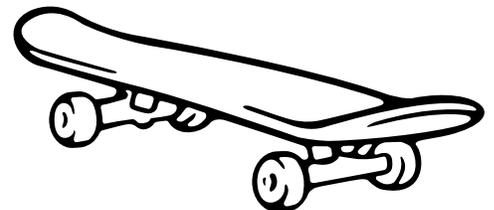
## 5 Bocadillos de Frutas Favoritas

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_



## 5 Bocadillos de Vegetales Favoritos

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_



## 5 Actividades Físicas Favoritas

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

## LEARNING OBJECTIVES

After completing this activity, students will be able to:

- Name at least 3 benefits of eating 3 to 5 cups of fruits and vegetables every day and 3 benefits of being physically active for at least 60 minutes every day.
- Identify their current fruit and vegetable intake and level of physical activity.
- Write a short composition about their findings.

## LINKS TO COMMON CORE STANDARDS CALIFORNIA CONTENT STANDARDS (PAGE 3-9)

### READY

Students record how many cups of fruits and vegetables they eat and how many minutes they are physically active for two days. Students analyze their journals using the fruit and vegetable and physical activity recommendations and Get the Power!, Worksheet 5A. Then they write a short composition about areas needing improvement.

### SET

- Review the following worksheets:
  - How Much Do I Need?, Worksheet 3A;
  - Cups of Colorful Fruits and Vegetables, Worksheet 3B;
  - Get the Power!, Worksheet 5A; and
  - Fruit, Vegetable, and Power Play! Journal, Worksheet 5B.

### GO

#### 1. Discuss Get the Power!, Worksheet 5A (Day 1).

- Ask the students the following questions and do not correct their responses.
  - Why is it important to eat 3 to 5 cups of fruits and vegetables every day?
  - How does it help your health?
  - Why is it important to get at least 60 minutes of physical activity every day?
  - How does it help your health?
- Have students turn to Get the Power!, Worksheet 5A in their workbooks. Review the information together about the health benefits of eating fruits and vegetables and being physically active.

# Fruit, Vegetable, and Power Play! Journal



### TIME

- Prep — 15 minutes
- Activity —
  - Steps 1 and 2 on Day 1 — 50 minutes
  - Journals on Days 2 and 3 — 10 minutes in class plus homework
  - Step 3 on Day 4 — 50 minutes

### MATERIALS

- Student workbooks



# Fruit, Vegetable, and Power Play! Journal

## 2. Explain the journal process (Day 1).

- Review How Much Do I Need?, Worksheet 3A, so that each student knows how many cups of fruits and vegetables he/she needs every day for good health.
- Review Cups of Colorful Fruits and Vegetables, Worksheet 3B, so that students know common measures of fruits and vegetables.
- Review examples of moderate and vigorous physical activity:
  - Moderate physical activities get you up and moving and make your heart beat faster (e.g., walking, biking, taking the stairs, raking leaves, walking the dog).
  - Vigorous physical activities make you breathe hard and sweat (e.g., running, jogging, dancing, jumping rope, playing soccer, playing basketball).
- Have students turn to Fruit, Vegetable, and Power Play! Journal, Worksheet 5B in their workbooks. Review the directions at the top of the worksheet.

## 3. Students record in their journals (Days 2 and 3).

- Give students class time each day to record what they have eaten and what physical activity they have done. Allow about 5 minutes each morning for students to record what they ate before school and 5 minutes each afternoon to record what they ate for lunch and snacks while at school. The fruits and vegetables children eat and the physical activity they get in the afternoon and evening should be recorded at home.
- Have students start the journal the day after you introduce the activity.
- Direct students to bring their journals to class on the third day.

## 4. Students analyze their journals (Day 4).

- Bring students' attention back to the journals they completed earlier. Using the information they learned from the Get the Power! worksheet, have students analyze their journals.  
Ask students:
  - Did you eat the recommended cups of fruit on either day?
  - Did you eat the recommended cups of vegetables on either day?
  - If you did not meet the fruit and vegetable goal, what benefits are you missing?
  - What did you eat more often, fruits or vegetables?
  - Which fruits and vegetables did you eat most often?
  - What are some reasons you might want to eat more fruits and vegetables?
  - Did you get at least 60 minutes of physical activity on either day?
  - What types of activities did you do?
  - What are some reasons you might want to get more physical activity?
- Ask students to identify at least one area for improvement and have them write a short composition that describes what they need to improve, what they can do to improve, and what benefits they will get if they meet their goal to improve. Students may decide that they need to:
  - Eat more fruits
  - Eat more vegetables
  - Eat a greater variety of fruits and vegetables
  - Get more physical activity
  - Get more vigorous physical activity

### GO FARTHER

- Encourage students to take their journals and their compositions home to share with their family members.
- Repeat the journal activity later in the school year to help students assess their progress.



# Get the Power!

Do you want to grow and stay healthy? Do you want more energy to do well in school and sports?

## Eat Fruits and Vegetables Every Day!

You should eat 3 to 5 cups of colorful fruits and vegetables every day. Fruits and vegetables are high in fiber and low in fat and sugar. They also have important vitamins.

### Why do I need fiber?

Eating foods that are high in fiber protects you from diseases. It also helps you feel full so you don't eat too much. You get fiber from plant foods like fruits, vegetables, beans, whole grain breads, and cereals.

### Why should I limit fat and sugar?

Eating too many foods that are high in fat can give you serious health problems when you are older. Fruits and vegetables have very little fat. Toppings like butter, salad dressing, and cheese can be high in fat. If you use toppings or dips with your fruits and vegetables, try to use just a little and make them low in fat.

If you eat foods with a lot of refined sugar, you will probably eat fewer healthy foods. Fruits and vegetables have natural sugar in them. Try to eat fruit without a lot of sugar added to it. For example, drink 100% fruit juice without added sugar.

### Why should I eat a rainbow of colors?

The same things that give a plant its color can also help keep you healthy. Fruits and vegetables have many colorful phytonutrients (also called phytochemicals). Phyto means plant in Greek. Nutrients are the things in food that help you live and grow. There are many different phytonutrients in fruits and vegetables. Try fruits and vegetables from all the color groups — red, green, yellow/orange, blue/purple, and white.

### Why are vitamins important?

#### Vitamin A

Vitamin A helps you grow and helps your eyesight and skin. It also helps keep you from getting sick. Fruits and vegetables have a lot of vitamin A. Look for fruits and vegetables that are dark yellow, orange, or dark green and leafy.

#### Try these for vitamin A

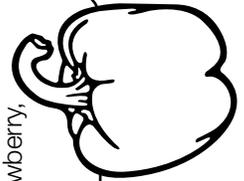
apricot, cantaloupe, carrot, collard greens, chili pepper, leaf lettuce, mango, spinach, sweet potato, tomato, and watermelon

#### Vitamin C

Vitamin C helps your body stay strong. It prevents infections and heals cuts. It is also good for healthy bones, teeth, skin, and blood vessels. Most of the vitamin C we get comes from fruits and vegetables.

#### Try these for vitamin C

bell pepper, broccoli, Brussels sprouts, cabbage, cantaloupe, cauliflower, grapes, honeydew melon, jicama, kiwifruit, okra, orange, papaya, plum, strawberry, summer squash, tangerine, tomato, and watermelon



## Get 60 Minutes of Power Play Every Day!

You should get at least 60 minutes of physical activity every day. You can add up the different things you do during the day. Try to be active for at least 10 minutes at a time. Remember to get moderate and vigorous physical activity every day. Being physically active has many benefits!

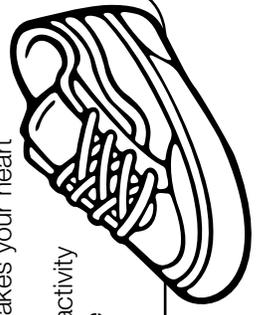
### Physical activity can:

- Help keep you from getting sick
- Help you pay attention in school
- Make you feel better about yourself
- Build healthy bones and muscles to keep you strong
- Help you with balance and coordination
- Help you feel more energetic
- Help you keep a healthy weight
- Help you relax
- Help you meet new friends
- Give you something fun to do with friends and family

### What is physical activity?

Physical activity is a game, sport, exercise, or other action that involves moving your body, especially one that makes your heart beat faster. You can also call this power play.

- Moderate physical activity gets you up and moving and makes your heart beat faster.
- Vigorous physical activity makes you breathe hard and sweat.



# ¡Gana el Poder!

¿Quieres crecer y mantenerte sano? ¿Quieres tener más energía para tener un buen desempeño en la escuela y en los deportes?

## ¡Come Frutas y Vegetales Todos los Días!

Tú debes comer de 3 a 5 tazas de frutas y vegetales cada día. Las frutas y los vegetales contienen mucha fibra y son bajos en grasa y azúcar. También tienen vitaminas importantes.

### ¿Por qué necesito fibra?

El comer alimentos que son altos en fibra te protege de las enfermedades. También te ayuda a sentirte satisfecho para que no comas demasiado. Tú puedes recibir fibra de plantas comestibles como las frutas, los vegetales, frijoles, panes integrales, y cereales.

### ¿Por qué debo limitar la grasa y el azúcar?

El comer muchos alimentos que son altos en grasa te puede ocasionar problemas serios de salud cuando seas mayor. Las frutas y los vegetales tienen muy poca grasa. Las cubiertas como la mantequilla, los aderezos para ensaladas, y el queso pueden ser altos en grasa. Si utilizas cubiertas o salsas con tus frutas y vegetales, trata de usar poco y que sean bajos en grasa.

Si comes alimentos con mucha azúcar refinada, probablemente comes menos alimentos saludables. Las frutas y los vegetales tienen pequeñas cantidades de azúcar natural en ellas. Trata de comer fruta que no tengan mucha azúcar agregada. Por ejemplo, toma jugo que sea 100% de fruta sin azúcar adicional.

### ¿Por qué debo comer un arco iris de colores?

Las mismas cosas que dan color a las plantas también ayudan a que te mantengas saludable. Las frutas y los vegetales tienen muchos fitonutrientes (también conocidos como fitoquímicos). Fito significa planta. Los nutrientes son las cosas que contiene la comida que te ayudan a vivir y a crecer. Existen muchos diferentes fitonutrientes en las frutas y en los vegetales. Trata de comer

frutas y vegetales de todos los grupos de colores—rojo, verde, amarillo/anaranjado, azul/morado y blanco.

### ¿Por qué son importantes las vitaminas?

#### Vitamina A

La vitamina A te ayuda a crecer y ayuda a tu vista y a tu piel. También evita que te enfermes. Las frutas y vegetales tienen mucha vitamina A. Busca las frutas y vegetales que son amarillo oscuro, anaranjados, o verde oscuro y con hojas.

#### Para recibir vitamina A, come:

albaracoque, camotes, chabacanos, chiles, espinacas, hojas de lechuga, hojas verdes de berza, mangos, melón, tomate, sandía, y zanahoria

#### Vitamina C

La vitamina C ayuda a tu cuerpo a mantenerse fuerte. Previene infecciones, y sana las heridas. También es buena para mantener saludables los huesos, dientes, la piel, y los vasos sanguíneos. La mayoría de la vitamina C que obtenemos proviene de las frutas y los vegetales.

#### Para recibir vitamina C, come:

brócoli, calabacitas, ciruela, coles de Bruselas, coliflor, fresa, jicama, kiwi, mandarina, melón, melón blanco, naranja, papaya, pimentón, quimbombó, repollo, tomate, uvas, y sandía

## ¡Juega con Ganas 60 Minutos Cada Día!

Tú debes hacer por lo menos 60 minutos de actividad física cada día. Tú puedes sumar todas las diferentes actividades físicas que haces durante el día. Trata de estar activo por lo menos 10 minutos a la vez. Recuerda tener actividad física moderada y vigorosa cada día. ¡El mantenerte activo tiene muchos beneficios!

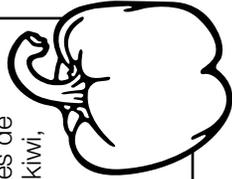
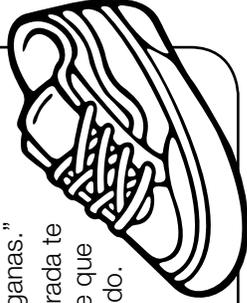
### La actividad física puede:

- Ayudar a que no te enfermes
- Ayudarte a prestar atención en la escuela
- Hacerte sentir mejor de ti mismo
- Tener huesos y músculos saludables para mantenerte fuerte
- Ayudarte con el balance y la coordinación
- Ayudarte a sentirte con más energía
- Ayudarte a mantener un peso saludable
- Ayudarte a relajarte
- Ayudarte a conocer nuevos amigos
- Hacer que tus amigos, familiares y tú tengan algo divertido que hacer

### ¿Qué es actividad física?

Actividad física es un juego, deporte, ejercicio o alguna otra acción que hace mover tu cuerpo, especialmente las que hacen latir tu corazón más rápido. A esto también le puedes llamar “jugar con ganas.”

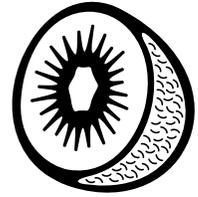
- La actividad física moderada te levanta, te mueve y hace que tu corazón lata más rápido.
- La actividad física vigorosa te hace respirar hondo y sudar.





# Fruit, Vegetable, and Power Play! Journal

For 2 days, write down the fruits and vegetables you eat. Then write down what kind of physical activity you do. Use the first chart to track how many cups of fruits and vegetables you eat. Use the second chart to track how many minutes of physical activity you get.



## FRUIT AND VEGETABLE JOURNAL

Fruits and vegetables I ate:

Day 1: \_\_\_\_\_  
 \_\_\_\_\_

Day 2: \_\_\_\_\_  
 \_\_\_\_\_

	Cups at Breakfast	Cups at Lunch	Cups at Dinner	Cups at Snacks	TOTAL CUPS
Day 1	Fruits: _____ Vegetables: _____				
Day 2	Fruits: _____ Vegetables: _____				

## PHYSICAL ACTIVITY JOURNAL

Physical activity I did:

Day 1: \_\_\_\_\_  
 \_\_\_\_\_

Day 2: \_\_\_\_\_  
 \_\_\_\_\_

	Minutes Before School	Minutes During School	Minutes After School	TOTAL MINUTES
Day 1				
Day 2				



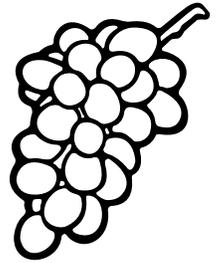
### What is physical activity?

Physical activity is a game, sport, exercise, or other action that involves moving your body, especially one that makes your heart beat faster. You can also call this power play.

- Moderate physical activity gets you up and moving and makes your heart beat faster.
- Vigorous physical activity makes you breathe hard and sweat.



# Diario de Frutas, Vegetales, y ¡A Jugar con Ganas!



Escribe las frutas y vegetales que comes durante dos días. Luego escribe qué tipo de actividad física haces. Usa el primer cuadro para contar cuantas tazas de frutas y vegetales te comes. Utiliza el segundo cuadro para contar cuantos minutos de actividad física haces.

## DIARIO DE FRUTAS Y VEGETALES

Frutas y vegetales que comí:

Día 1: \_\_\_\_\_  
 \_\_\_\_\_

Día 2: \_\_\_\_\_  
 \_\_\_\_\_

	Tazas en el Desayuno	Tazas en el Almuerzo	Tazas en la Cena	Tazas por Bocadillos	TOTAL DE TAZAS
Día 1	Frutas: _____ Vegetales: _____				
Día 2	Frutas: _____ Vegetales: _____				

## DIARIO DE ACTIVIDAD FÍSICA

Actividad física de hice:

Día 1: \_\_\_\_\_  
 \_\_\_\_\_

Día 2: \_\_\_\_\_  
 \_\_\_\_\_

	Minutos Antes de la Escuela	Minutos Durante la Escuela	Minutos Después de la Escuela	TOTAL DE MINUTOS
Día 1				
Día 2				



### ¿Qué es actividad física?

Actividad física es un juego, deporte, ejercicio o alguna otra acción que hace mover tu cuerpo, especialmente las que hacen latir tu corazón más rápido. A esto también le puedes llamar “jugar con ganas.”

- La actividad física moderada te levanta, te mueve y hace que tu corazón lata más rápido.
- La actividad física vigorosa te hace respirar hondo y sudar.

## LEARNING OBJECTIVES

After completing this activity, students will be able to:

- Identify at least 5 fruits and vegetables that are grown in California.
- Identify at least 3 meal or snack items that include fruits or vegetables as a main ingredient.
- Write a plan for a day's meals and snacks that includes 3 to 5 cups of fruits and vegetables.

# My Power Plan



## LINKS TO COMMON CORE STANDARDS CALIFORNIA CONTENT STANDARDS (PAGE 3–9)

### READY

Working individually, students plan meals and snacks for one day, making sure to include 3 to 5 cups of fruits and vegetables.

### SET

- Review the Activity Notes.
- Review My Power Plan, Worksheet 6.
- Review How Much Do I Need?, Worksheet 3A.

### GO

#### 1. Introduce the activity.

- Explain to students that this activity will help them make a plan to eat 3 to 5 cups of fruits and vegetables in one day.
- Ask students to review How Much Do I Need?, Worksheet 3A, so that each student knows how many cups of fruits and vegetables he/she needs every day for good health.
- Ask students to review their own results from the Fruit, Vegetable, and Power Play! Journal activity (Activity 5), so that they can remember the areas they need to improve.
- Lead a discussion:
  - How many of you think it's easy to eat 3 to 5 cups of fruits and vegetables every day?
  - How many of you ate the right number of fruits and vegetables yesterday?
  - If you did not eat enough fruits and vegetables yesterday, why not?
  - Is it important to eat 3 to 5 cups of fruits and vegetables every day? Why?

### TIME

- Prep — 10 minutes
- Activity — 50 minutes

### MATERIALS

- Student workbooks



# My Power Plan

## 2. Discuss meal planning and California-grown fruits and vegetables.

- Tell students that they can meet their fruit and vegetable goal by adding a fruit and/or vegetable to every meal and by eating fruits and vegetables as snacks.
- Discuss foods that have fruits and vegetables in them, such as spaghetti with tomato sauce and pizza with toppings like onions, peppers, and mushrooms. Ask students to think of other foods they eat that have fruits and vegetables in them. Also discuss foods that they like that could have fruits or vegetables added to them.
- Ask students if they know which fruits and vegetables are grown in California. Help them generate a list of California grown fruits and vegetables. Write these items on the board.

## 3. Students complete worksheet.

- Have students turn to My Power Plan, Worksheet 6 in their workbooks. Review the directions at the top of the worksheet with students.
- Remind students that their meals and snacks should limit less healthy items, such as those with added fat and sugar.
- Allow students about 10-15 minutes to complete their plans.

## 4. Discuss the student plans.

- Lead a class discussion about the plans.
  - What are some of the ideas you came up with to include fruits and vegetables with breakfast?
  - What about lunch?
  - What about dinner?
  - What about snacks?
  - Was it easy or hard to plan a day that includes 3 to 5 cups of fruits and vegetables?
  - Did anyone include fruits and vegetables that are grown in California? If yes, which ones?
  - After listening to your classmates' ideas, did anyone get more ideas that they can use?

## GO FARTHER

- Find out which fruits and vegetables are grown in or near your community. If students in your school live near fields or orchards, ask them if they know what is grown there and where they can obtain this local produce. Consider taking a field trip to a local farm to see how fruits and vegetables are grown or to a local farmers' market. As an alternative, invite a farmer or farmers' market manager to visit your classroom.
- After students learn which fruits and vegetables grow well in their area, they may wish to plant a garden or container garden.
- Encourage students to take their plans home to share with their families. They may want to find out about special family recipes or cultural dishes that they could have included in their plans.
- Have students develop a Power Plan to get at least 60 minutes of physical activity in a day.



# Activity Notes: My Power Plan

**There are over 350 different agricultural products that are California grown! Some of the fruits and vegetables are:**

- Apples
- Apricots
- Artichokes
- Arugula
- Asparagus
- Avocados
- Beets
- Blackberries
- Blueberries
- Bok choy
- Boysenberries
- Broccoli
- Brussels sprouts
- Cabbage
- Cantaloupe
- Carrots
- Casaba melon
- Cauliflower
- Celery
- Cherimoya
- Cherries
- Chives
- Collard greens
- Corn
- Cucumbers
- Dates
- Eggplant
- Figs
- Garlic
- Grapefruit
- Grapes (and raisins)
- Green beans
- Guava
- Honeydew melon
- Jicama
- Kale
- Kiwifruit
- Kohlrabi
- Kumquat
- Leeks
- Lemons
- Lettuce
- Limes
- Mango
- Mushrooms
- Mustard greens
- Nectarine
- Okra
- Onions
- Oranges
- Papaya
- Passion fruit
- Peaches
- Pears
- Peas
- Peppers
- Plums
- Potatoes
- Prunes
- Pumpkins
- Quince
- Radishes
- Raspberries
- Rhubarb
- Spinach
- Squash (12 varieties)
- Strawberries
- Swiss chard
- Sweet potatoes
- Tangelos
- Tangerines
- Tomatillos
- Tomatoes
- Turnips
- Watermelon
- Yams
- Zucchini

Visit [www.harvestofthemonth.cdph.ca.gov](http://www.harvestofthemonth.cdph.ca.gov) for more information and activity ideas related to California grown seasonal produce.





# My Power Plan

Use this worksheet to plan a day of meals and snacks. Your goal is to include the number of cups of fruits and vegetables during the day that are right for you. Review How Much Do I Need?, Worksheet 3A to know how many cups of fruits and vegetables you need for your plan. Under each meal and snack, list all the foods that you would eat. Remember to include at least one fruit or vegetable with each meal. You do not have to plan all 3 snacks.

When you finish your plan, circle the foods that are fruits and vegetables or have fruits and vegetables in them. Put a star next to the fruits and vegetables that you think are grown in California.

## Meals

### Breakfast:

---

---

---

---

### Lunch:

---

---

---

---

### Dinner:

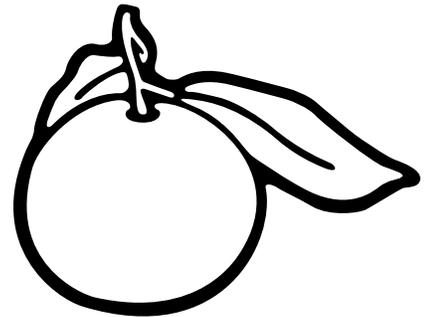
---

---

---

---

## Snacks



### Morning Snack:

---

---

### Afternoon Snack:

---

---

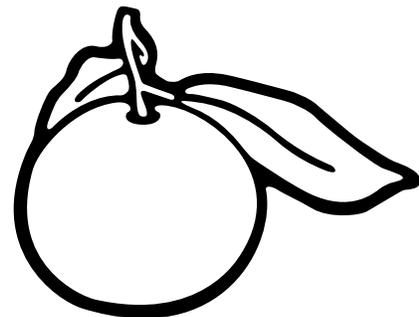
### Evening Snack:

---

---



# Mi Plan de Poder



Usa esta hoja de trabajo para planear un día de alimentos y bocadillos. Tu meta es incluir el número de tazas de frutas y vegetales que son adecuadas para ti. Revisa la sección ¿Cuánto Necesito?, Hoja de Trabajo 3A para saber cuantas tazas de frutas y vegetales necesitas para tu plan. Bajo cada alimento y bocadillo, escribe todas las comidas que comerías. Recuerda incluir por lo menos una fruta o vegetal con cada alimento. No tienes que planear todos los tres bocadillos.

Quando termines tu plan, encierra en un círculo alrededor de los alimentos que son frutas y vegetales o que contienen frutas y vegetales. Pon una estrella junto a las frutas y vegetales que creas que se cultivan en California.

## Alimentos

### Desayuno:

---

---

---

---

### Almuerzo:

---

---

---

---

### Cena:

---

---

---

---

## Bocadillos

### Bocadillo de la Mañana:

---

---

### Bocadillo de la Tarde:

---

---

### Bocadillo del Anochecer:

---

---

## LEARNING OBJECTIVES

After completing this activity, students will be able to:

- Identify characteristics of fruits and vegetables that they find appealing.
- Name at least one fruit or vegetable that they would like to eat again in the future.
- Use adjectives to describe the characteristics of at least 3 fruits and vegetables.

## LINKS TO COMMON CORE STANDARDS CALIFORNIA CONTENT STANDARDS (PAGE 3–9)

### READY

Students sample an array of fruits and/or vegetables, one at a time, using safe food handling techniques. After each sample is tasted, each student rates the food and then uses adjectives to describe the food. Lastly, students write a one-paragraph description of the fruit or vegetable they liked best using the adjectives that they used to describe it.

### SET

- Review the Activity Notes.
- Review Rate the Taste, Worksheet 7.
- Prepare fruits and vegetables for tasting by peeling and cutting into bite-sized pieces close to serving time, so that they stay fresh. Follow Safe Food Handling Techniques (see Activity Notes). You may want to work with your school food service department to prepare the samples for tasting.
- If students are tasting both fruits and vegetables, prepare one cup or plate of vegetables and one cup or plate of fruits for each student.
- Have cups and water available for students to drink while tasting.
- Be sure students have access to soap, water, and paper towels to wash their hands before eating. As an alternative, provide each student with a cleansing wipe.
- Ask your school child nutrition director to attend the taste testing so that she/he may learn about the students' fruit and vegetable preferences.

# Rate the Taste



### TIME

- Prep — 20 minutes (may vary)
- Activity — 50 minutes

### MATERIALS

- Student workbooks
- Taste testing supplies, such as serving containers (two 4-ounce cups or plates per student), napkins, tasting forks and/or spoons
- Cup of water for each student
- Cleaning supplies, such as sponges, detergent, etc.
- A variety of fruits and vegetables for tasting, including fresh, frozen, canned, or dried products. Obtain these from your school child nutrition department or call your local grocer or farmers' market to request a produce donation (see Appendix for a sample donation request letter).
- Thesaurus

**Caution:** Whenever you are serving food to students, you should check for food allergies.



# Rate the Taste

## GO

### 1. Introduce the activity.

- Introduce the concept of variety to students.  
Ask them:
  - Do you eat many different kinds of food each day?
  - Do you eat many different fruits and vegetables each day?
  - Do you like to try new fruits or vegetables? Why or why not?
  - Is it important to eat different fruits and vegetables? Why?
- Explain to students that in this activity they will taste several different fruits and vegetables. They may get to taste some fruits or vegetables they haven't tried before.

### 2. Brainstorm words to describe fruits and vegetables.

- As a class, review the definition of an adjective and brainstorm adjectives that may be used to describe the fruits and vegetables they taste. (*Examples may include how they taste, look, smell, or their texture: sweet, sour, juicy, tart, crisp, crunchy, mushy, tangy, bitter, ripe.*) Write the adjectives on the board.

### 3. Introduce the food tasting activity.

- Have students wash their hands with soap and water and clean the areas in which they will taste the food.
- Talk with your students about the steps you took to make sure the food they are tasting is safe to eat. Explain that the fresh fruits and vegetables were washed with water, even those that are peeled, and the tops of the canned items were washed before they were opened.
- Set some ground rules for your tasting activity. Ask students not to make any negative comments or faces if they taste something they don't like. Give them permission to quietly and politely remove food from their mouths into a napkin. This encourages children to try new foods without fear.
- Have students turn to Rate the Taste, Worksheet 7 in their workbooks. Review the directions at the top of the worksheet.
- Explain that students cannot use the same adjective over and over to describe the foods, but will need to come up with different adjectives.
- If you have a thesaurus available, point it out as a resource the students can use.
- Tell the students which fruits and vegetables they will taste today.
- Distribute one cup/plate of vegetables and one

cup/plate of fruits to each student.

- Distribute one cup of water to each student.
- Allow 20 minutes for students to taste the items and fill out the Rate the Taste worksheet.

### 4. Review the results.

- Lead a class discussion about the students' experiences.
  - Did you try a fruit or vegetable you had never tasted before?
  - Were you surprised by the way it tasted?
  - Will you eat this fruit or vegetable more often in the future? Why or why not?
  - Do you usually have fruits and vegetables that you like at home?
  - Will you ask your parents to buy any of the fruits and vegetables that we tasted today? Why or why not?
  - What did we do to make sure that the food we tasted today was safe to eat?
- Ask students to write a one-paragraph description of the fruit or vegetable they liked best, using as many adjectives as they can to describe its taste, smell, and texture.

## GO FARTHER

- Were there certain fruits or vegetables that students particularly enjoyed? Have students write a letter to the child nutrition director to ask that these foods be added to the school menu.
- Invite a school child nutrition staff member, chef, or a high school culinary arts class to conduct a food preparation demonstration for your class.
- If your school has a garden, conduct a tasting with fresh fruits and vegetables from the garden.
- Encourage the students to take their rating sheets home to share with their families. If you prepared a recipe, make copies available for those children that want to try making it at home.



# Activity Notes: Rate the Taste

Try to conduct the tasting using fruits and vegetables that will be new to your students. The activity will be more exciting if there are new and colorful options such as:

- Artichokes
- Avocados
- Asparagus
- Bok choy
- Cantaloupe
- Dried fruit (dried peaches or dried apricots)
- Eggplant
- Figs
- Grapefruit
- Melon (cantaloupe, honeydew)
- Jicama
- Kiwifruit
- Kumquats
- Lychee
- Mango
- Red cabbage
- Papaya
- Passion fruit
- Pears
- Persimmon
- Quince
- Radishes
- Bell peppers (red, green, and yellow)
- Rhubarb
- Rutabaga
- Squash (spaghetti, summer, and winter)
- Sugar snap peas
- Sweet potatoes
- Tamarind
- Water chestnuts
- Watermelon
- Zucchini

## You have several options for the taste test:

- Taste the same fruit or vegetable prepared several different ways (e.g., a steamed/microwaved vegetable and a raw vegetable)
- Taste many different types of a fruit or vegetable (e.g., samples of green peppers, red peppers, and yellow peppers, or different varieties of apples)
- Provide different dips for fruits and vegetables (e.g., lowfat salad dressing with vegetables and lowfat yogurt with fruits)

- Taste fruits and vegetables that are all the same color (e.g., green: avocados, kiwifruit, peas, broccoli, etc.)

Be sure to check with your school child nutrition department ahead of time to request food tasting samples.

To keep the cost down, purchase fruits and vegetables that are in season.



# Safe Food Handling Techniques

## General Food Safety

There are four simple keys to making sure that your food is safe from harmful bacteria:

- *Clean:* Always wash your hands, utensils, and surfaces with hot, soapy water before and after preparing food.
- *Separate:* Keep raw meat, poultry, and seafood separate from other foods when they are stored and when you are preparing them.
- *Cook:* Be sure to cook food for a long enough time and at a high enough temperature to kill harmful bacteria.
- *Chill:* Put prepared foods and leftovers into the refrigerator or freezer as soon as possible. Don't defrost foods at room temperature – thaw them in the refrigerator, under cold running water, or in the microwave.

## Fruit and Vegetable Safety

- Rinse all fruits and vegetables with water, even if you don't eat the outside of the fruit or vegetable (such as bananas, cantaloupe, or oranges). If necessary, use a small vegetable brush to remove surface dirt. Before opening them, rinse the tops of the cans when using canned fruits and vegetables.
- Try to cut away damaged or bruised areas of fruits and vegetables.
- Use juices that have been pasteurized or treated to kill harmful bacteria. Pasteurized juices can be found in refrigerated sections of stores. Treated juices can be kept on the shelf in stores and are in juice boxes, bottles, and cans. Unpasteurized or untreated juice should have a warning label that says, "This product has not been pasteurized and therefore may contain harmful bacteria that can cause serious illness in children, the elderly, and persons with weakened immune systems."

## Cooking Safety

- Always use clean, dry oven mitts whenever you use the oven.
- When cooking on the stove, make sure pot handles are turned away from the front of the stove so the pots are not accidentally bumped or knocked off.
- When uncovering a pot on the stove or a container from the microwave, open the lid away from you to let the steam out.
- Always turn the sharp edge of a knife or vegetable peeler away from you as you use it (use caution when handling a cheese grater, too). Keep your finger tips away from the sharp edge of the knife when cutting.
- Use a cutting board when you chop or slice ingredients.
- When using a blender, keep the lid on. Turn the blender off before you put any utensils inside the blender container.

**For more information on food safety, visit [www.foodsafety.gov](http://www.foodsafety.gov).**



# Rate the Taste

Did you like the fruits and vegetables that you tasted? Write adjectives to describe how the food tasted, looked, smelled, and felt. Do not use the same adjective more than two times. Then circle or color the picture that shows how much you liked each food. When you are done, write a paragraph about your favorite fruit or vegetable. Use the adjectives to describe how it tasted, looked, smelled, and felt.

## Sample 1

Name of this food: \_\_\_\_\_

Adjectives for this food: \_\_\_\_\_  
\_\_\_\_\_



## Sample 2

Name of this food: \_\_\_\_\_

Adjectives for this food: \_\_\_\_\_  
\_\_\_\_\_



## Sample 3

Name of this food: \_\_\_\_\_

Adjectives for this food: \_\_\_\_\_  
\_\_\_\_\_



**Sample 4**

Name of this food: \_\_\_\_\_

Adjectives for this food: \_\_\_\_\_

\_\_\_\_\_



**Sample 5**

Name of this food: \_\_\_\_\_

Adjectives for this food: \_\_\_\_\_

\_\_\_\_\_



**Sample 6**

Name of this food: \_\_\_\_\_

Adjectives for this food: \_\_\_\_\_

\_\_\_\_\_



**My favorite fruit or vegetable:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Califica el Sabor

¿Te gustan las frutas y los vegetales que has probado? Escribe los adjetivos que describen como saben, como se ven, como huelen y como se sienten. No uses el mismo adjetivo más de dos veces. Luego encierra en un círculo o pinta el dibujo que describa cuánto te gustó cada alimento. Cuando has terminado, escribe un párrafo sobre tu fruta o vegetal favorito. Usa los adjetivos para describir cómo te supo, cómo se veía, cómo olía y cómo se sentía.

## Muestra 1

Nombre de este alimento: \_\_\_\_\_

Adjetivos para este alimento: \_\_\_\_\_

\_\_\_\_\_



## Muestra 2

Nombre de este alimento: \_\_\_\_\_

Adjetivos para este alimento: \_\_\_\_\_

\_\_\_\_\_



## Muestra 3

Nombre de este alimento: \_\_\_\_\_

Adjetivos para este alimento: \_\_\_\_\_

\_\_\_\_\_



**Muestra 4**

Nombre de este alimento: \_\_\_\_\_

Adjetivos para este alimento: \_\_\_\_\_

\_\_\_\_\_



**Muestra 5**

Nombre de este alimento: \_\_\_\_\_

Adjetivos para este alimento: \_\_\_\_\_

\_\_\_\_\_



**Muestra 6**

Nombre de este alimento: \_\_\_\_\_

Adjetivos para este alimento: \_\_\_\_\_

\_\_\_\_\_



**Mi fruta o vegetal favorito:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## LEARNING OBJECTIVES

After completing this activity, students will be able to:

- Name at least 3 techniques used in advertising.
- Name at least 3 “pros” to eating 3 to 5 cups of fruits and vegetables every day and 3 “pros” to being physically active for at least 60 minutes every day.
- Name at least 3 “cons” to eating 3 to 5 cups of fruits and vegetables every day and 3 “cons” to being physically active for at least 60 minutes every day.
- Write a persuasive slogan.

## LINKS TO COMMON CORE STANDARDS CALIFORNIA CONTENT STANDARDS (PAGE 3–9)

### READY

Students discuss advertising slogans they’ve seen or heard. As a class, students brainstorm the benefits of eating fruits and vegetables and being physically active, and the barriers to doing so. Students then work in small groups to write and present creative jingles or slogans that promote eating 3 to 5 cups of fruits and vegetables or being physically active for at least 60 minutes every day.

### SET

- Review The Power of Advertising, Worksheet 8.
- Create a videotape or audiotape with advertisements from television or radio, or bring in magazines and/or newspaper ads to aid in the discussion of advertising techniques. You may also wish to ask students to bring in advertisements for discussion.

### GO

#### 1. Students brainstorm advertising slogans.

- Explain to students that this activity will help them learn more about how advertising affects their choices. Ask students if they know what a “slogan” is (a phrase, motto, tag line, or catchword that is associated with a specific brand).
- Ask students to share examples of their favorite slogans. The slogans could be for any product. List at least 10 examples on the board. Use your sample ads to get started.
- Ask the students, “What makes you remember these slogans?”

#### 2. Discuss advertising techniques.

- Have students turn to The Power of Advertising, Worksheet 8 in their workbooks.
- Allow students five minutes to read the material or read it as a class.

# The Power of Advertising



### TIME

- Prep — 10 minutes
- Activity — 50 minutes

### MATERIALS

- Student workbooks
- Advertisements from television, radio, magazines, and/or newspapers



# The Power of Advertising

- Review the slogans written on the board and the sample ads. Ask the students if these advertisements use any of the tricks listed on the worksheet.

### 3. Discuss fruits and vegetables and physical activity.

- Tell students that they are going to create their own advertising slogans that should persuade their friends to eat 3 to 5 cups of fruits and vegetables and be physically active for at least 60 minutes every day.
- Explain that in order to create persuasive slogans, students need to be able to identify the pros (why it's good for you) and cons (what keeps people from) of eating fruits and vegetables and being physically active.
- Draw a line down the middle of the board. On one side, write the heading "Why it's good to eat fruits and vegetables (Pros)." On the other side, write the heading "Keeps people from eating fruits and vegetables (Cons)."
- Brainstorm a list for each category. Possible answers may include:
  - **Pros:** make you healthy, make you strong, taste good, have lots of vitamins, keep you from getting sick, etc.
  - **Cons:** don't like the taste, too hard to prepare, too expensive, no one else eats them, etc.
- Do the same for physical activity—"Why it's good to be physically active (Pros)" and "Keeps people from being physically active (Cons)." Brainstorm a list for each category. Possible answers may include:
  - **Pros:** keeps me from getting sick, makes me look better, makes me strong, gives me energy, etc.
  - **Cons:** no place to be physically active, not safe to be outside, don't have the money, not enough time, boring, don't have the right equipment, etc.
- Discuss the lists briefly. Ask students to suggest some ways to help them eat fruits and vegetables and be physically active.

### 4. Students write their own slogans.

- Divide the class into advertising teams of 3-4 students.
- Assign each group a topic for their slogan:
  - Promote eating 3 to 5 cups of fruits and vegetables every day
  - Promote being physically active (getting power play) for at least 60 minutes every day
  - Promote a particular fruit or vegetable

- Promote a type of physical activity
- Tell students to create slogans that will sell their topic to their classmates or other friends. Slogans should address the Pros to fruit and vegetable consumption and being physically active and/or address the Cons, by turning them into Pros. (e.g., "Easy to carry, easy to peel, a banana is the perfect meal.")
- Allow 15-20 minutes for the groups to work.
- When students are done, ask them to share their work with the rest of the class.

### GO FARTHER

- Contact your school child nutrition director to find out which fruits and vegetables will be served in the cafeteria in the coming weeks and offer to create slogans to promote them. The slogans can be used on the school menu, posters, bulletin boards, etc.
- Have students develop variations on their slogans to suit different audiences: parents, teachers, grandparents, etc.
- Ask each student to track the food advertisements that appear in watching 1 hour of television. After several days, hold a discussion:
  - How many ads did you see?
  - How many of the ads that you saw were for healthy foods, fruits and vegetables, and/or physical activity?
  - Was one advertising technique used more than others?
  - What are your reactions to what you have learned?
- Ask students to look for all of the different kinds of advertisements that are used to help sell products. Tell students that they see ads on television and hear them on the radio, but advertising is all around us. Several days later, hold a discussion:
  - Where did you see ads?
  - Did you see ads on the way to school (billboards, packaging, bus ads, etc.)?
  - Are there ads at school (vending machines, signs, packaging, etc.)?



# The Power of Advertising

**1** What are you trying to sell? \_\_\_\_\_

**2** Who are you selling it to? \_\_\_\_\_

**3** What are some of the good things about it? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**4** What keeps people from eating it or doing it? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**5** What might change their minds? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Circle the ideas from numbers 3, 4, and 5 that you want to use when you create your slogan, jingle, or advertisement.

**Advertisers have many ways to try to get kids to buy their products. You might want to try some of these.**

**Jingle/Slogan:** a song or phrase that helps you remember a product.

**Cartoon Characters:** an animated character that promotes a product.

**Star Power:** a celebrity (like a movie star, a model, a football player) who says he or she uses the product.

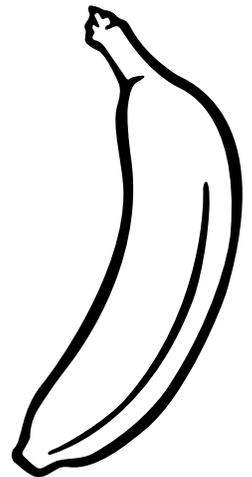
**Wannabe Appeal:** “wannabe” means “I want to be.” The product promises to make you be the way you want, like stronger, healthier, richer, more popular, or happier.

**Latest Greatest:** everybody loves it and wants it. Don’t be left out!

**Sensory Appeal:** it tastes good, looks good, smells good, or feels good.

**Better Than:** this product is better than other brands of the same product.

**Dollar Power:** you will save money or get something free if you buy this product.





# El Poder de la Publicidad

**1** ¿Qué estás tratando de vender? \_\_\_\_\_

**2** ¿A quién se lo estás tratando de vender? \_\_\_\_\_

**3** ¿Cuáles son algunas de sus cosas buenas que tiene? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**4** ¿Qué evita que las personas lo coman o lo hagan? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**5** ¿Qué podría hacerles cambiar de opinión? \_\_\_\_\_

\_\_\_\_\_

Encierra en un círculo las ideas en los números 3, 4, y 5 que quieres utilizar para crear tu lema, tu canción o anuncio.

**Los anunciantes utilizan muchas maneras para impulsar a los niños a comprar sus productos. Tú puedes utilizar algunas de éstas maneras.**

**Canción/Lema:** una canción o una frase que ayuda a recordar un producto.

**Personajes de Caricaturas:** un personaje animado que promueve un producto.

**El poder de una Estrella:** una celebridad (como un artista de cine, una modelo, un jugador de fútbol) quien dice que él o ella usa el producto.

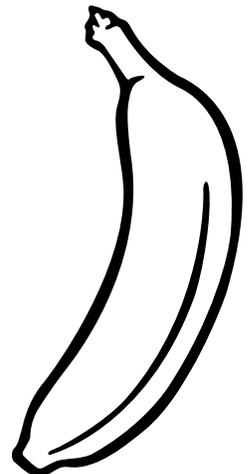
**Querer parecerse a:** el producto promete hacerte como tú quieres ser, ya sea más fuerte, saludable, rico o rica, más popular o más feliz.

**Lo más nuevo y grandioso:** todos lo quieren y lo desean. ¡No te quedes atrás!

**Apelar a tus sentidos:** si sabe bien, se ve bien, huele bien, o se siente bien.

**Mejor que:** este producto es mejor que otras marcas del mismo producto.

**Poder del Dólar:** tú puedes ahorrar dinero o recibir algo gratis si compras este producto.



## LEARNING OBJECTIVES

After completing this activity, students will be able to:

- Identify the key components of food Nutrition Facts labels.
- Compare and contrast Nutrition Facts of different foods.
- Identify the healthiest food choice among several alternatives.
- Solve math problems about nutrient values.

## LINKS TO COMMON CORE STANDARDS CALIFORNIA CONTENT STANDARDS (PAGE 3–9)

### READY

Students read and discuss the Nutrition Facts labels provided for two different products. Then students complete a math worksheet with addition, subtraction, multiplication, and division problems related to the nutrition labels.

### SET

- Review What's on a Label?, Worksheet 9A; Nutrition Numbers, Worksheet 9B; and Get the Power!, Worksheet 5A.

### GO

#### 1. Introduce Nutrition Facts labels.

- Explain to students that this activity will help them read and understand nutrition information on Nutrition Facts labels.

Ask students:

- How do you know what ingredients are in a packaged food?
  - How do you know how many calories are in a packaged food?
  - If you don't know what's in a certain food, how can you make smart choices about what to eat?
- Explain that Nutrition Facts labels are one good way to know more about the foods you eat. You should be able to get nutrition information about fresh produce posted in the produce department of a grocery store or by asking a produce person. Another source for produce nutrition information is [www.harvestofthemonth.cdph.ca.gov](http://www.harvestofthemonth.cdph.ca.gov). To obtain nutrition information for other foods, visit [www.nutri-facts.com](http://www.nutri-facts.com).

# What's on a Label?



### TIME

- Prep — 10 minutes
- Activity — 50 minutes

### MATERIALS

- Student workbooks



# What's on a Label?

## 2. Review the information on Nutrition Facts labels.

- Have students turn to What's on a Label?, Worksheet 9A in their workbooks. Review the information together. To remind students about the benefits of fiber and vitamins, as well as the reasons they should limit fat and sugar, refer back to Worksheet 5A: Get the Power!

## 3. Students complete math activity.

- Have students turn to Nutrition Numbers, Worksheet 9B in their workbooks. Review the directions at the top of the worksheet with students.
- Give students 20 minutes to complete the problems, using the What's on a Label? page and the sample Nutrition Facts labels for reference.
- When students are done, review the answers as a class.

## 4. Discuss the importance of Nutrition Facts labels.

- Discuss what students have learned about Nutrition Facts labels.
  - Will you use these labels in the future to help you decide what to eat? Why or why not?
  - The next time you have a snack, will you think about what you just learned?
  - Do you think you will choose a different snack than you normally would? Why or why not?

## GO FARTHER

- Ask the students to check the Nutrition Facts labels of snack foods they have at home. Make a list of 3 or 4 foods and compare them in terms of nutrition. Which is highest in calories? Lowest in calories? Highest and lowest in fat? Highest and lowest in fiber? Highest and lowest in sugar?
- In California, many chain restaurants are now required to provide nutrition information about their menu items. Bring in menus and nutrition information from some of your students' favorite restaurants. Help them compare the information with the Nutrition Facts Label and use it to choose healthier menu items.
- Have students make a grocery list of 3 healthy snack foods they would like to ask their family to buy the next time they shop.
- Assign students to conduct research about nutrient values of specific foods using the Internet. You may wish to refer them to [www.nutri-facts.com](http://www.nutri-facts.com) and Harvest of the Month at [www.harvestofthemonth.cdph.ca.gov](http://www.harvestofthemonth.cdph.ca.gov) after you have reviewed the sites to ensure they are appropriate for your students.
- If you would like to teach your students more about Nutrition Facts labels, download "The Power of Choice: Helping Youth Make Healthy Eating and Fitness Decisions, A Leader's Guide" from the U.S. Department of Agriculture's Team Nutrition Web site at [www.fns.usda.gov/tn](http://www.fns.usda.gov/tn) under the Educators icon.

# What's on a Label?

The Nutrition Facts label tells you about the food inside the package.

## How many servings are you eating?

All information on the label is for one serving. Sometimes the serving size shown is much smaller than most people eat at one time.

Calories are a measure of how much energy you get from food. The amount of calories you need depends on your size and how active you are. The more you move, the more food energy (calories) you need.

Eating too much of these nutrients can cause health problems when you get older.

Eating enough of these nutrients can help you stay healthy.

Amount per serving		
<b>Calories</b>	25	Calories from fat 0
		<b>% Daily Value*</b>
<b>Total Fat</b>	0g	<b>0%</b>
Saturated Fat	0g	<b>0%</b>
Trans Fat	0g	
<b>Cholesterol</b>	0mg	<b>0%</b>
<b>Sodium</b>	20mg	<b>1%</b>
<b>Total Carbohydrates</b>	4g	<b>1%</b>
Dietary Fiber	2g	<b>8%</b>
Sugars	1g	
<b>Protein</b>	2g	
Vitamin A	20%	Vitamin C 50%
Calcium	2%	Iron 2%

\*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

## How do you know if a food is HIGH or LOW in a certain nutrient?

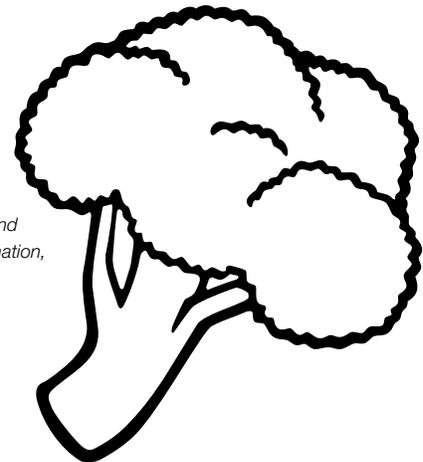
**LOW** is when a nutrient for one serving has 5% Daily Value or less.

**HIGH** is when a nutrient for one serving has 20% Daily Value or more.

% Daily Value tells you if there is a lot or a little of a nutrient in a serving of food. It shows how much of the nutrient you will get from eating one serving of this food compared with how much you should get in one day.

**Get LESS**  
5% or less is low  
20% or more is high

**Get ENOUGH**  
5% or less is low  
20% or more is high



Adapted from "The Power of Choice: Helping Youth Make Healthy Eating and Fitness Decisions, A Leader's Guide," a publication of the U.S. Department of Agriculture Food & Nutrition Service and the U.S. Department of Health and Human Services Food & Drug Administration. For more information, visit the USDA's Team Nutrition Web site at [www.fns.usda.gov/tn](http://www.fns.usda.gov/tn) under the Educators icon.

# Sample Nutrition Facts Labels

Strawberries, raw

## Nutrition Facts

Serving Size 1 cup (144g)  
Servings Per Container 2

Amount per serving

**Calories** 45      Calories from fat 0

	% Daily Value*
<b>Total Fat</b> 0g	<b>0%</b>
Saturated Fat 0g	<b>0%</b>
Trans Fat 0g	
<b>Cholesterol</b> 0mg	<b>0%</b>
<b>Sodium</b> 0mg	<b>0%</b>
<b>Total Carbohydrates</b> 10g	<b>3%</b>
Dietary Fiber 3g	<b>13%</b>
Sugars 8g	
<b>Protein</b> 1g	

Vitamin A 0%    •    Vitamin C 140%

Calcium 2%    •    Iron 4%

\*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

Potato Chips ("Big Grab" bag)

## Nutrition Facts

Serving Size 1 oz (28g)  
Servings Per Container 3

Amount per serving

**Calories** 150      Calories from fat 90

	% Daily Value*
<b>Total Fat</b> 10g	<b>15%</b>
Saturated Fat 3g	<b>15%</b>
Trans Fat 0g	
<b>Cholesterol</b> 0mg	<b>0%</b>
<b>Sodium</b> 170mg	<b>7%</b>
<b>Total Carbohydrates</b> 15g	<b>5%</b>
Dietary Fiber 1g	<b>5%</b>
Sugars 0g	
<b>Protein</b> 2g	

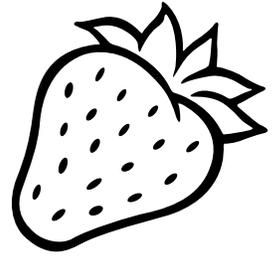
Vitamin A 0%    •    Vitamin C 15%

Calcium 0%    •    Iron 2%

\*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.



# Nutrition Numbers



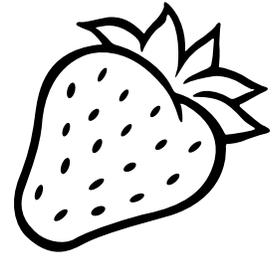
Complete the math problems. Use the What's on a Label? worksheet for the information you need. If you use an equation to answer the question, write it down.

- 1** If you eat 2 servings of potato chips, how many calories have you eaten?
  
- 2** If you eat 2 servings of strawberries, how many calories have you eaten?
  
- 3** If you eat 2 servings of strawberries, how much fat have you eaten?
  
- 4** If you eat 2 servings of potato chips, how much fat have you eaten?
  
- 5** How many servings of potato chips would you have to eat to get at least 100% of the daily value of vitamin C?  
If you ate that many servings, how many calories would you have eaten?
  
- 6** How many servings of strawberries would you have to eat to get at least 100% of the daily value of vitamin C?  
If you ate that many servings, how many calories would you have eaten?
  
- 7** If you want to eat less sodium, which food is a better choice?
  
- 8** Which of these foods do you think would be the healthier choice for a snack? Why?



# Nutrition Numbers

## ANSWER KEY



Complete the math problems. Use the What's on a Label? worksheet for the information you need. If you use an equation to answer the question, write it down.

**1**

If you eat 2 servings of potato chips, how many calories have you eaten?

**If you eat 2 servings of potato chips, you have eaten 300 calories ( $150 + 150 = 300$ ).**

**2**

If you eat 2 servings of strawberries, how many calories have you eaten?

**If you eat 2 servings of strawberries, you have eaten 90 calories ( $45 + 45 = 90$ ).**

**3**

If you eat 2 servings of strawberries, how much fat have you eaten?

**If you eat 2 servings of strawberries, you have eaten 0 grams of fat ( $0 + 0 = 0$ ).**

**4**

If you eat 2 servings of potato chips, how much fat have you eaten?

**If you eat 2 servings of potato chips, you have eaten 20 grams of fat ( $10 + 10 = 20$  grams).**

**5**

How many servings of potato chips would you have to eat to get at least 100% of the daily value of vitamin C? If you ate that many servings, how many calories would you have eaten?

**You would need 7 servings of potato chips to reach 100% of the daily value of vitamin C ( $100 \div 15 = 6.66$  servings, rounded up to 7 servings). If you eat 7 servings of potato chips, and each serving has 150 calories, that means you would have eaten 1,050 calories ( $7 \times 150 = 1,050$ ).**

**6**

How many servings of strawberries would you have to eat to get at least 100% of the daily value of vitamin C? If you ate that many servings, how many calories would you have eaten?

**You would need only 1 serving of strawberries to reach 100% of the daily value of vitamin C. You would have eaten 45 calories.**

**7**

If you want to eat less sodium, which food is a better choice?

**If you want to eat less sodium, strawberries are a better choice than potato chips (0 milligrams per serving compared to 180 milligrams).**

**8**

Which of these foods do you think would be the healthier choice for a snack? Why?

**Strawberries would be a healthier snack. Strawberries have fewer calories and fat and more vitamins than potato chips. Potato chips don't have very many nutrients and have more calories and fat.**

# ¿Qué hay en una Etiqueta?

La etiqueta de Información de Nutrición te dice lo que contiene la comida dentro del paquete.

## ¿Cuántas porciones estás comiendo?

Toda información en la etiqueta es para una porción. A veces el tamaño de la porción es mucho más pequeño de lo que regularmente se come.

Las calorías miden cuánta energía obtienes de los alimentos. La cantidad de calorías que necesitas dependen de tu tamaño y de lo activo que eres. Entre más te mueves, más energía alimenticia (calorías) necesitas.

El comer demasiados de estos nutrientes, te puede causar problemas cuando crezcas.

El comer suficientes de estos nutrientes te puede ayudar a mantenerte saludable.

Cantidad por porción		% de Valor Diario*	
<b>Calorías</b>	25	Calorías de grasa	0
<b>Total de Grasa</b>	0g		0%
Grasa saturada	0g		0%
Ácidos Grasos Trans	0g		0%
<b>Colesterol</b>	0mg		1%
<b>Sodio</b>	20mg		1%
<b>Total de Carbohidratos</b>	4g		8%
Fibra	2g		
Azúcar	1g		
<b>Proteína</b>	2g		
Vitamina A	20%	Vitamina C	50%
Calcio	2%	Hierro	2%

\*Porcentaje de Valores Diarios están basados en una dieta de 2,000 calorías. Tus valores diarios pueden ser más altos o bajos dependiendo de tus necesidades de calorías.

## ¿Cómo sabes si un alimento es ALTO o BAJO en algún nutriente?

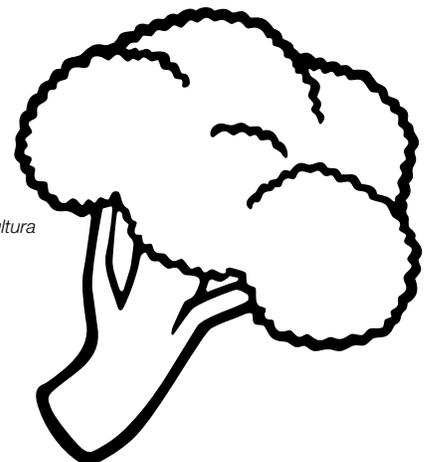
**BAJO** es cuando el nutriente de una porción tiene un Valor Diario de 5% o menor.

**ALTO** es cuando el nutriente de una porción tiene un Valor Diario de 20% o mayor.

% del Valor Diario te dice si hay mucho o muy poco nutriente en una porción de alimento. Demuestra la cantidad del nutriente que recibirás al comer una porción de este alimento en comparación con la cantidad que debes recibir en un día.

**Recibe MENOS**  
5% o menos es bajo  
20% o más es alto

**Recibe SUFICIENTE**  
5% o menos es bajo  
20% o más es alto



Adaptado de "The Power of Choice: Helping Youth Make Healthy Eating and Fitness Decisions, A Leader's Guide," una publicación del Servicio de Alimentos y Nutrición del Departamento de Agricultura de Estados Unidos y la Administración de Alimentos y Medicamentos del Departamento de Salud y Servicios Humanos de Estados Unidos. Para más información, visita la página de Internet del Equipo de Nutrición de USDA en [www.fns.usda.gov/tn](http://www.fns.usda.gov/tn) bajo el icono de Educators.

# Ejemplos de Información en Etiquetas Nutrivas

Fresas, crudos

## Información Nutricional

Tamaño de la Porción 1 taza (144g)

Porciones en cada envase 2

Cantidad por porción

**Calorías** 45      Calorías de grasa 0

**% de Valor Diario\***

**Total de Grasa** 0g      **0%**

Grasa Saturada 0g      **0%**

Ácidos Grasos Trans 0g

**Colesterol** 0mg      **0%**

**Sodio** 0mg      **0%**

**Total de Carbohidratos** 10g      **5%**

Fibra Dietética 3g      **13%**

Azúcar 8g

**Proteína** 1g

Vitamina A 0%      •      Vitamina C 140%

Calcio 2%      •      Hierro 4%

\*Porcentaje de Valores Diario están basados en una dieta de 2,000 calorías. Tus valores diarios pueden ser más altos o bajos dependiendo de tus necesidades de calorías.

Papitas Fritas (tamaño "Big Grab")

## Información Nutricional

Tamaño de la Porción 1 oz (28g)

Porciones en cada envase 3

Cantidad por porción

**Calorías** 150      Calorías de grasa 90

**% de Valor Diario\***

**Total de Grasa** 10g      **15%**

Grasa Saturada 3g      **15%**

Ácidos Grasos Trans 0g

**Colesterol** 0mg      **0%**

**Sodio** 170mg      **7%**

**Total de Carbohidratos** 15g      **5%**

Fibra Dietética 1g      **5%**

Azúcar 0g

**Proteína** 2g

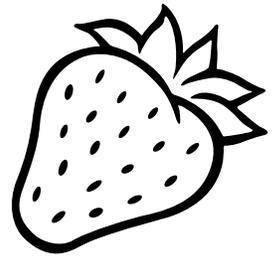
Vitamina A 0%      •      Vitamina C 15%

Calcio 0%      •      Hierro 2%

\*Porcentaje de Valores Diario están basados en una dieta de 2,000 calorías. Tus valores diarios pueden ser más altos o bajos dependiendo de tus necesidades de calorías.



# Cuentas de Nutrición



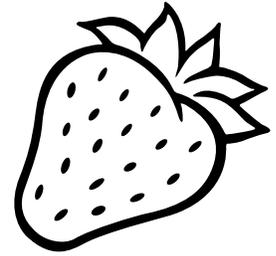
Contesta los problemas matemáticos. Para la información que necesitas usa la Hoja de Trabajo ¿Qué hay en una Etiqueta? Si haces una cuenta para resolver el problema, escríbela.

- 1** ¿Cuántas calorías has comido si comes 2 porciones de papitas fritas?
- 2** ¿Cuántas calorías has comido si comes 2 porciones de fresas?
- 3** ¿Cuánta grasa has comido si comes 2 porciones de fresas?
- 4** ¿Cuánta grasa has comido si comes 2 porciones de papitas fritas?
- 5** ¿Cuántas porciones de papitas fritas tendrías que comer para recibir por lo menos el 100% del valor diario de vitamina C? ¿Cuántas calorías comerías si comieras todas esas porciones?
- 6** ¿Cuántas porciones de fresas tendrías que comer para recibir por lo menos el 100% del valor diario de vitamina C? ¿Cuántas calorías comerías si comieras todas esas porciones?
- 7** ¿Cuál es la mejor comida si quieres comer menos sodio?
- 8** ¿Cuál de estas comidas crees que sería un bocadillo más saludable? ¿Por qué?



# Cuentas de Nutrición

## GUÍA DE RESPUESTAS



Contesta los problemas matemáticos. Para la información que necesitas usa la Hoja de Trabajo ¿Qué hay en una Etiqueta? Si haces una cuenta para resolver el problema, escríbela.

**1**

¿Cuántas calorías has comido si comes 2 porciones de papitas fritas?

**Si comes 2 porciones de papitas fritas, has comido 300 calorías ( $150 + 150 = 300$ ).**

**2**

¿Cuántas calorías has comido si comes 2 porciones de fresas?

**Si has comido 2 porciones de fresas, has comido 90 calorías ( $45 + 45 = 90$ ).**

**3**

¿Cuánta grasa has comido si comes 2 porciones de fresas?

**Si has comido 2 porciones de fresas, has comido 0 gramos de grasa ( $0 + 0 = 0$ ).**

**4**

¿Cuánta grasa has comido si comes 2 porciones de papitas fritas?

**Si comes 2 porciones de papitas fritas, has comido 20 gramos de grasa ( $10 + 10 = 20$  gramos).**

**5**

¿Cuántas porciones de papitas fritas te tendrías que comer para recibir por lo menos el 100% del valor diario de vitamina C? ¿Cuántas calorías comerías si comieras todas esas porciones?

**Necesitarías comer 7 porciones de papitas fritas para llegar al 100% del valor diario de vitamina C ( $100 \div 15 = 6.66$  porciones, redondeado a 7 porciones). Si comes 7 porciones de papitas fritas, y cada porción tiene 150 calorías, eso significa que has comido 1,050 calorías ( $7 \times 150 = 1,050$ ).**

**6**

¿Cuántas porciones de fresas tendrías que comer para recibir por lo menos el 100% del valor diario de vitamina C? ¿Cuántas calorías comerías si te comieras todas esas porciones?

**Necesitarías sólo 1 porción de fresas para llegar al 100% del valor diario de vitamina C. Te habrías comido 45 calorías.**

**7**

¿Cuál es la mejor comida si quieres comer menos sodio?

**Si quieres comer menos sodio, las fresas son una mejor selección que las papitas fritas (0 miligramos por porción comparado con 180 miligramos).**

**8**

¿Cuál de estas comidas crees que sería un bocadillo más saludable? ¿Por qué?

**Las fresas serían un bocadillo más saludable. Las fresas tienen menos calorías y grasa y tienen más vitaminas que las papitas fritas. Las papitas fritas no tienen muchos nutrientes y tienen más calorías y grasa.**

## LEARNING OBJECTIVES

After completing this activity, students will be able to:

- Name at least 3 barriers to eating more fruits and vegetables at home.
- Name at least 3 barriers to being more physically active at home.
- Identify strategies to reduce or eliminate barriers to eating fruits and vegetables and being physically active at home.

## LINKS TO COMMON CORE STANDARDS CALIFORNIA CONTENT STANDARDS (PAGE 3–9)

### READY

As a class, students list barriers to fruit and vegetable consumption and physical activity, particularly in the home environment. Using scenarios provided, students brainstorm ways to advocate respectfully for healthier choices.

### SET

- Review Healthier Please!, Worksheet 10.

### GO

#### 1. Discuss barriers.

- Discuss with students the definition and concept of a “barrier” (something that prevents you from making progress, going ahead, taking action). Ask them for examples of barriers, like a door, fence, roadblock, wall, chain across a driveway.
- Tell students that they are going to be talking about the barriers that keep people from eating more fruits and vegetables and getting more physical activity. Barriers may include cost, availability, etc.
- Ask students to give reasons they don’t always eat enough fruits and vegetables when they are not at school, and write their answers on the board. Use prompts such as:
  - Do you like the way fruits and vegetables taste?  
(If not, this is a barrier.)
  - Do you have fruits and vegetables available at home?
  - Could you ask for more fruits and vegetables at home?
  - How easy is it to get fruits and vegetables?
  - Do others in your family like fruits and vegetables?

# Healthier Please!



### TIME

- Prep — 10 minutes
- Activity — 50 minutes

### MATERIALS

- Student workbooks



# Healthier Please!

- Ask students why they don't always get enough physical activity when they are not at school, and write their answers on the board. Use prompts such as:
  - What else do you have to do when you get home?
  - What do you like to do at home?
  - Does anyone else in your family like to be physically active?
  - How easy is it to get physical activity outside after school?
- Explain that all the reasons they have listed for not eating fruits and vegetables or being active are barriers.

## 2. Students develop and present scenarios.

- Have students turn to Healthier Please!, Worksheet 10 in their workbooks. Review the directions together.
- Talk briefly about the importance of using respectful words and tone of voice when asking for changes.

Ask them to come up with ground rules, such as:

- Use a pleasant tone of voice.
- Use positive body language.
- Say “please” and “thank you.”
- No put-downs.

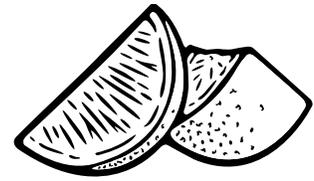
- Divide the class into groups of 3-4 students, and assign each group a scene from the worksheet.
- Give students 15 minutes to discuss the barriers in the scene and how they would resolve the situation in their scene.
- Have each group present their solution to the class and read any dialogue they have written. Compare solutions that different groups developed.

## GO FARTHER

- Ask the students to pick a situation that is likely to happen in their own homes and have them draw a three- or four-panel cartoon to illustrate how they could ask for changes in a respectful way. Encourage students to take their cartoons home to share.
- Encourage students to use what they learned today at home and to report their successes back to the class.

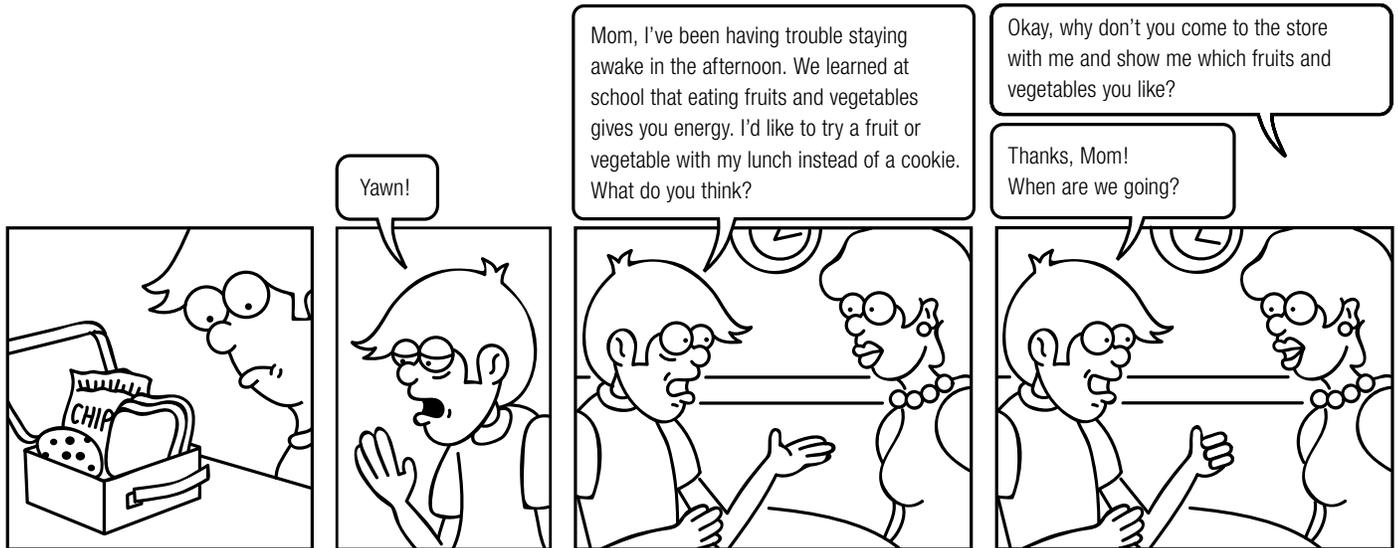


# Healthier Please!



Read your group’s scene. Talk about the scene with your group. What keeps the person in the scene from eating more fruits and vegetables or getting more physical activity? As a group, decide what you would say and do. Write it down. Remember to be respectful.

*Example:* On most days, your lunch has a ham and cheese sandwich, a small bag of potato chips, and a cookie. You usually start to feel sleepy after lunch. You know that a healthier lunch would give you more energy. What do you say and do?



### SCENE 1

It is a sunny Saturday afternoon. Everyone in your family is watching television. You want everyone to go outside and enjoy some physical activity. What could you say and do to get them to go outside with you?

### SCENE 2

You just got home from school and you really want a fruit or vegetable for a snack. You look in the refrigerator, the cupboard, and on the counter. There are no fruits or vegetables. What could you say and do so there are healthy snacks for you to eat after school?

### SCENE 3

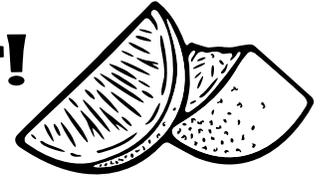
It’s a busy school morning at your house. Your mom says, “We’re out of milk, and I don’t have time to cook you anything. We’ll stop at the fast food place on the way to school—let’s go!” You wanted something healthy, like a fruit smoothie, that would give you energy. What could you say and do so you have a healthy breakfast this morning? What could you say and do so there is something healthy for breakfast at home in the future?

### SCENE 4

You really want to spend some time being physically active when you get home from school. Your parents want you to work on your homework right after school. When you finish your homework, it will be dark outside. What could you say or do so you can get some physical activity after school?



# ¡Más Saludable por Favor!



Lee la escena a tu grupo. Discute la escena con tu grupo. ¿Por qué la persona de la escena no come más frutas y vegetales o hace más actividad física? Entre todo el grupo decidan lo que debieran decir y hacer. Escríbanlo. Recuerden ser respetuosos.

*Ejemplo:* La mayoría de los días tienes en tu almuerzo un sándwich de jamón y queso, una pequeña bolsa de papitas fritas, y una galleta. Normalmente te empieza a dar sueño después de comer. Tú sabes que un almuerzo más saludable te daría más energía. ¿Qué debes decir y hacer?



## ESCENA 1

Es una soleada tarde de sábado. Toda tu familia está viendo televisión. Tú quieres que todos salgan y disfruten de alguna actividad física. ¿Qué podrías decir y hacer para convencerlos que vayan afuera contigo?

## ESCENA 2

Acabas de llegar a casa de la escuela y quieres comer una fruta o vegetal de bocadillo. Ves en el refrigerador, en la alacena y en el mostrador. No hay frutas o vegetales. ¿Qué podrías decir y hacer para que haya bocadillos más saludables que puedas comer después de la escuela?

## ESCENA 3

Es una agitada mañana en tu casa antes de ir a la escuela. Tu mamá dice, “No tenemos leche, y no tengo tiempo de cocinarles algo. Rumbo a la escuela pasamos al restaurante de comida rápida—¡Vámonos!” Tú quieres algo saludable, como un licuado de fruta, que te dé energía. ¿Qué podrías decir y hacer para poder tener un desayuno saludable esta mañana? ¿Qué podrías decir y hacer para que en el futuro haya algo saludable que desayunar en tu hogar?

## ESCENA 4

Tú quieres hacer actividades físicas cuando llegas a casa de la escuela. Tus padres quieren que hagas tu tarea justo después de que llegaste de la escuela. Cuando terminas tu tarea, estará oscuro afuera. ¿Qué puedes hacer o decir para que puedas hacer actividades físicas después de la escuela?

# Appendix



# Master List of Materials

**To complete all ten activities in this *Kit*, you will need the following materials:**

- Student workbooks (Activities 1-10)
- Resources for student research and reference, such as encyclopedias, library books, Internet access, thesaurus, etc. (Activities 2 and 7)
- Measuring cups (Activity 3)
- Variety of fruits and vegetables for demonstration and tasting (fresh, frozen, canned, dried, and juiced) (Activities 3 and 7)
- Supplies for conducting taste testings, including serving containers (cups, bowls, and plates), napkins, tasting forks and/or spoons, food preparation equipment (knives, cutting boards, etc.) and cleaning supplies (sponges, dish detergent, etc.) (Activity 7)
- Sample advertisements from television, radio, magazines, or newspapers (Activity 8)



## Dear Parents,

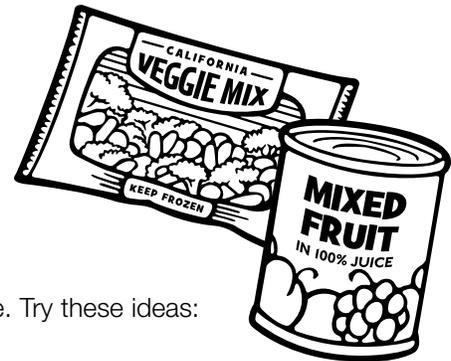
We want to help your child get the power! That's why we are working with the *Nutrition Education and Obesity Branch—Children's Power Play! Campaign (Campaign)*. This *Campaign* encourages children to eat 3 to 5 cups of fruits and vegetables and get at least 60 minutes of physical activity every day.

Most children don't eat enough fruits and vegetables or get the physical activity they need every day. Eating fruits and vegetables and being active can help your child

- grow and develop;
- have more energy to learn and play;
- stay at a healthy weight; and
- reduce the risk of serious health problems later in life.

You can help your child eat more fruits and vegetables and be more active. Try these ideas:

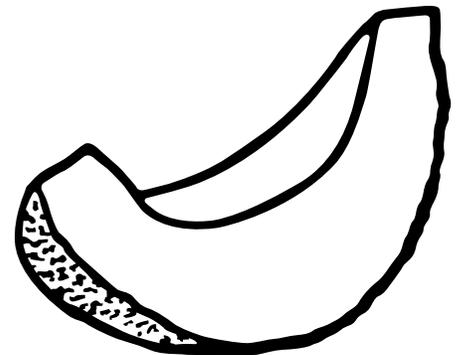
- Include fruits and vegetables in the meals and snacks that you prepare.
- Keep fruits and vegetables at home in easy to reach places.
- Ask your child to help you prepare the fruits and vegetables you'll be eating.
- Have your child eat school meals. Find out if your child qualifies for free or reduced-price meals by contacting the school.
- Learn more about the California Food Stamp Program by calling 1-877-847-3663. This program can help you buy healthy foods like fruits and vegetables.
- Be active with your child every day. Walks are a great way to be active together.
- Limit the amount of time your child spends watching television and playing video games.
- Help your child find physical activities that he/she enjoys.
- Ask your child to tell you about the *Children's Power Play! Campaign* activities that he/she is doing.
- Be a good role model. Let your child see you enjoying fruits and vegetables and physical activity.
- With your child, go to the **[www.choosemyplate.gov](http://www.choosemyplate.gov)** Web site to learn more about eating a healthy diet and being physically active.



Would you like more information about how to eat more fruits and vegetables and be physically active every day? Call the *Nutrition Education and Obesity Prevention Branch* at 1-888-328-3483 or visit the Web site at **[www.cachampionsforchange.net](http://www.cachampionsforchange.net)**.

**Thank you for helping your child get the power!**

Sincerely,



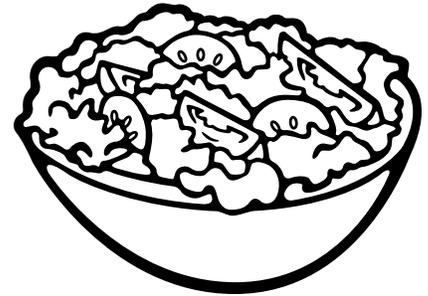


## Estimados Padres de Familia,

¡Nosotros queremos ayudar a que su hijo(a) tenga el poder! Es por eso que estamos trabajando con la *Rama de Educación en Nutrición y Prevención de la Obesidad— Campaña para Niños (Campaña)*. Esta *Campaña* estimula a los niños a que coman de 3 a 5 tazas de frutas y vegetales y que hagan por lo menos 60 minutos de actividad física al día.

La mayor parte de los niños no comen suficientes frutas y vegetales ni hacen la cantidad de ejercicio diario que necesitan. Comer frutas y vegetales y mantenerse activo puede ayudar a su hijo(a) a:

- crecer y desarrollarse;
- tener más energía para aprender y jugar;
- mantener un peso saludable, y
- reducir el riesgo de tener, en el transcurso de su vida, problemas serios de salud.



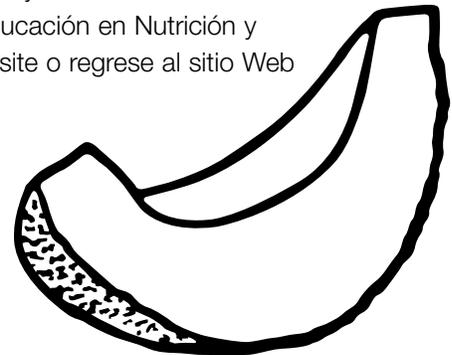
Usted puede ayudar a su hijo(a) a comer más frutas y vegetales y a mantenerse más activos. Aquí tiene algunas ideas:

- Incluya frutas y vegetales en las comidas y en los bocadillos que les prepare.
- Tenga las frutas y los vegetales en lugares fáciles de alcanzar.
- Pida a su hijo(a) que le ayude a preparar los alimentos de frutas y vegetales que van a comer.
- Haga que su hijo(a) coma las comidas de la escuela. Llame por teléfono a la escuela para ver si su hijo(a) califica para obtener alimentos gratuitos o a bajo costo.
- Obtenga informes sobre el Programa de Cupones para Alimentos llamando al 1-877-847-3663. Este programa le puede ayudar a comprar alimentos saludables como frutas y vegetales.
- Haga, junto con su hijo(a) actividad física diaria. Caminar es una excelente forma de hacer ejercicio juntos.
- Disminuya el tiempo que su hijo(a) pasa viendo la televisión o jugando juegos de video.
- Ayude a su hijo(a) a encontrar las actividades físicas que más les gusten.
- Pregunte a su hijo(a) cuales son las actividades de la *Campaña para Niños* que esta haciendo.
- Enseñe con el ejemplo. Hágale saber a su hijo(a) que usted le gusta comer frutas y vegetales y que disfruta haciendo actividades físicas.
- Revise con su hijo el sitio de Internet [www.choosemyplate.gov](http://www.choosemyplate.gov) para aprender más sobre como llevar una dieta saludable y mantenerse activo.

¿Le gustaría obtener más información sobre como comer más frutas y vegetales y mantenerse físicamente activo diariamente? Para obtener información llame la Rama de Educación en Nutrición y Prevención de la Obesidad al 1-888-328-3483. Para información nutricional, visite o regrese al sitio Web [www.CampeonesDelCambio.net](http://www.CampeonesDelCambio.net).

**¡Gracias por ayudarlo a su hijo(a) a tener el poder!**

Atentamente,





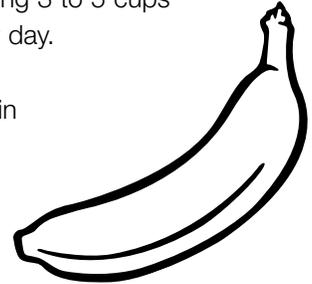
Dear \_\_\_\_\_,

Our organization is partnering with the *Nutrition Education and Obesity Prevention Branch—Children’s Power Play! Campaign* to teach children about the importance of eating 3 to 5 cups of fruits and vegetables and getting at least 60 minutes of physical activity every day.

We would greatly appreciate it if you could donate some resources to assist us in educating our children about these important health behaviors.

We are especially interested in the following:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



You can reach me at:

Name: \_\_\_\_\_

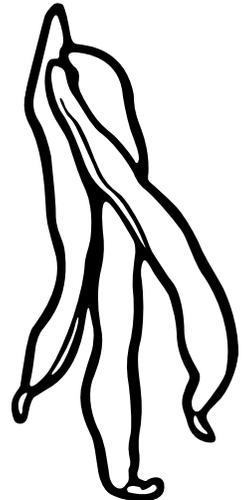
Organization Name: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

City, State, Zip: \_\_\_\_\_

Phone and Best Times: \_\_\_\_\_

E-mail: \_\_\_\_\_



**Thank you for your help in keeping our children healthy.**

Sincerely,



# Field Trip and Guest Speaker Ideas

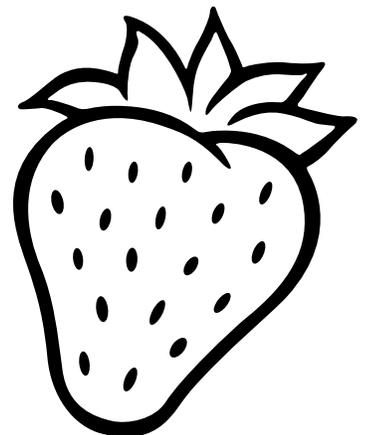
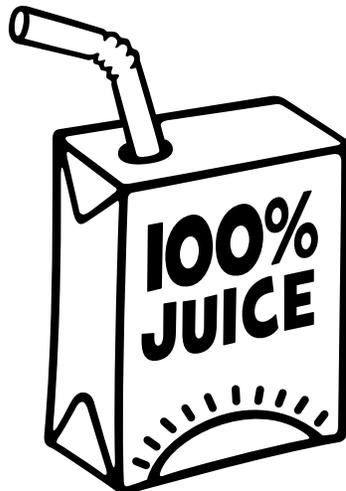
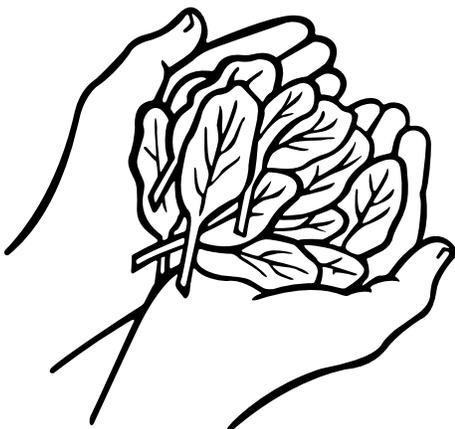
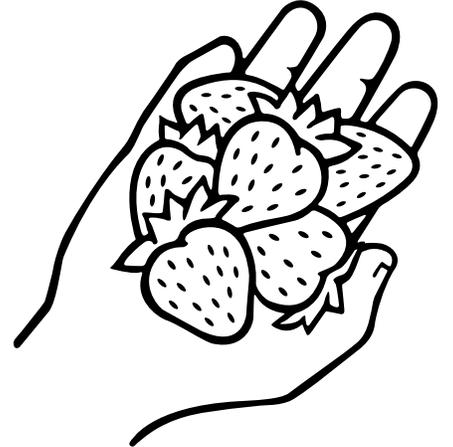
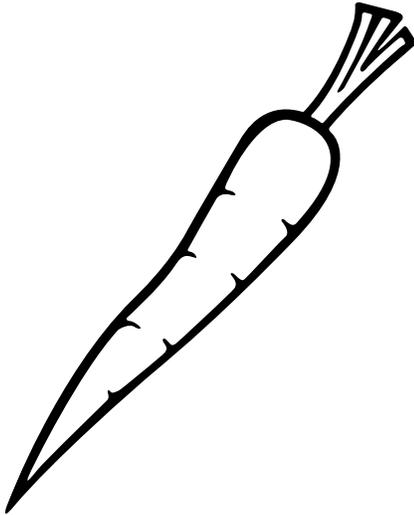
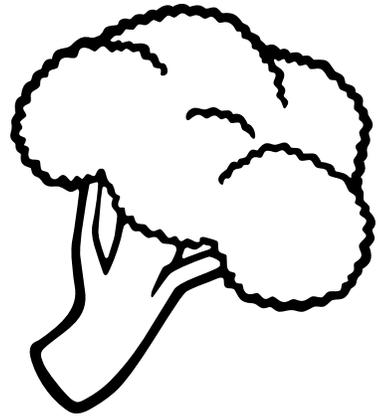
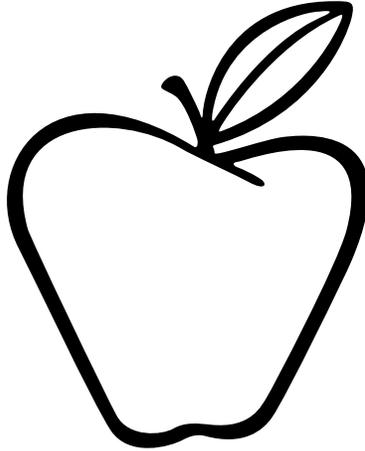
**Field trips are a great way to extend learning. Ideas for field trips include:**

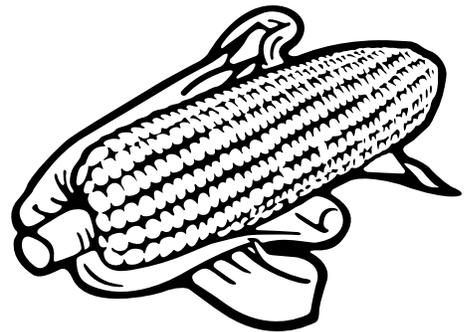
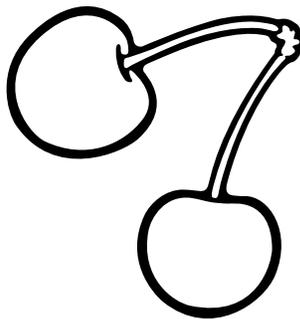
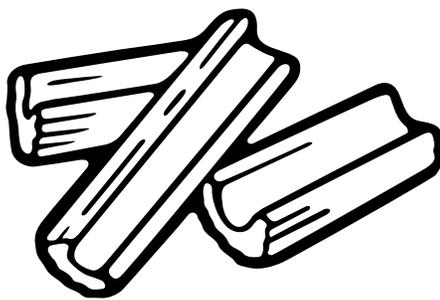
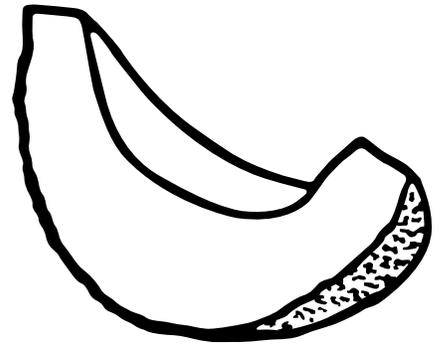
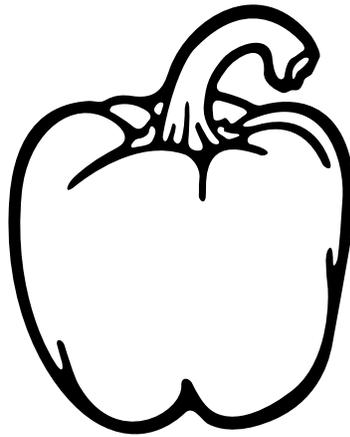
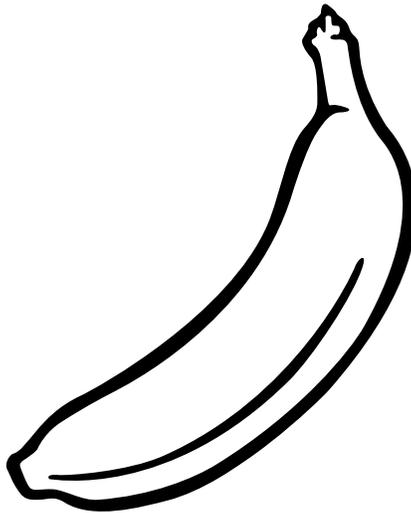
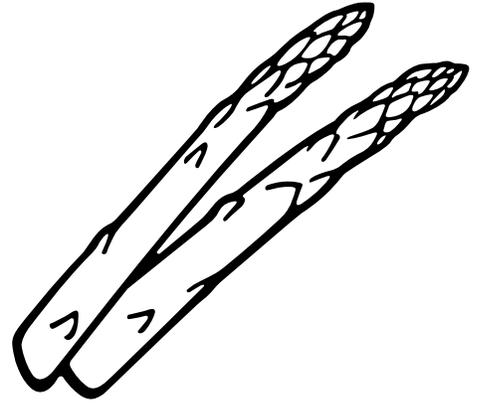
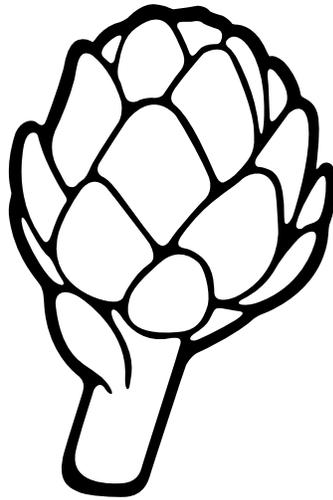
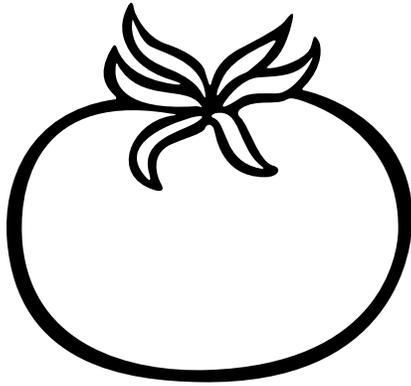
- Visit a local farm to learn about how fruits and vegetables are grown.
- Visit a local school or community garden.
- Tour a restaurant or school food service kitchen. The chef, manager, or child nutrition director should be able to speak to the children about nutrition.
- Contact a local supermarket or farmers' market to request a tour.
- Visit a local food production company, such as a fruit or vegetable cannery or packer.
- Visit a nearby culinary institute.
- Take a walking trip to a nearby convenience store or restaurant to investigate their fruit and vegetable selections.
- Visit a nearby state park and go on a hike with an experienced park guide.
- Tour a local fitness club. The club's manager should be able to speak to the children about fitness and safety.

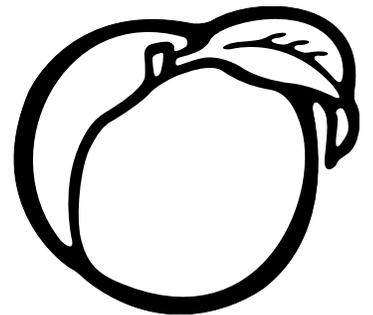
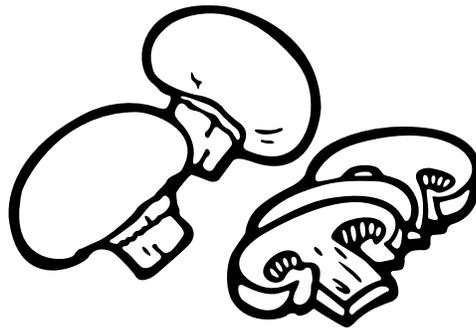
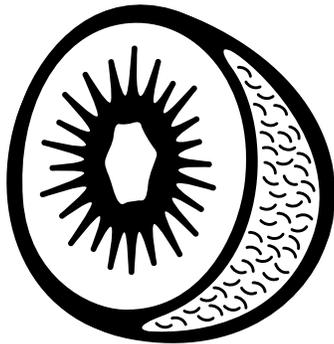
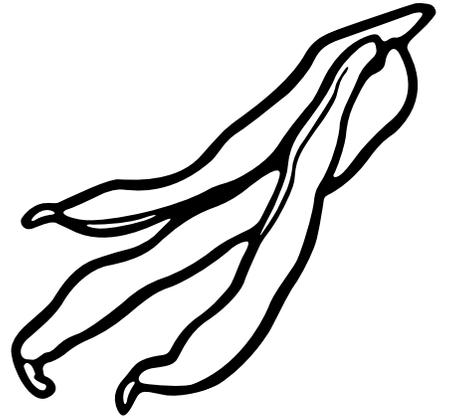
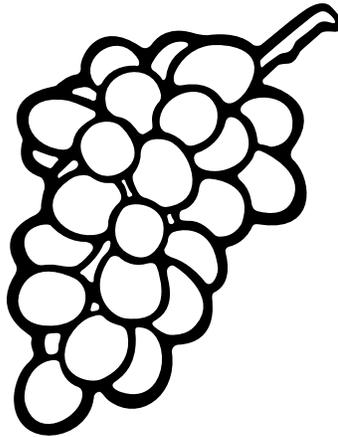
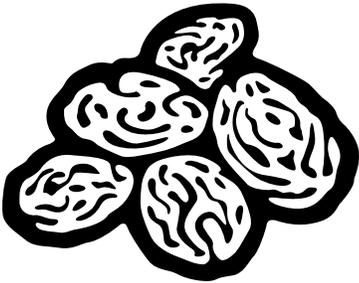
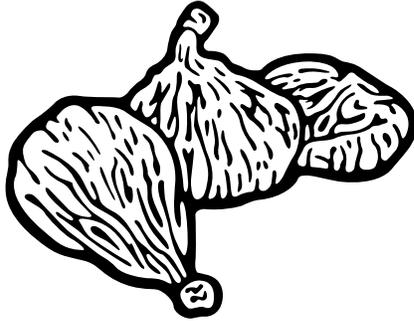
**If field trips are not possible, consider holding an on-site “field trip” by inviting a guest to speak to your class. Parents may also be able to participate or may have connections with possible speakers. Consider contacting:**

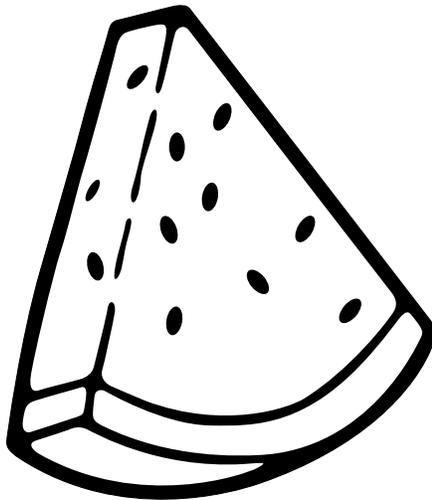
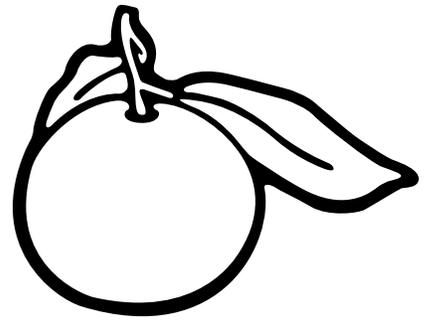
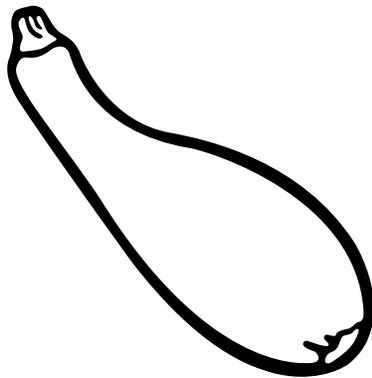
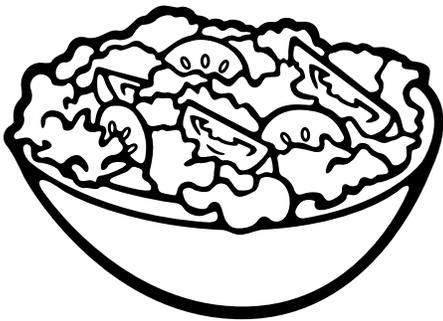
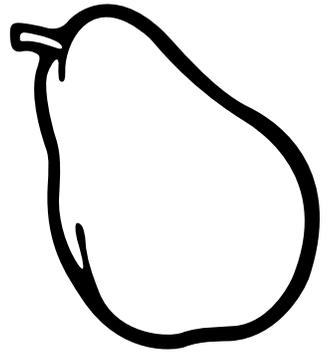
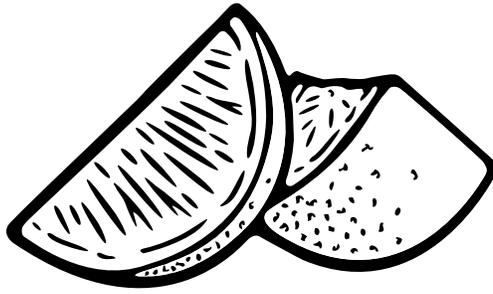
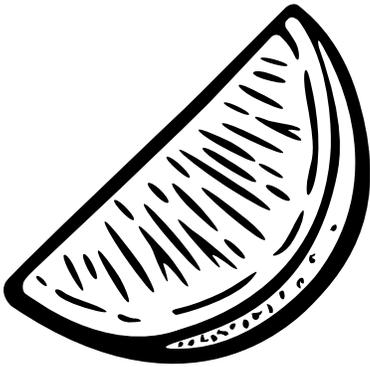
- School child nutrition director
- Local chef or restaurant manager
- Farmers' market manager
- Produce manager of a grocery store
- Farmer
- Local gardeners or gardening societies
- Agricultural organizations, such as farm cooperatives and commodity associations
- Agriculture & Natural Resources departments at local colleges and universities
- Local 4-H Clubs
- Local University of California Cooperative Extension office
- Academy of Nutrition and Dietetics Foundation ([www.eatrightfoundation.org](http://www.eatrightfoundation.org))
- A local high school where students are studying nutrition or culinary arts

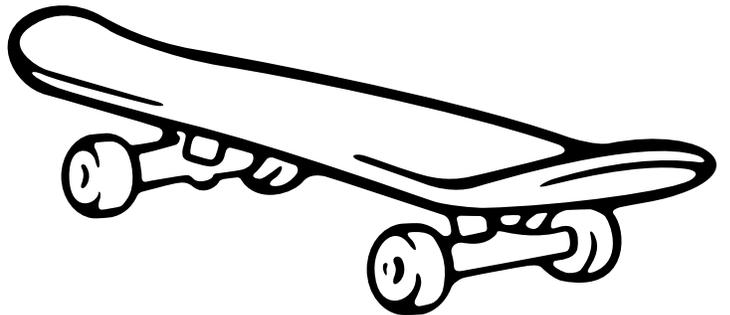
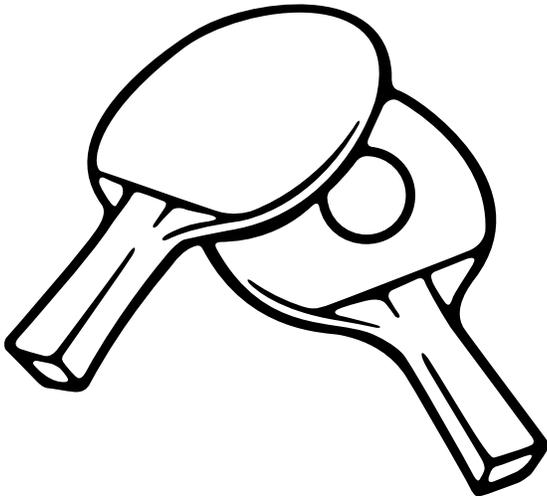
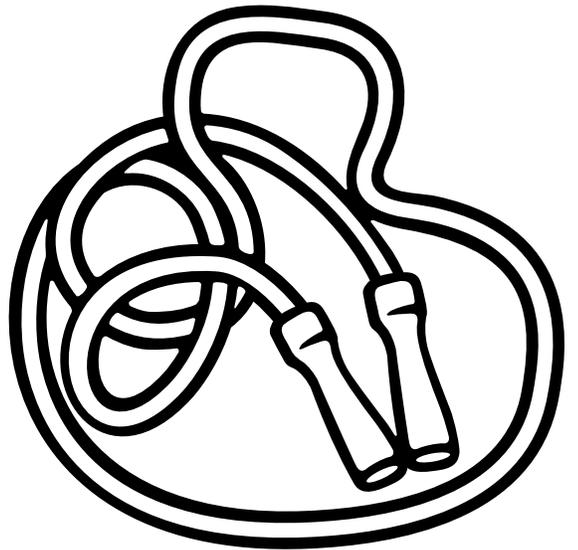
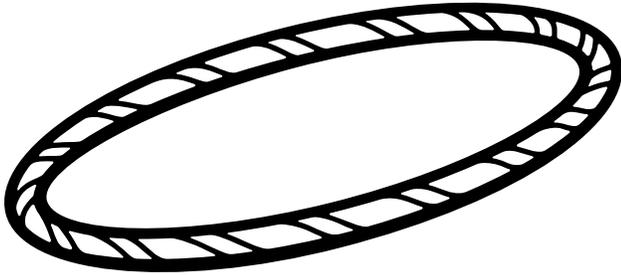
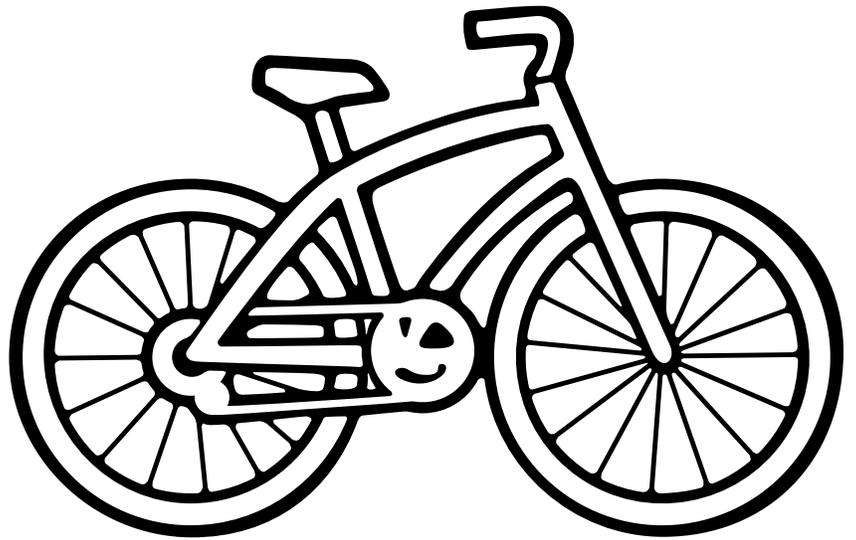
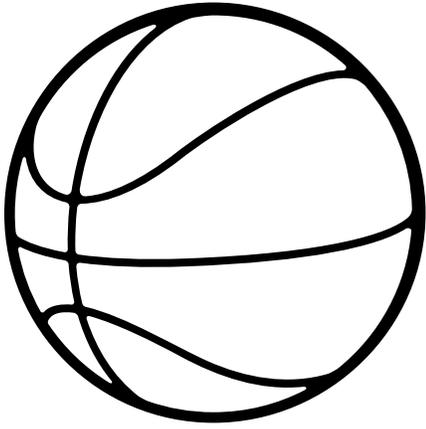
**POWER  
PLAY**

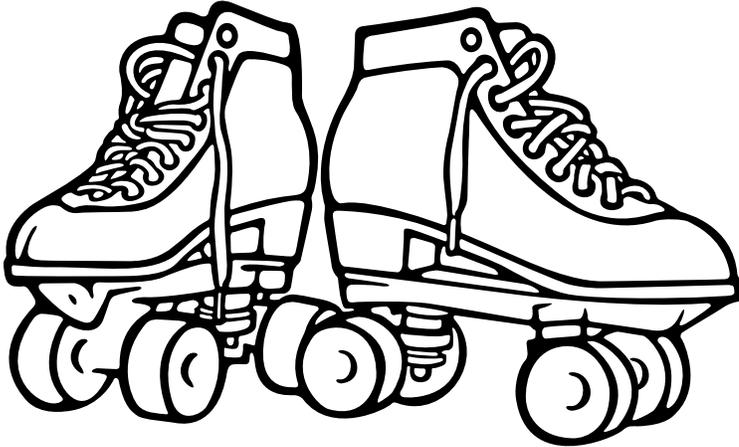








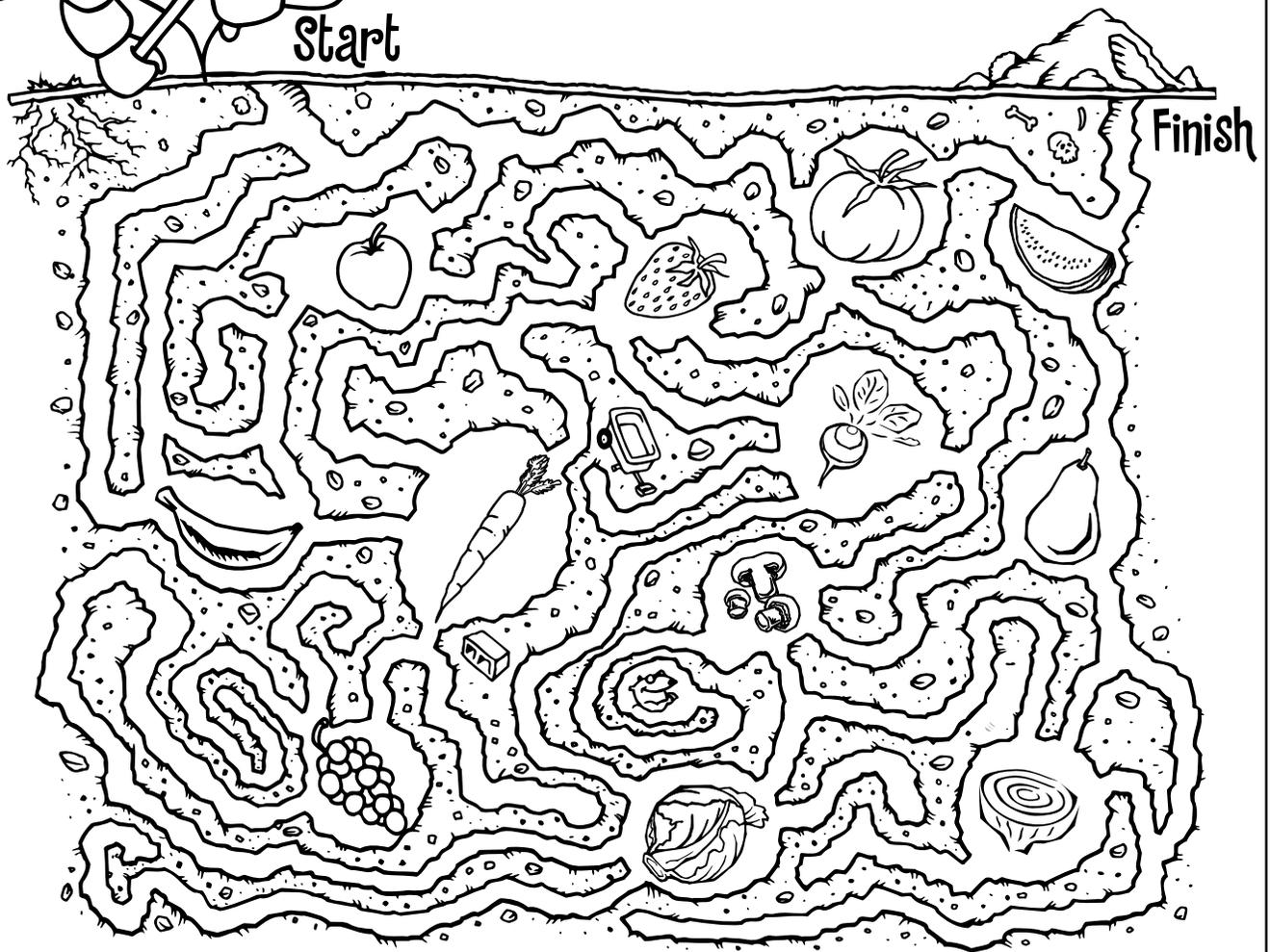






# ANT EATERS

The ants have stolen fruits and veggies from the picnickers! Can you go through and collect it all before they starve? The trick is to collect them in alphabetical order!





# ENERGY CODE-BREAKER

N	H 2	S 1	I 15
A	Z 9	O	U 4
F 11	P 5	J 6	E
G	R	B 13	D 3



*In less than 5 minutes this germ will destroy the world unless you stop him. Usually you have no problem saving the world, but today you feel like you're coming down with a cold. What do you do? Use your "Energy Code-Breaker."*

The numbers in all the rows, columns, and diagonals have to add up to 30. Can you put in the missing numbers? Once you've done that correctly, use the letters above each number to fill in the blanks below to reveal which fruit will help prevent the cold and give you the energy to save the world!

\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_

10
14
7
12
0
8

# LA CLAVE DE ENERGÍA

S	H <sub>2</sub>	N <sub>1</sub>	I <sub>15</sub>
E	Z <sub>9</sub>	F	U <sub>4</sub>
O <sub>11</sub>	P <sub>5</sub>	J <sub>6</sub>	S
A	R	B <sub>13</sub>	D <sub>3</sub>

ON

OFF

^

v

*En menos de 5 minutos este germen puede destruir el mundo a menos que lo detengas. Normalmente no tienes problemas para salvar al mundo pero hoy sientes que estás decayendo debido a un resfriado. ¿Qué puedes hacer? ¡Reanimate con la clave de energía!*

Los números de las filas, columnas y diagonales tienen que sumar 30. ¿Puedes poner los números que hacen falta? Una vez que lo hayas hecho correctamente, usa las letras arriba de cada número para llenar los espacios en blanco a continuación para mostrar cuál fruta te ayudará a prevenir el resfriado y darte la energía que necesitas, ¡para salvar al mundo!

# FRUIT & VEGGIE ICONS

Below is a coded language. Use the code to spell out the fruit and vegetable names. Then match the fruits and vegetables with the clues at the bottom!

A	B	C
D	E	F
G	H	I

J	
K	M
L	

N	O	P
Q	R	S
T	U	V

W	
X	Z
Y	

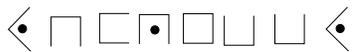
*Here is a sample to get you started.*

  
 K I W I

A. 

B. 

C. 

D. 

E. 

F. 

## Clues

*sample* This fruit is green, has black seeds and needs to shave.

\_\_\_\_\_ This fruit is red, purple or green, with or without seeds.

\_\_\_\_\_ This vegetable is orange and grows underground.

\_\_\_\_\_ Over 7,000 varieties of this fruit are grown around the world.

\_\_\_\_\_ This red vegetable isn't a vegetable, it's a fruit.

\_\_\_\_\_ This vegetable isn't a vegetable either, it's a fungus.

\_\_\_\_\_ This vegetable used to be called an earth pear.

# ADIVINANZAS DE FRUTAS Y VEGETALES

Abajo hay letras que están en código. Use las letras en código para deletrear los nombres de las frutas y vegetales. Luego haga juego con las frutas y vegetales con pistas más abajo.

A	B	C
CH	D	E
F	G	H

J	I	L
	K	

LL	M	N
Z	O	P
Q	R	RR

	S	
T		U
	U	

W	X
Y	Z

Aquí esta una muestra para comenzar.

^	v	△	v
K	I	W	I

A. > □ U ∙ > E

\_\_\_\_\_

B. < ∙ □ ∙ □ ∙

\_\_\_\_\_

C. ^ < ∙ v

\_\_\_\_\_

D. ∙ □ v □

\_\_\_\_\_

E. U ∙ L ▽ ∙ L ∙

\_\_\_\_\_

F. ▽ ∙ L ∙ ∙ □ ▽ ∙

\_\_\_\_\_

## Pistas

**Muestra** Es verde por dentro y tiene semillas negras.

\_\_\_\_\_ Esta fruta es roja, morada o verde, con o sin semillas.

\_\_\_\_\_ Este vegetal es de color anaranjado y crece en la tierra.

\_\_\_\_\_ Más de 7,000 variedades de esta fruta se producen en todo el mundo.

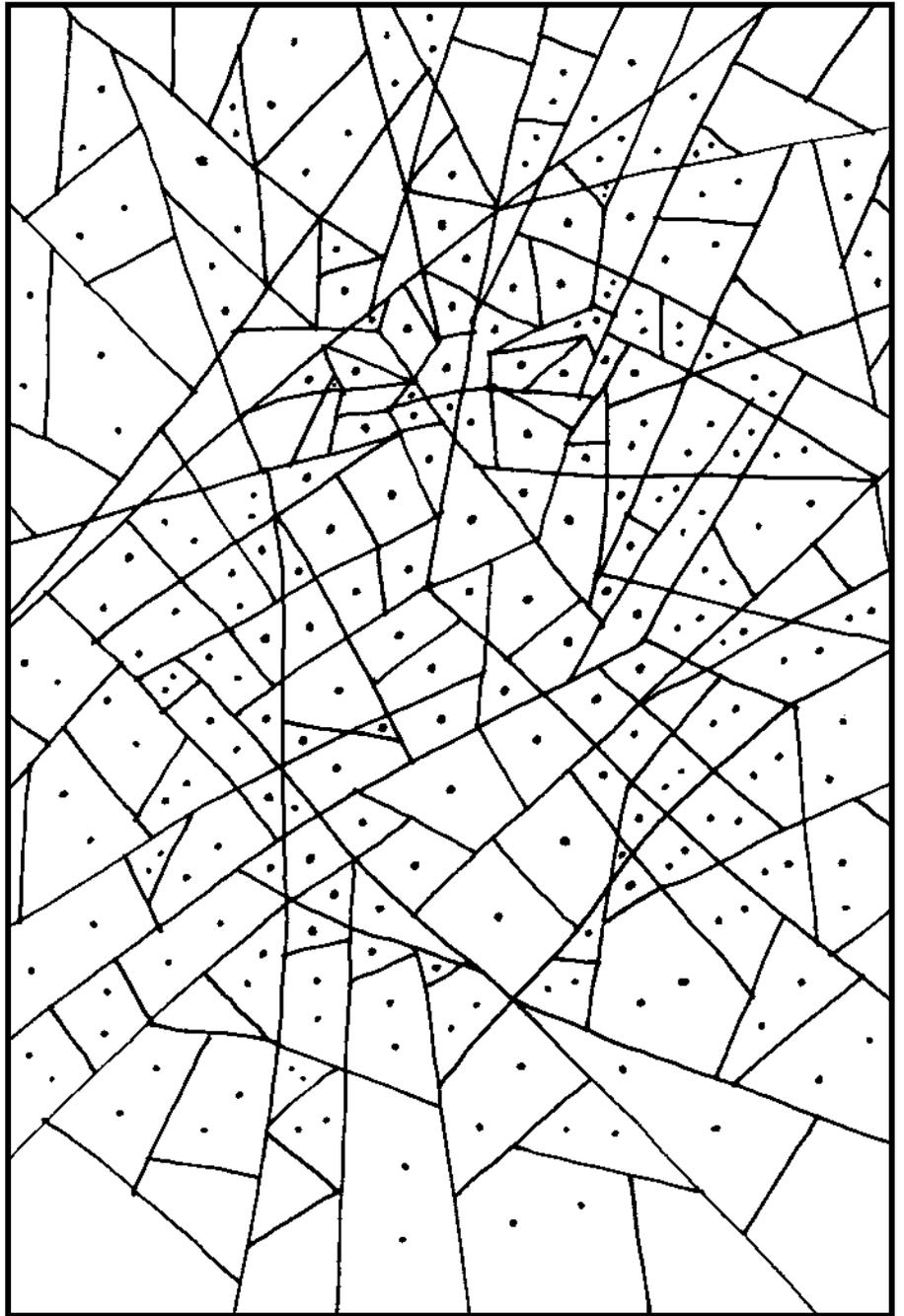
\_\_\_\_\_ Parece vegetal de color rojo, pero no es vegetal, es fruta.

\_\_\_\_\_ California produce más de éstos que cualquier otro estado.

\_\_\_\_\_ Este vegetal se deletrea igual que a tu papá y el papa.

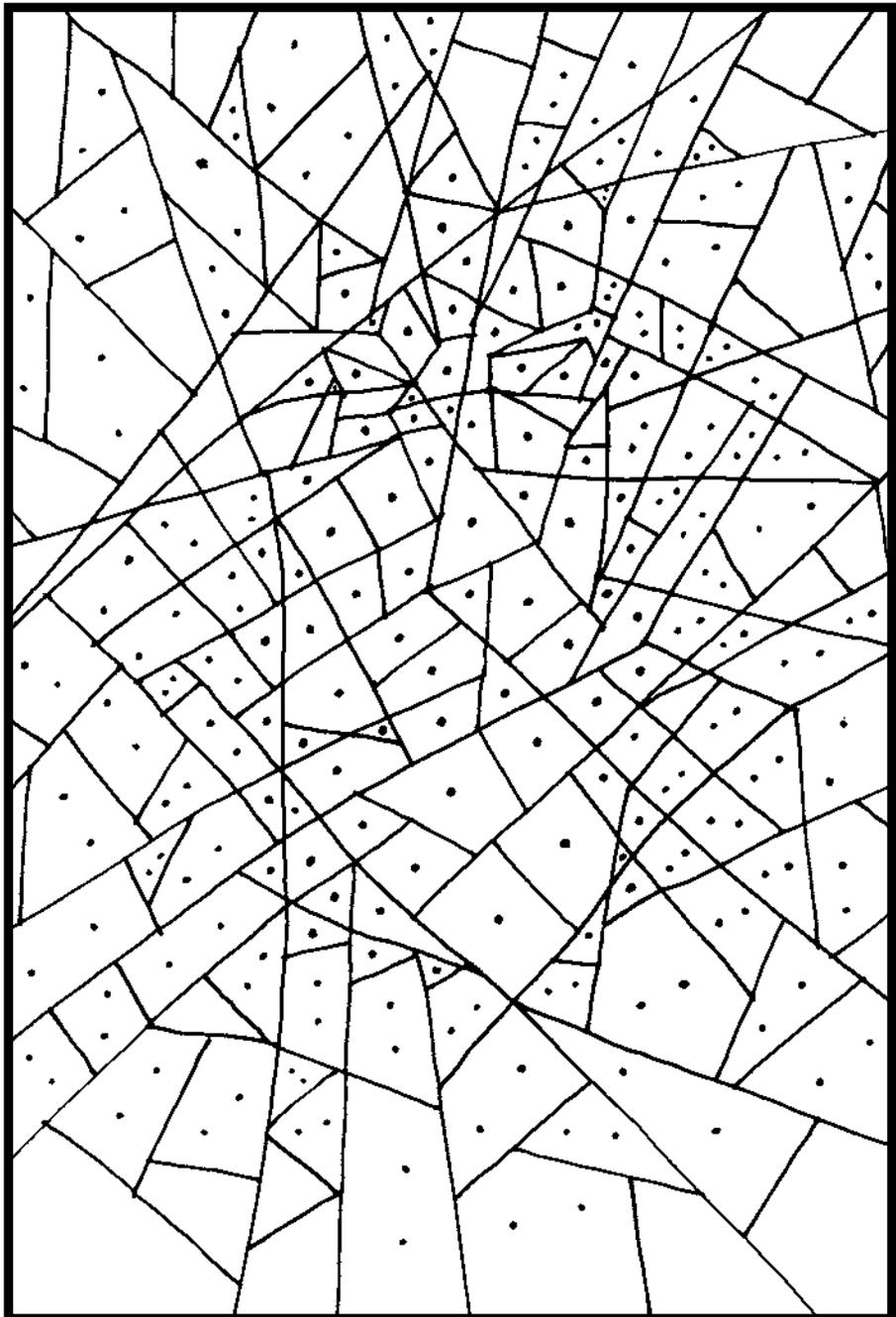
# LOTS O' DOTS!

Fill in all the shapes with only one dot in them to discover what popular fruit grows in Hawaii.



# ¡MONTONES DE PUNTOS!

Encuentra todas  
las formas con  
un solo punto  
para descubrir  
qué fruta muy  
popular crece  
en Hawai.

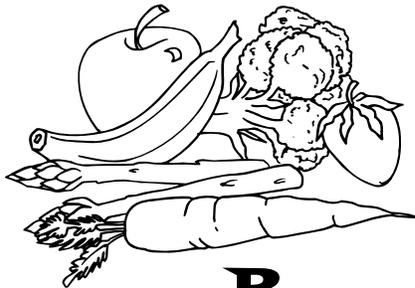


# PICTURE THIS!

Which two pictures are exactly the same?



**A**



**B**



**C**



**D**



**E**



**F**



**G**



**H**



**I**

# ¡FÍJATE!

¿Cuáles dos figuras son iguales?



**A**



**B**



**C**



**D**



**E**



**F**



**G**



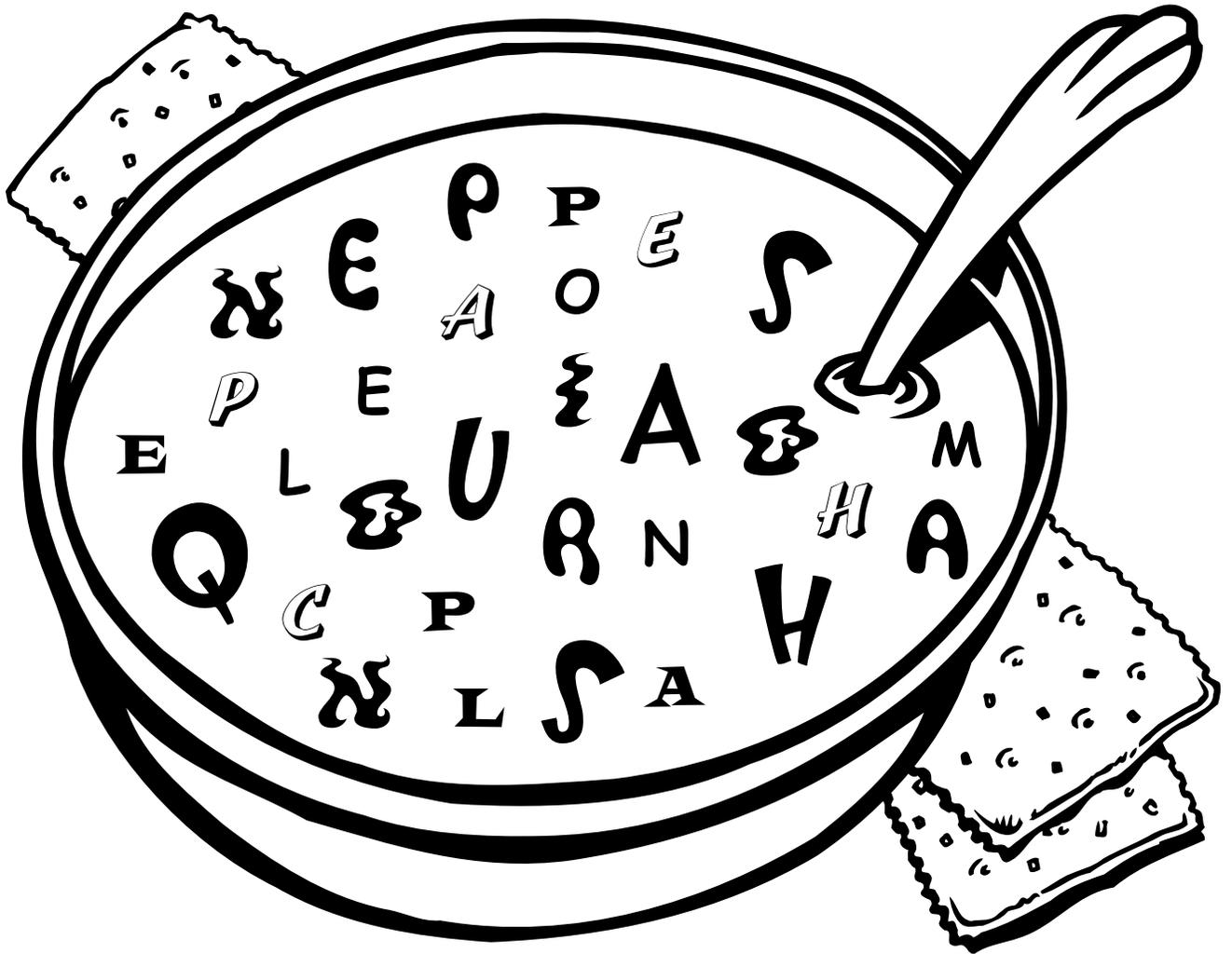
**H**



**I**

# ALPHABET SOUP

This strange soup is made from six different fruits & veggies. Find each style of letters that are the same. Unscramble them to identify the ingredients.



# SOPA DE LETRAS

Esta sopa tan extraña está hecha de cinco frutas y vegetales diferentes. Busca todos los estilos de letras que sean iguales. Ponlas en orden para identificar los ingredientes.



# Calendar of Healthy Eating and Physical Activity Events

You may wish to plan activities to celebrate the following events related to nutrition, fruits and vegetables, and physical activity. While the events below may be sponsored by for-profit companies, their inclusion is for informational purposes only and does not constitute an endorsement by the *Nutrition Education and Obesity Prevention Branch—Children’s Power Play! Campaign*.

## January

- Healthy Weight Week (Healthy Weight Journal, [www.healthyweight.net](http://www.healthyweight.net) and [www.healthyweightnetwork.com](http://www.healthyweightnetwork.com))
- National Apricot Day-January 9th (Apricot Producers of California, [www.apricotproducers.com](http://www.apricotproducers.com))
- National Fiber Focus Month
- National Fresh Squeezed Orange Juice Week (Florida Department of Citrus, [www.floridajuice.com](http://www.floridajuice.com))
- California Dried Plum Digestive Health Month (California Dried Plum Board, [www.californiadriedplums.org](http://www.californiadriedplums.org))
- National Soup Month
- Family Fit Lifestyle Month

## February

- American Heart Month (American Heart Association, [www.americanheart.org](http://www.americanheart.org))
- National Canned Food Month (Canned Food Alliance, [www.mealtime.org](http://www.mealtime.org))
- National Cherry Month (Cherry Marketing Institute, [www.cherrymkt.org](http://www.cherrymkt.org))
- National Girls and Women in Sports Day (Women’s Sports Foundation, [www.womenssportsfoundation.org](http://www.womenssportsfoundation.org))
- National Grapefruit Month (Texas Sweet Citrus Marketing, [www.texasweet.com](http://www.texasweet.com))
- Potato Lover’s Month (National Potato Promotion Board, [www.healthypotato.com](http://www.healthypotato.com) and [www.uspotatoes.com](http://www.uspotatoes.com))
- Pride in Food Service Week (Dietary Managers Association)

## March

- Johnny Appleseed Day-March 11th (also celebrated on September 26th)
- National Agriculture Day-1st day of spring

(Agricultural Council of America, [www.agday.org](http://www.agday.org))

- National Artichoke Hearts Day-March 16th (California Artichoke Advisory Board, [www.artichokes.org](http://www.artichokes.org))
- National Frozen Food Month (National Frozen & Refrigerated Foods Association, [www.nfraweb.org](http://www.nfraweb.org) and [www.easyhomemeals.com](http://www.easyhomemeals.com))
- National Nutrition Month (Academy of Nutrition and Dietetics Foundation, [www.eatrightfoundation.org](http://www.eatrightfoundation.org))
- National Oranges and Lemons Day – March 31st
- National School Breakfast Week (School Nutrition Association, formerly American School Food Service Association, [www.asfsa.org](http://www.asfsa.org))
- Peach Blossom Day – March 3rd

## April

- Fresh Florida Tomato Month (Florida Tomato Committee, [www.floridatomatoes.org](http://www.floridatomatoes.org); California Tomato Commission, [www.tomato.org](http://www.tomato.org))
- Golfers Day – April 10th (American Junior Golf Association, [www.ajga.org](http://www.ajga.org))
- National Cancer Control Month (American Cancer Society, [www.cancer.org](http://www.cancer.org))
- National Garden Month (National Gardening Association, [www.garden.org](http://www.garden.org))
- National Public Health Week – 1st full week of the month (American Public Health Association, [www.apha.org](http://www.apha.org))
- National TV-Turnoff Week – 3rd full week of the month (Center for Screen-time Awareness, [www.screentime.org](http://www.screentime.org))
- National Youth Sports Safety Month (National Youth Sports Safety Foundation, [www.nyssf.org](http://www.nyssf.org))
- Walk America (March for Babies, [www.marchforbabies.org](http://www.marchforbabies.org))
- World Health Day (World Health Organization, [www.who.int](http://www.who.int))
- YMCA Healthy Kids Day (YMCA of the USA, [www.ymca.net](http://www.ymca.net))

- National Playground Safety Week (National Program for Playground Safety ([www.playgroundsafety.org](http://www.playgroundsafety.org)))
- National Dance Week

## May

- All Children Exercise Simultaneously – 1st Wednesday in May at 10:00 a.m. local time (Project ACES, [www.lensaunders.com/aces](http://www.lensaunders.com/aces))
- Food Allergy Awareness Week (Food Allergy & Anaphylaxis Network, [www.foodallergy.org](http://www.foodallergy.org))
- Hunger Action Day (California Hunger Action Coalition, [www.hungeraction.net](http://www.hungeraction.net))
- National Asparagus Month (Michigan Asparagus Advisory Board, [www.asparagus.org](http://www.asparagus.org))
- National Bike Month (League of American Bicyclists, [www.bikeleague.org](http://www.bikeleague.org))
- National Drinking Water Week – 1st full week of the month (U.S. Environmental Protection Agency, [www.epa.gov/safewater](http://www.epa.gov/safewater))
- National Employee Health & Fitness Day – 3rd Wednesday in May (National Association for Health & Fitness, [www.physicalfitness.org](http://www.physicalfitness.org))
- National Physical Education and Sports Week (American Alliance for Health, Physical Education, Recreation, and Dance, [www.aahperd.org](http://www.aahperd.org))
- National Physical Fitness and Sports Month (President's Council on Physical Fitness and Sports, [www.fitness.gov](http://www.fitness.gov))
- National Raisin Week (California Raisins, [www.raisins.org](http://www.raisins.org))
- National Running and Fitness Week (American Running Association, [www.americanrunning.org](http://www.americanrunning.org))
- National School Nurses Day (National Association of School Nurses, [www.nasn.org](http://www.nasn.org))
- National Strawberry Month (California Strawberry Advisory Board, [www.calstrawberry.com](http://www.calstrawberry.com))
- Teacher Appreciation Month—Tuesday of the first full week (National Education Association, [www.nea.org](http://www.nea.org))
- National Salad Month
- National Tennis Month
- National Child Nutrition Employee Appreciation Week
- National Osteoporosis Awareness and Prevention Month (National Osteoporosis Foundation ([www.nof.org](http://www.nof.org)))

## June

- National Fresh Fruits and Vegetables Month (United Fresh Produce Association, [www.unitedfresh.org](http://www.unitedfresh.org))
- National Men's Health Week ([www.menshealthmonth.org/week](http://www.menshealthmonth.org/week))
- National Papaya Month—also celebrated in September (Jamaica Papaya Growers Association, [www.exportjamaica.org/papaya](http://www.exportjamaica.org/papaya))
- Stand for Children Day (Stand for Children, [www.stand.org](http://www.stand.org))

## July

- July Belongs to Blueberries Month (North American Blueberry Council, [www.blueberry.org](http://www.blueberry.org))
- National Peach Month – also celebrated in August
- National Salad Week – 4th week in July
- National Tennis Month
- National Tug of War Tournament Day
- Therapeutic Recreation Week (National Recreation and Parks Association, [www.active.com/outdoors](http://www.active.com/outdoors))
- Father-Daughter Take a Walk Together Day

## August

- Farmers' Market Week (Agriculture Marketing Service at the USDA, [www.ams.usda.gov/farmersmarkets](http://www.ams.usda.gov/farmersmarkets))
- National Golf Month
- National Kids Day – 1st Sunday of the month ([www.kids.org](http://www.kids.org))
- National Watermelon Day

## September

- Family Health and Fitness Days USA – last Saturday in September (Health Information Resource Center, [www.fitnessday.com/family](http://www.fitnessday.com/family))
- Latino Health Awareness Month (*Nutrition Education and Obesity Prevention Branch—Latino Campaign*, [www.cdph.ca.gov/programs/NEOPB/Pages/HealthEquityInterventions.aspx](http://www.cdph.ca.gov/programs/NEOPB/Pages/HealthEquityInterventions.aspx))
- National Apple Month – celebrated September to November (U.S. Apple Association, [www.usapple.org](http://www.usapple.org); Washington Apple Educational Foundation, [www.waef.org](http://www.waef.org))

- National Food Safety Education Month (Government Food Safety Information, [www.foodsafety.gov](http://www.foodsafety.gov) and National Restaurant Association Educational Foundation, [www.nraef.org](http://www.nraef.org))
- National Mushroom Month (Mushroom Council, [www.mushroomcouncil.com](http://www.mushroomcouncil.com))
- National Papaya Month – also celebrated in June (Jamaica Papaya Growers Association, [www.exportjamaica.org/papaya](http://www.exportjamaica.org/papaya))
- World Heart Day ([www.worldheart.org](http://www.worldheart.org))
- Family Day ([www.casafamilyday.org/familyday/](http://www.casafamilyday.org/familyday/))
- National Fruits and Vegetables Month
- National Potato Month (National Potato Promotion Board, [www.healthypotato.com](http://www.healthypotato.com) and [www.uspotatoes.com](http://www.uspotatoes.com))

## October

- Child Health Month (American Academy of Pediatric, [www.aap.org/advocacy.html](http://www.aap.org/advocacy.html))
- Health Literacy Month ([www.healthliteracymonth.com](http://www.healthliteracymonth.com))
- Healthy Lung Month (American Lung Association, [www.lungusa.org](http://www.lungusa.org))
- National 4-H Week (National 4-H Council, [www.4-h.org](http://www.4-h.org))
- National Apple Month – celebrated September to November (U.S. Apple Association, [www.usapple.org](http://www.usapple.org); Washington Apple Educational Foundation, [www.waef.org](http://www.waef.org))
- National Child Health Day (Maternal and Child Health Bureau, [www.mchb.hrsa.gov](http://www.mchb.hrsa.gov))
- National Cranberry Month (Cranberry Marketing Committee, [www.uscranberries.com](http://www.uscranberries.com))
- National Family Health Month (American Academy of Family Physicians, [www.aafp.org](http://www.aafp.org))
- National Health Education Week (National Center for Health Education, [www.nche.org](http://www.nche.org))
- National Noisy Munching Day – October 5th
- National Pickled Pepper Month
- National Roller Skating Month (International Roller Skating Association, [www.rollerskating.org](http://www.rollerskating.org))
- National School Lunch Week (School Nutrition Association, formerly American School Food Service

- Association, [www.asfsa.org](http://www.asfsa.org))
- National Spinach Lovers Month
- Walk to School Day ([www.walktoschool-usa.org](http://www.walktoschool-usa.org) and [www.cawalktoschool.com](http://www.cawalktoschool.com))
- World Food Day (National Committee for World Food Day, [www.worldfooddayusa.org](http://www.worldfooddayusa.org) and Food Agriculture Organization of the United Nations, [www.fao.org](http://www.fao.org))
- World Teachers Day – October 5th
- World Vegetarian Day – Oct. 1st ([www.worldvegetarianday.org](http://www.worldvegetarianday.org))
- Kids Care Week ([www.kidscare.org](http://www.kidscare.org))
- National Food Bank
- National Color Day
- Eat Better, Eat Together Month
- National Kids Goal Setting Week

## November

- National Allied Health Week (Association of Schools of Allied Health Professionals, [www.asahp.org](http://www.asahp.org))
- National Clean Out Your Refrigerator Day – November 15th
- National Diabetes Month (American Diabetes Association, [www.diabetes.org](http://www.diabetes.org))
- National Fig Week (California Fig Advisory Board, [www.californiafigs.com](http://www.californiafigs.com))
- National Apple Month – celebrated September to November (U.S. Apple Association, [www.usapple.org](http://www.usapple.org); Washington Apple Educational Foundation, [www.waef.org](http://www.waef.org))
- National Split Pea Soup Month (USA Dry Pea & Lentil Council)
- National Family Week ([www.nationalfamilyweek.org](http://www.nationalfamilyweek.org))
- National Farm-City Week
- Universal Children's Day
- National Pomegranate Month (California Pomegranates, [www.pomegranates.org](http://www.pomegranates.org))

## December

- National Hand Washing Awareness Week ([www.henrythehand.com](http://www.henrythehand.com))
- National Stress Free Family Holiday Month
- California Kiwifruit Day ([www.kiwifruit.org](http://www.kiwifruit.org))



# Organizations and Web Sites Related to Nutrition and Physical Activity

## GOVERNMENTAL AGENCIES AND PROGRAMS

### Action for Healthy Kids

4711 West Golf Road Suite 625  
Skokie, IL 60076  
[www.actionforhealthykids.org](http://www.actionforhealthykids.org)

### After School Physical Activity

(free materials and activities)  
San Diego County Office of Education  
6401 Linda Vista Road  
San Diego, CA 92111-7399  
Phone: 858-292-3500  
[www.afterschoolpa.com](http://www.afterschoolpa.com)

### California Department of Education

*Nutrition Services Division*  
1430 N Street  
Sacramento, CA 95814  
Phone: 800-952-5609  
Fax: 916-445-4842  
[www.cde.ca.gov/re/di/or/division.asp?id=nsd](http://www.cde.ca.gov/re/di/or/division.asp?id=nsd)

*Bureau of Publications, Sales Unit*  
P.O. Box 271  
Sacramento, CA 95812-0271  
Phone: 916-445-1260  
[www.cde.ca.gov/re](http://www.cde.ca.gov/re)

### California Department of Food and Agriculture

Office of Public Affairs  
1220 N Street, Suite A454  
Sacramento, CA 95814  
Phone: 916-654-0462  
[www.cdfa.ca.gov](http://www.cdfa.ca.gov)

### California Department of Public Health

*Nutrition Education and Obesity Prevention Branch*  
California Department of Public Health  
Cancer Prevention and Nutrition Section  
P.O. Box 997377, MS 7204  
Sacramento, CA 95899-7377  
Phone: 888-328-3483  
[www.cdph.ca.gov/programs/neopb/Pages/default.aspx](http://www.cdph.ca.gov/programs/neopb/Pages/default.aspx)

*California Project LEAN (Leaders Encouraging Activity and Nutrition)*  
California Department of Public Health  
P.O. Box 997413, MS 7211  
Sacramento, CA 95899-7413  
Phone: 916-552-9907  
Fax: 916-552-9909  
[www.californiaprojectlean.org](http://www.californiaprojectlean.org)

*California Safe Routes to School Initiative*  
Phone: 916-552-9939  
[www.cdph.ca.gov/HealthInfo/injviosaf/Pages/SafeRoutestoSchool.aspx](http://www.cdph.ca.gov/HealthInfo/injviosaf/Pages/SafeRoutestoSchool.aspx)

### California Healthy Kids Resource Center

313 W. Winton Ave., Room 176  
Hayward, CA 94544  
Phone: 888-318-8188 or 510-670-4583  
Fax: 510-670-4582  
[www.californiahealthykids.org](http://www.californiahealthykids.org)

### Centers for Disease Control and Prevention

*Division of Nutrition & Physical Activity  
National Center for Chronic Disease Prevention and Health Promotion*  
4770 Buford Highway, NE, MS/K-24  
Atlanta, GA 30341-3717  
Phone: 770-488-5820  
Fax: 770-488-5473  
[www.cdc.gov/nccdphp/dnpa](http://www.cdc.gov/nccdphp/dnpa)

*Division of Adolescent and School Health (DASH)*  
[www.cdc.gov/healthyYouth/](http://www.cdc.gov/healthyYouth/)

*BAM! Body and Mind  
(for children ages 9-13)*  
[www.bam.gov](http://www.bam.gov)

*Fruits and Veggies More Matters*  
[www.fruitsandveggiesmatter.gov](http://www.fruitsandveggiesmatter.gov)

*“VERB” Youth Media Campaign  
(promoting physical & pro-social activity)*  
[www.cdc.gov/youthcampaign](http://www.cdc.gov/youthcampaign)

### FoodSafety.gov

Gateway to Government Food Safety Information  
[www.foodsafety.gov](http://www.foodsafety.gov)

### National Cancer Institute

*Division of Cancer Control and Population Sciences*  
National Cancer Institute  
6130 Executive Boulevard  
Executive Plaza North, Room 6134  
Rockville, MD 20852  
Phone: 301-594-6776  
Fax: 301-594-6787  
[www.cancer.gov](http://www.cancer.gov)

### Nutrition.gov

Provides access to all online federal government information on nutrition, healthy eating, physical activity and food safety.  
[www.nutrition.gov](http://www.nutrition.gov)

### President’s Council on Physical Fitness and Sports

Dept. W  
200 Independence Avenue SW  
Room 738-H  
Washington, DC 20201-0004  
Phone: 202-690-9000  
Email: [pcpfs@osophs.dhhs.gov](mailto:pcpfs@osophs.dhhs.gov)  
[www.fitness.gov](http://www.fitness.gov)

### United States Department of Agriculture

*Team Nutrition*  
3101 Park Center Drive, Room 632  
Alexandria, VA 22302  
Phone: 703-305-1624  
Email: [teamnutrition@fns.usda.gov](mailto:teamnutrition@fns.usda.gov)  
[www.fns.usda.gov/tr/](http://www.fns.usda.gov/tr/)

*Center for Nutrition Policy and Promotion*  
3101 Park Center Drive, 10th Floor  
Alexandria, VA 22302-1594  
[www.cnpp.usda.gov](http://www.cnpp.usda.gov)  
[www.mypyramid.gov](http://www.mypyramid.gov)

*Food and Nutrition Information Center  
Agricultural Research Service, USDA*  
National Agricultural Library, Room 105  
10301 Baltimore Avenue  
Beltsville, MD 20705-2351  
Phone: 301-504-5719  
[www.nal.usda.gov/fnic](http://www.nal.usda.gov/fnic)

**University of California  
Agriculture and Natural Resources**

California 4-H Youth Development  
Program  
University of California  
DANR Building, One Shields Avenue  
Davis, CA 95616-8575  
Phone: 530-754-8518  
Fax: 530-754-8541  
Email: [fourhstateofc@ucdavis.edu](mailto:fourhstateofc@ucdavis.edu)  
<http://fourh.ucdavis.edu/>

Expanded Food & Nutrition Education  
Program  
UC Davis, Rm 3135 Meyer Hall,  
1 Shields Avenue  
Davis, CA 95616-5270  
Phone: 530-754-8698  
Fax: 530-752-7588  
<http://efnep.ucdavis.edu/>

Master Gardener Program  
Cooperative Extension-Glenn County  
821 E. South Street  
Orland, CA 95963  
Phone: 530-865-1154  
Fax: 530-754-8540  
<http://camastergardeners.ucdavis.edu>

**GROWERS' ASSOCIATIONS AND  
COMMISSIONS**

**American Mushroom Institute**

1 Massachusetts Avenue, NW, Suite 800  
Washington, DC 20001  
Phone: 202-842-4344  
[www.americanmushroom.org](http://www.americanmushroom.org)

**Apricot Producers of California**

P.O. Box 974  
Turlock, CA 95381  
Phone: 209-632-9777  
[www.apricotproducers.com](http://www.apricotproducers.com)

**California Apple Commission**

770 East Shaw, Suite 220  
Fresno, CA 93710  
Phone: 559-225-3000  
[www.calapple.org](http://www.calapple.org)

**California Artichoke Advisory Board**

P.O. Box 747, 10341 Merritt Street, Ste. 3  
Castroville, CA 95012  
Phone: 831-633-4411  
[www.artichokes.org](http://www.artichokes.org)

**California Asparagus Commission**

1331 E. Barbara Worth Drive  
Holtville, CA 92250  
Phone: 209-474-7581  
[www.calasparagus.com](http://www.calasparagus.com)

**California Avocado Commission**

38 Discovery, Suite 150  
Irvine, CA 92618  
Phone: 949-341-1955  
[www.avocado.org](http://www.avocado.org)

**California Certified Organic Farmers**

2155 Delaware Ave, Suite 150  
Santa Cruz, CA 95060  
Phone: 831-423-2263  
[www.ccof.org](http://www.ccof.org)

**California Cling Peach Board**

531-D North Alta Avenue  
Dinuba, CA 93618  
Phone: 559-595-1425  
[www.calclingpeach.com](http://www.calclingpeach.com)

**California Date Administrative  
Committee**

P.O. Box 1736  
Indio, CA 92202  
Phone: 760-347-4510  
[www.datesaregreat.com](http://www.datesaregreat.com)

**California Dried Plum Board**

P.O. Box 348180  
Sacramento, CA 95834  
Phone: 916-565-6232  
[www.californiadriedplums.org](http://www.californiadriedplums.org)

**California Federation of Certified  
Farmers' Markets**

P.O. Box 1813  
Davis, CA 95617  
Phone: 530-753-9999  
[www.cafarmersmarkets.com](http://www.cafarmersmarkets.com)

**California Fig Advisory Board**

7395 N Palm Bluffs, Suite 106  
Fresno, CA 93711  
Phone: 559-440-5400  
[www.californiafigs.com](http://www.californiafigs.com)

**California Fresh Apricot Council**

19 Sherwood Court  
San Francisco, CA 94127  
Phone: 415-584-4063  
[www.califapricot.com](http://www.califapricot.com)

**California Fresh Carrot Advisory  
Board**

531 North Alta Avenue  
Dinuba, CA 93618  
Phone: 559-591-5675

**California Kiwifruit Commission**

1521 "I" Street  
Sacramento, CA 95814  
Phone: 916-441-0678  
[www.kiwifruit.org](http://www.kiwifruit.org)

**California Pear Advisory Board**

1521 "I" Street  
Sacramento, CA 95814  
Phone: 916-441-0432  
[www.calpear.com](http://www.calpear.com)

**California Raisin Marketing Board**

3445 North First Street, Suite 101  
Fresno, CA 93726  
Phone: 559-248-0287  
[www.calraisins.org](http://www.calraisins.org)

**California Rare Fruit Growers, Inc.**

The Fullerton Arboretum, CSUF  
ATTN: CA Rare Fruit Growers, Inc.  
P.O. Box 6850  
Fullerton, CA 92834-6850  
[www.crfg.org](http://www.crfg.org)

**California Strawberry Advisory Board**

P.O. Box 269  
Watsonville, CA 95077  
Phone: 831-724-1301  
[www.calstrawberry.com](http://www.calstrawberry.com)

**California Table Grape Commission**

392 W. Fallbrook, Suite 101  
Fresno, CA 93711-6150  
Phone: 559-447-8350  
[www.freshcaliforniagrapes.com](http://www.freshcaliforniagrapes.com)

**California Tomato Growers  
Association**

2300 River Plaza Drive, Suite 100  
Sacramento, CA 95833  
Phone: 916-925-0225  
[www.ctga.org](http://www.ctga.org)

**California Tree Fruit Agreement**

P.O. Box 968  
Reedley, CA 93654-0968  
Phone: 559-638-8260  
[www.eatcaliforniafruit.com](http://www.eatcaliforniafruit.com)

**Cherry Marketing Institute**

P.O. Box 30285  
Lansing, MI 48909  
[www.choosecherries.com](http://www.choosecherries.com)

**Dairy Council of California**

1101 National Drive, Suite B  
Sacramento, CA 95834  
Phone: 916-263-3560  
[www.dairycouncilofca.org](http://www.dairycouncilofca.org)

**Florida Department of Citrus**

P.O. Box 148  
Lakeland, FL 33802-0148  
Phone: 863-499-2500  
[www.floridajuce.com](http://www.floridajuce.com)

**Fresh Produce & Floral Council**

16700 Valley View Ave, Suite 130  
La Miranda, CA 90638  
Phone: 714-739-0177  
www.fpfc.org

**Leafy Greens Council**

33 Pheasant Lane  
St. Paul, MN 55127  
Phone: 651-484-7270  
www.leafy-greens.org

**Mushroom Council**

2880 Zanker Road, Suite 203  
San Jose, CA 95134  
Phone: 408-432-7210  
www.mushroomcouncil.com

**National Onion Association**

822 7th Street, Suite 510  
Greely, CO 80631  
Phone: 970-353-5895  
www.onions-usa.org

**National Watermelon Promotion Board**

3501 Quadrangle Blvd., Suite 321  
Orlando, FL 32817  
Phone: 407-657-0261  
www.watermelon.org

**North Carolina Sweet Potato Commission**

1327 North Bright Leaf Blvd., Suite H  
Smithfield, NC 27577  
Phone: 919-989-7323  
www.ncsweetpotatoes.com

**Pear Bureau Institute**

4382 SE International Way, STE A  
Milwaukie, OR 97222-4635  
Phone: 503-652-9720  
www.usapears.com

**Produce Marketing Association**

1500 Casho Mill Road  
Newark, DE 19714-6036  
Phone: 302-738-7100  
www.pma.com

**Sweet Potato Council of California**

P.O. Box 366  
Livingston, CA 95334  
www.cayam.com

**Washington Apple Commission**

2900 Euclid Ave  
P.O. Box 18  
Wenatchee, WA 98807-0018  
Phone: 509-663-9600  
www.bestapples.com

**Washington Apple Education Foundation**

P.O. Box 3720  
Wenatchee, WA 98807  
Phone: 509-663-7713  
www.waef.org

**Washington Red Raspberry Commission**

1796 Front St.  
Lynden, WA 98264  
Phone: 360-354-8767  
www.red-raspberry.org

**Washington State Potato Commission**

108 Interlake Road  
Moses Lake, WA 98837  
Phone: 509-765-8845  
www.potatoes.com

**Western Growers Association**

P.O. Box 2130  
Newport Beach, CA 92658  
Phone: 949-863-1000  
www.wga.com and  
www.producepedia.com

**Wild Blueberry Association of North America**

P.O. Box 100  
Old Town, ME 04468  
Phone: 207-570-3535  
www.wildblueberries.com

**HEALTH ADVOCACY ORGANIZATIONS AND FOUNDATIONS****American Cancer Society**

Check telephone listings for local chapter  
Phone: 800-ACS-2345  
www.cancer.org

**American Community Gardening Association**

c/o Franklin Park Conservatory  
1777 East Broad Street  
Columbus, OH 43203  
Phone: 877-ASK-ACGA  
www.communitygarden.org

**American Diabetes Association National Call Center**

1701 North Beauregard Street  
Alexandria, VA 22311  
Phone: 800-342-2383  
www.diabetes.org

**American Heart Association**

Check telephone listings for local chapter  
Phone: 800-AHA-USA-1  
www.americanheart.org and  
www.justmove.org

**American School Health Association**

P.O. Box 708  
Kent, OH 44240  
Phone: 330-678-1601  
www.ashaweb.org

**Bright Futures**

Georgetown University  
Box 571272  
Washington, DC 20057-1272  
Phone: 202-784-9772  
Fax: 202-784-9777  
E-mail: Brightfutures@ncemch.org  
www.brightfutures.org

**California Adolescent Nutrition and Fitness Program**

2140 Shattuck Avenue, Suite 610  
Berkeley, CA 94704  
Phone: 510-644-1533  
www.canfit.org

**California Association for Health, Physical Education, Recreation, and Dance**

1501 El Camino Avenue, Suite 3  
Sacramento, CA 95815-2748  
Phone: 800-499-3596 or 916-922-3596  
www.cahperd.org and www.aahperd.org

**California Food Policy Advocates**

436 14th St. Ste. 1220  
Oakland, CA 94612  
Phone: 510-433-1122  
www.cfpa.net

**California Foundation for Agriculture in the Classroom**

2300 River Plaza Dr.  
Sacramento, CA 95833-3293  
Phone: 800-700-AITC  
www.cfaitc.org

**California Park and Recreation Society**

7971 Freeport Blvd.  
Sacramento, CA 95832-9701  
Phone: 916-665-2777  
www.cprs.org

**California School Garden Network**

17620 Fitch Street  
Irvine, CA 92614  
Phone: 949-885-2272  
www.csgn.org

**California School Nutrition Association**

210 N. Glenoaks Blvd. Ste C  
Burbank, CA 91502  
Phone: 818-842-3040  
www.calsna.org

**The Center for Health and Health Care in Schools**

2121 K Street NW, Suite 250  
Washington, DC 20037  
Phone: 202-466-3396  
Fax: 202-466-3467  
www.healthinschools.org

**Center for Health Improvement**

1330 21st Street, Suite 100  
Sacramento, CA 95814  
Phone: 916-930-9200  
www.centerforhealthimprovement.org

**Center for Science in the Public Interest**

1875 Connecticut Ave., N.W., Suite 300  
Washington, DC 20009  
Phone: 202-332-9110  
E-mail: cspi@cspinet.org  
www.cspinet.org or  
www.smart-mouth.org

**Governor's Council on Physical Fitness and Sports**

Phone: 310-867-2951  
Email: info@calgovcouncil.org  
www.calgovcouncil.org

**National Farm to School Network**

Center for Food and Justice, UEPI  
Occidental College  
1600 Campus Road, MS-M1  
Los Angeles, CA 90041  
Phone: 323-341-5095  
Fax: 323-258-2917  
www.farmtoschool.org

California Farm to School Network  
www.cafarmtoschool.org

**School Nutrition Association**

700 South Washington Street, Suite 300  
Alexandria, VA 22314  
Phone: 703-739-3900  
www.schoolnutrition.org

**Sports, Play, and Active Recreation for Kids (SPARK)**

438 Camino Del Rio South, Suite 110  
San Diego, CA 92108  
Phone: (800) SPARK PE  
Fax: (619) 293-7992  
E-mail: spark@sparkpe.org  
www.sparkpe.org

**Society for Nutrition Education**

7150 Winton Drive, Suite 300  
Indianapolis, IN 46260  
Phone: 800-235-6690  
www.sne.org

**Strategic Alliance for Healthy Food and Activity Environments**

c/o Prevention Institute  
265 29th Street  
Oakland, CA 94611  
Phone: 510-444-7738  
www.preventioninstitute.org/sa

**FOOD INDUSTRY AND MARKETING GROUPS**

The list below includes for-profit organizations. Their inclusion in this list is for informational purposes only and does not constitute an endorsement by the *Nutrition Education and Obesity Prevention Branch—Children's Power Play! Campaign*.

**American Frozen Food Institute**

2000 Corporate Ridge, Suite 1000  
McLean, VA 22102  
Phone: 703-821-0770  
www.affi.com

**Dole Food Company, Inc.**

PO Box 5700  
Thousand Oaks, CA 91359-5700  
Phone: 800-356-3111  
www.dole.com

**Food Marketing Institute**

2345 Crystal Drive, Suite 800  
Arlington, VA 22202  
Phone: 202-452-8444  
www.fmi.org

**General Mills Foundation**

P.O. Box 9452  
Minneapolis, MN 55440  
Phone: 800-248-7310  
www.generalmills.com/corporate/

**Mann Packing Company, Inc.**

P.O. Box 690  
Salinas, CA 93902  
Phone: 800-285-1002  
www.broccoli.com

**Melissa's/World Variety Produce**

P.O. Box 2117  
Los Angeles, CA 90021  
Phone: 800-588-0151  
www.melissas.com

**Monterey Mushroom, Inc.**

260 Westgate Drive  
Watsonville, CA 95076  
Phone: 800-333-MUSH  
www.montereymushrooms.com

**National Frozen & Refrigerated Foods Association**

P.O. Box 6069  
Harrisburg, PA 17112  
Phone: 717-657-8601  
www.nfraweb.org

**Ocean Spray Cranberries, Inc.**

One Ocean Spray Drive  
Lakeville-Middleboro, MA 02349  
Phone: 508-946-1000  
www.oceanspray.com

**Pfyffer Associates Brussels Sprouts**

2611 Mission Street  
Santa Cruz, CA 95060  
Phone: 831-423-8572  
www.brussels-sprouts.com

**Produce for Better Health Foundation**

5431 Limestone Rd.  
Wilmington, DE 19808  
Phone: 302-235-2329  
www.fruitsandveggiesmorematters.org

**Sunkist Growers, Inc.**

P.O. Box 7888  
Van Nuys, CA 91409  
Phone: 818-986-4800  
www.sunkist.com

*Nutrition Education and Obesity Prevention Branch—  
Children's Power Play! Campaign*



Eat Healthy. Be Active. Have Fun!