

These are the Appendices of the *Nutrition Education Resource Guide*, published 2011 by the California Department of Education. The purpose of this guide is to provide an instructional resource for California schools, from kindergarten through grade twelve, to implement effective, standards-based nutrition education programs for students.

The complete publication is available at <http://www.cde.ca.gov/ls/nu/he/nerg.asp>.

# Appendix A

## Descriptions of Recommended Instructional Resources

The instructional resources recommended in this appendix are by no means exhaustive; there are many other effective nutrition education curricula and instructional materials that are not included in this guide. The California Healthy Kids Resource Center (CHKRC) reviewed the resources in this appendix for accuracy and effective use of research-based instructional strategies. The process for developing this list is described in greater detail in section II, “Recommended Instructional Resources.”

As mentioned previously, to be designated as *recommended curricula* rather than *supplemental instructional materials*, the resources needed to be comprehensive and sequential, as well as meet other CHKRC criteria. Therefore, some of the recommended instructional materials, although excellent resources, were not included on the recommended curricula list because they did not necessarily need to be taught in a sequential manner, or they may have focused more narrowly on a specific area of nutrition (such as gardening).

- **The Recommended Nutrition Education Curricula List** includes the California-adopted health education programs and selected nutrition-specific curricula. The versions reviewed for this guide support the 2005 USDA Dietary Guidelines for Americans, *MyPyramid*, the Nutrition Facts label, and grade-level nutrition and physical activity standards in the HECS. In addition, the authors provide lessons for specific grade levels; state that lessons are organized for planned, sequential instruction; and include connections with other content standards (e.g., science, math, English–language arts). Materials from this list can form the foundation, or the core, for planning instruction.
- **The Recommended Supplementary Nutrition Education Instructional Materials List** includes materials developed by the California Department of Education and the California Department of Public Health, as well as other nutrition and physical activity titles. The versions reviewed for this guide also align with the 2005 USDA Dietary Guidelines for Americans, *MyPyramid*, and the Nutrition Facts label and include lessons and activities to support the grade-level nutrition and physical activity content areas in the HECS. However, the resources do not meet the criteria for “curricula.”

Materials identified as appropriate for use after school underwent additional review using criteria from the California After School Resource Center (CASRC). The CASRC reviews instructional and professional materials for use in after-school programs. The CASRC Materials Review Board uses research to evaluate materials. Materials rated as high-quality are promoted on the CASRC Web site (<http://www.californiaafterschool.org/>) and in the CASRC library catalog and are made available for statewide loan, delivered free of charge anywhere in California.

The following section lists recommended materials for each grade level; the subsequent section provides descriptions of the materials, with the titles in alphabetical order. Many materials from the California Healthy Kids Resource Center (<http://www.californiahealthykids.org/>) can be borrowed free of charge.

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\*MyPyramid was recently replaced by MyPlate, which reflects the 2010 Dietary Guidelines. See item 7 in appendix B for tips on adapting lessons to MyPlate.

## Instructional Resources (by Grade Level)

### Kindergarten

Balance My Day ★	Harvest of the Month
Building a Healthy Me ★	Health and Fitness Series ★
CATCH Jump into Health ★	Health & Wellness ★
<i>Children's Power Play!</i> Community Youth Organization Idea and Resource Kit	Healthy Foods from Healthy Soils
Color Me Healthy	Kids Cook Farm-Fresh Food
Cooking with Kids	Linking Science and Nutrition ★
Deal Me In! Food and Fitness	Nutrition EZ
Eat Smart. Play Hard.	Reading Across MyPyramid
Eating Healthy from Farm to Fork ★	

### Grade One

Balance My Day ★	Health and Wellness ★
CATCH Everyday Foods for Health	Healthy Choices, Healthy Me! ★
<i>Children's Power Play!</i> Community Youth Organization Idea and Resource Kit ★	Healthy Food from Healthy Soils
Cooking with Kids	How to Teach Nutrition to Kids
Deal Me In! Food and Fitness	Kids Cook Farm-Fresh Food
Eat Smart. Play Hard.	MyPyramid for Kids
Eating Healthy from Farm to Fork ★	Nutrition EZ
Harvest of the Month	Reading Across MyPyramid
Health and Fitness Series ★	

Key: The star symbol (★) indicates recommended curricula.

## Grade Two

Balance My Day ★	Health and Wellness ★
CATCH Celebrate Health ★	Healthy Choices, Healthy Me! ★
<i>Children's Power Play!</i> Community Youth Organization Idea and Resource Kit	Healthy Foods from Healthy Soils
Cooking with Kids	How to Teach Nutrition to Kids
Deal Me In! Food and Fitness	Kids Cook Farm-Fresh Food
Eat Smart. Play Hard.	Linking Science and Nutrition ★
Eating Healthy from Farm to Fork ★	MyPyramid for Kids
The Growing Classroom	Nutrition EZ
Harvest of the Month	Reading Across MyPyramid
Health and Fitness Series ★	ReCharge! Energizing After-School

## Grade Three

Balance My Day ★	Health and Wellness ★
CATCH Hearty Heart & Friends ★	Healthy Foods from Healthy Soils
<i>Children's Power Play!</i> Community Youth Organization Idea and Resource Kit	How to Teach Nutrition to Kids
Cooking with Kids	Kids Cook Farm-Fresh Food
Deal Me In! Food and Fitness	MyPyramid for Kids
Eat Smart. Play Hard.	Nutrition EZ
The Growing Classroom	Reading Across MyPyramid
Harvest of the Month	ReCharge! Energizing After-School
Health and Fitness Series ★	Shaping up My Choices ★

Key: The star symbol (★) indicates recommended curricula.

## Grade Four

CATCH Taking Off ★

*Children's Power Play!* Community Youth Organization Idea and Resource Kit

*Children's Power Play!* School Idea and Resource Kit

Cooking with Kids

Deal Me In! ... Food and Fitness

Eat Smart. Play Hard.

Eat Well and Keep Moving ★

Fruits and Vegetables for Health ★

The Growing Classroom

Harvest of the Month

Health and Fitness Series ★

Health and Wellness ★

Healthy Foods from Healthy Soils

How to Teach Nutrition to Kids

Kids Cook Farm-Fresh Food

Linking Science and Nutrition ★

MyPyramid for Kids

Nutrition EZ

Nutrition Pathfinders ★

Nutrition to Grow On ★

ReCharge! Energizing After-School

## Grade Five

CANFIT Super Manual

*Children's Power Play!* Community Youth Organization Idea and Resource Kit

*Children's Power Play!* School Idea and Resource Kit

Cooking with Kids

Deal Me In! Food and Fitness

Do More, Watch Less

Eat Smart. Play Hard.

Eat Well and Keep Moving ★

Empowering Youth (AS)

Farm to Table and Beyond ★

Food Safety from Farm to Fork ★

Fruits and Vegetables for Health ★

The Growing Classroom

Harvest of the Month

Health and Fitness Series ★

Health and Wellness ★

Healthy Foods from Healthy Soils

How to Teach Nutrition to Kids

Kids Cook Farm Fresh-Food

Linking Science and Nutrition ★

MyPyramid for Kids

Nutrition EZ

Nutrition Pathfinders ★

Nutrition to Grow On ★

ReCharge! Energizing After-School

Key: The star symbol (★) indicates recommended curricula.

## Grade Six

CANFIT Super Manual	Fruits and Vegetables for Health ★
Choice, Control, Change ★	The Growing Classroom
<i>Children's Power Play!</i> Community Youth Organization Idea and Resource Kit	Harvest of the Month
Cooking with Kids	Health and Fitness Series ★
Deal Me In! Food and Fitness	Health and Wellness ★
Decisions for Health ★	Healthy Foods from Healthy Soils
Do More, Watch Less	How to Teach Nutrition to Kids
Eat Smart. Play Hard.	Kids Cook Farm-Fresh Food
EatFit ★	Media-Smart Youth
Empowering Youth	MyPyramid for Kids
Exercise Your Options ★	Nutrition Essentials ★
Farm to Table and Beyond ★	Planet Health ★
Finding Solutions to Hunger	Power of Choice ★
Food Safety from Farm to Fork ★	ReCharge! Energizing After-School Teen Health ★

## Grade Seven

CANFIT Super Manual	Health and Fitness Series ★
Choice, Control, Change ★	Health and Wellness ★
Decisions for Health ★	Kids Cook Farm-Fresh Food
Do More, Watch Less	Linking Science and Nutrition ★
EatFit ★	Media-Smart Youth
Empowering Youth with Nutrition and Physical Activity	Nourish: Food + Community
Exercise Your Options ★	Nutrition Essentials ★
Finding Solutions to Hunger	Planet Health ★
Food Safety from Farm to Fork ★	Power of Choice ★
Harvest of the Month	Teen Health ★

Key: The star symbol (★) indicates recommended curricula.

## Grade Eight

CANFIT Super Manual	Health and Wellness ★
Choice, Control, Change ★	Kids Cook Farm-Fresh Food
Decisions for Health ★	Linking Science and Nutrition ★
Do More, Watch Less	Media-Smart Youth
EatFit ★	Nourish: Food + Community
Empowering Youth with Nutrition and Physical Activity	Nutrition Essentials ★
Exercise Your Options ★	Planet Health ★
Finding Solutions to Hunger	Power of Choice ★
Harvest of the Month	Teen Health ★
Health and Fitness Series ★	

## Grades 9–12

CANFIT Super Manual	Jump Start Teens
Do More, Watch Less	Kids Cook Farm-Fresh Food
Empowering Youth With Nutrition and Physical Activity	Nourish: Food + Community
Finding Solutions to Hunger	Nutrition Essentials ★
Harvest of the Month	Power of Choice ★
Healthy Weight for Teens	The Snack Shop

Key: The star symbol (★) indicates recommended curricula.

## ★ Balance My Day Nutrition Education

**Publisher:** Healthy Kids Challenge

**Web site:** <http://www.healthykidschallenge.com/content/k-2> (accessed August 25, 2011)

**Target audience:** Kindergarten–grade 5

**Nutrition competencies:**

Kindergarten: 1a–d, f–g; 2–5, 7–8

Grades 1–2: 1a–d, f–g; 2–5, 7–8

Grades 3–5: Not reviewed

**Language:** English

**Number of lesson plans:** 30 (10 per section; 3 sections total)

**Amount of time per lesson:** 15–25 minutes

**Estimated total time for lessons:** 9–12.5 hours

**Format:** Hard copy inside binder; sample lessons downloadable in PDF

**Cost:** Available for purchase

**Cafeteria connection:** Yes

**After school:** Yes

The curriculum focuses on behavior themes that help students to eat, move, and enjoy a healthy balance. Lesson plans are provided for kindergarten through grade two and for grades three through five. Lesson plans are divided into three sections: Breakfast GO Power, Meal Appeal, and Snack Attack, each with a series of 10 brief, sequential lesson plans, which include the lessons, food skills, and reproducible pages. The lessons are easy to follow and require only 15 minutes of preparation time (on average). The lessons integrate core subjects such as math, language arts, and science and meet the identified outcomes on the Curriculum Analysis Tool of the Centers for Disease Control and Prevention (health education).

**What’s inside:** An introduction (teacher resource guide, reproducible handouts, suggestions for hands-on activities, background information, and

student handouts to take home and complete); classroom curriculum content (talking points, questions and answers, list of needed materials, hands-on activities to reinforce discussion, move-and-learn activities, student assessment by grade level, student worksheets, and reproducible pages); School Nutrition Services section for coordination with the cafeteria and families; physical education section and appendix.

**Activity highlight:** In Meal Appeal, Lesson 7 (“Smart Servings”) teaches students how to choose healthy foods and beverages when eating out and how to politely refuse less-nutritious foods, as well as how television ads influence choices. Students discuss their food choices and consider how food-related words in television ads and restaurants influence them. Students hop or do a physical activity for as long as it would take to expend the energy from a teaspoon of sugar.

*Key:* The star symbol (★) indicates recommended curricula. A nutrition competency inside a parenthesis ( ) means the curriculum partially met the competency.

## ★ Building a Healthy Me

**Publisher:** Dairy Council of California

**Web site:** <http://www.dairycouncilofca.org/Educators/ClassroomPrograms/ProgramsBHM.aspx> (accessed August 25, 2011)

**Target audience:** Kindergarten

**Nutrition competencies:** 1a–c, (e), 1f–h; 2, 5, 7, 8

**Language:** English and Spanish

**Number of lesson plans:** 6

**Amount of time per lesson:** 30–60 minutes

**Estimated total time for lessons:** 4.5 hours

**Format:** Hard copy

**Cost:** Free for California teachers; also available for purchase from out of state

**Cafeteria connection:** Yes

**After school:** Yes

The curriculum features six nutrition education lessons that introduce children to the food groups and to a variety of healthy eating options. Lessons support California’s English–language arts and math curricula and align with widely used, state-adopted textbooks, including Houghton Mifflin reading, mathematics, and Science Discovery Works textbooks.

**What’s inside:** A teacher guide, student workbooks, parent brochures, multicultural food pictures, and a poster.

**Activity highlight:** “Cafeteria connections” contains seven activities teachers can use to bring nutrition curriculum to life by connecting classroom lessons to the cafeteria. Students take a cafeteria tour, explore nutritious foods provided by the cafeteria, discover how menus are made, and learn how to market healthier food options to fellow students.

*Key:* The star symbol (★) indicates recommended curricula. A nutrition competency inside a parenthesis ( ) means the curriculum partially met the competency.

## CANFIT Super Manual

**Publisher:** CANFIT Program

**Web site:** <http://www.canfit.org/>  
(accessed July 22, 2011)

**Target audience:** Grades 5–9

**Nutrition competencies:** Not reviewed

**Language:** English

**Number of lesson plans:** 25

**Amount of time per lesson:** 45–60 minutes

**Estimated total time for lessons:** 20–25 hours

**Format:** Hard copy

**Cost:** Available for purchase or from CASRC on free loan

**Cafeteria connection:** Yes

**After school:** Yes

This instructional resource is a manual that offers 25 physical and nutrition activities, as well as background information focused on health issues of low-income, African American, Latino, Asian, and Native American students aged ten to fourteen years. It introduces heart disease, diabetes, fat, cholesterol, sodium, physical activity, and body image and the role of culture in risk and appropriate instruction. Strategies for program planning, developing an organizational philosophy and policy, identifying and applying for funding, working with parents and the community, and evaluating programs are included. Later chapters describe interactive lessons and games, as well as additional resources to promote physical activity, nutrition, snacks, and positive body image.

**What's inside:** A lesson matrix identifies California Department of Education English–language arts, math, physical education, health, and science content standards aligned with each activity. The manual includes program ideas, tips for evaluation, assessment tools, curriculum standards, and 25 lesson plans. It also supplies handouts, reproducible student activity sheets, and recipes.

**Activity highlight:** In “My Snack Options,” students identify the influences on their snack choices, assess their environment to determine the types of snack foods that are available, and make plans to make healthy snack choices.

*Key:* The star symbol (★) indicates recommended curricula. A nutrition competency inside a parenthesis ( ) means the curriculum partially met the competency.

## ★ **CATCH Celebrate Health**

**Publisher:** Regents of the University of California and Flaghouse, Inc.

**Web site:** <http://www.flaghouse.com/CATCH-Celebrate-Health-Grade-2-item-12227> (accessed July 25, 2011)

**Target audience:** Grade 2

**Nutrition competencies:** 1a–c, e–h; 2–8

**Language:** English

**Number of lesson plans:** 12

**Amount of time per lesson:** 19–30 minutes

**Estimated total time for lessons:** 4.2 hours

**Format:** Hard copy

**Cost:** Available for purchase

**Cafeteria connection:** Yes

**After school:** Yes

This curriculum is part of the CATCH (Coordinated Approach to Child Health) “Go for Health” series that was recently expanded to include second-grade students. This curriculum addresses nutrition and helps students discover how nutrition relates to the heart. Nutrition lessons center on increasing daily intake of dairy and fiber, how to identify hidden fat in foods, and how to select foods that are low in sodium. Physical activity lessons are also included.

**What’s inside:** A teacher resource guide, reproducible handouts, transparency masters, sugges-

tions for hands-on activities, background on major topics, and activities for children to practice at home what they learned at school.

**Activity highlight:** In Session 11 (“Freddy’s Fast Food”), students review the previous lesson on decision making and whether to eat foods sometimes or every day, make healthy choices using menus from Freddy’s Fast Food restaurant, and set a goal to order everyday foods when eating in a restaurant.

*Key:* The star symbol (★) indicates recommended curricula. A nutrition competency inside a parenthesis ( ) means the curriculum partially met the competency.

## ★ **CATCH *Everyday Foods for Health***

**Publisher:** Regents of the University of California and Flaghouse, Inc.

**Web site:** <http://www.flaghouse.com/CATCH-Everyday-Foods-for-Health-Grade-1-item-12221>  
(accessed July 25, 2011)

**Target audience:** Grade 1

**Nutrition competencies:** 1a–c, e–g; 4–8

**Language:** English

**Number of lesson plans:** 10

**Amount of time per lesson:** 18–22 minutes

**Estimated total time for lessons:** 3.3 hours

**Format:** Hard copy

**Cost:** Available for purchase

**Cafeteria connection:** Yes

**After school:** Yes

*Everyday Foods for Health* is part of the CATCH “Go for Health” curriculum series that was recently expanded to include first-grade students. Sessions concentrate on nutrition and physical activity. Students learn how to incorporate fruits and vegetables into all meals and learn about the importance of eating breakfast.

**What’s inside:** A teacher resource guide, reproducible handouts, transparency masters,

suggestions for hands-on activities, background on major topics, and activities for children to practice at home what they learned at school. Songs, rhymes, handouts, games, recipes for use in the classroom, and parent handouts are also included.

**Activity highlight:** Students learn how to prepare healthy snacks.

*Key:* The star symbol (★) indicates recommended curricula. A nutrition competency inside a parenthesis ( ) means the curriculum partially met the competency.

## ★ **CATCH *Hearty Heart and Friends***

**Publisher:** Regents of the University of California and Flaghouse, Inc.

**Web site:** <http://www.flaghouse.com/CATCH-Third-Grade-Curriculum-Manual-DVD-Set-item-11434> (accessed July 25, 2011)

**Target audience:** Grade 3

**Nutrition competencies:** 1f; 3–4, 6–8

**Language:** English

**Number of lesson plans:** 15

**Amount of time per lesson:** 36–40 minutes

**Estimated total time for lessons:** 9 hours

**Format:** Hard copy and DVD

**Cost:** Available for purchase

**Cafeteria connection:** Yes

**After school:** Yes

This curriculum takes students on an adventure with characters Hearty Heart and Dynamite Diet. The program emphasizes healthy foods and physical activity habits. Each lesson has a series of activities that start with a DVD segment to introduce the topic.

**What's inside:** A teacher resource guide, student workbook, reproducible handouts, transparency masters, suggestions for hands-on activities,

background on major topics, and activities for children to practice at home what they learned at school. Parent letters, including recipes to prepare at home, are also included in the kit.

**Activity highlight:** The cartoon characters in the *Hearty Heart and Friends* DVD initiate discussions centering on health and activities—such as the preparation of healthy snacks.

*Key:* The star symbol (★) indicates recommended curricula. A nutrition competency inside a parenthesis ( ) means the curriculum partially met the competency.

## ★ *CATCH Jump into Health*

**Publisher:** Regents of the University of California and Flaghouse, Inc.

**Web site:** <http://www.flaghouse.com/CATCH-Jump-into-Health-Grade-K-item-12216> (accessed July 25, 2011)

**Target audience:** Kindergarten

**Nutrition competencies:** 1b–c, f–g; 4–8

**Language:** English

**Number of lesson plans:** 10

**Amount of time per lesson:** 20–25 minutes

**Estimated total time for lessons:** 3.3 hours

**Format:** Hard copy

**Cost:** Available for purchase

**Cafeteria connection:** Yes

**After school:** Yes

The *CATCH Jump into Health* program teaches children about healthy eating and physical activity. Children are introduced to the concepts of “Everyday Foods” and “Sometimes Foods” and learn about the importance of eating fruits, vegetables, and fiber and engaging in more physical activity. This program is based on the social learning theory. The curriculum includes instructions and hands-on methods for helping children understand the concept of good health. Activities include taste-testing, singing songs, and group work.

**What’s inside:** A teacher resource guide, reproducible handouts, transparency masters, suggestions for hands-on activities, background on major topics, and activities for children to practice at home what they learned at school. Parent letters, including recipes to prepare at home, are also included in the kit.

**Activity highlight:** Students learn how to make healthy snacks.

*Key:* The star symbol (★) indicates recommended curricula. A nutrition competency inside a parenthesis ( ) means the curriculum partially met the competency.

## ★ CATCH Taking Off

**Publisher:** Regents of the University of California and Flaghouse, Inc.

**Web site:** <http://www.flaghouse.com/Taking-Off-4th-Grade-Student-Workbook-item-11450>  
(accessed July 25, 2011)

**Target audience:** Grade 4

**Nutrition competencies:** 1c; 2–7

**Language:** English

**Number of lesson plans:** 24

**Amount of time per lesson:** 45 minutes

**Estimated total time for lessons:** 18 hours

**Format:** Hard copy

**Cost:** Available for purchase

**Cafeteria connection:** No

**After school:** Yes

This curriculum encourages students to eat healthy foods and make positive changes in their physical activity routines. Students also gain the skills necessary to choose healthy foods over unhealthy foods and incorporate them into their daily diet. Important information about how to decrease risk for diabetes is also introduced.

**What's inside:** A teacher resource guide, reproducible handouts, transparency masters, sugges-

tions for hands-on activities, background information on major topics, and activities for children to apply at home what they learned at school. The curriculum comprises six family activity booklets that allow for parent connection.

**Activity highlight:** The curriculum includes “Putting a Stop to Diabetes,” which contains four sessions about how to decrease the risks of diabetes.

*Key:* The star symbol (★) indicates recommended curricula. A nutrition competency inside a parenthesis ( ) means the curriculum partially met the competency.

## Children’s Power Play! Community Youth Organization Idea and Resource Kit

**Publisher:** California Department of Public Health

**Web site:** <http://www.cdph.ca.gov/programs/cpns/Pages/PowerPlayResources.aspx> (accessed July 25, 2011)

**Target audience:** Grades 4–5

**Nutrition competencies:**

Grade 4: (1b–c), (f–g); 2, 4, 6, 8

Grade 5: (1g); 2, 4, 8

**Language:** Teacher resource guide in English, with additional Spanish handouts

**Number of lesson plans:** 20

**Amount of time per lesson:** 30 minutes

**Estimated total time for lessons:** 10 hours

**Format:** Free downloadable PDF; qualifying schools can obtain a free printed copy and promotional items

**Cafeteria connection:** Yes

**After school:** Yes

The resource focuses on increasing physical activity and consumption of fruits and vegetables. Students learn the correct amount of fruits and vegetables to consume as well as the appropriate amount of physical activity for each day. Activities are intended for after-school programs and diverse age groups; older students are encouraged to assist younger children with complex concepts as needed. Activities integrate physical activity into learning exercises. Little preparation time is necessary for each activity.

**What’s inside:** A teacher resource guide, reproducible handouts, suggestions for hands-on activities, background information, extension ideas,

and “bringing it home” suggestions, as well as handouts for students. The activities use a Ready, Set, Go format.

**Activity highlight:** In Activity 11, “Grow Your Own,” students learn how to grow and care for vegetables, and they plant their own vegetables with seeds or seedlings. Children discuss their gardening experiences. The activity includes a planting demonstration and information about the kind of plant the children will grow. Each child is given supplies and does his or her own planting. The activity ends with a discussion about how to care for the plants and includes extension ideas.

*Key:* The star symbol (★) indicates recommended curricula. A nutrition competency inside a parenthesis ( ) means the curriculum partially met the competency.

## Children's Power Play! School Idea and Resource Kit

**Publisher:** California Department of Public Health

**Web site:** <http://www.cdph.ca.gov/programs/cpns/Pages/PowerPlayResources.aspx> (accessed July 25, 2011)

**Target audience:** Grades 4–5

**Nutrition competencies:**

Grade 4: 1a, (1b-c), (1f-g), (2), 3–6, (7), 8

Grade 5: 1b, (1d), (1f), 1g; 2–8

**Language:** Teacher resource guide in English, with additional Spanish handouts

**Number of lesson plans:** 10

**Amount of time per lesson:** 50 minutes

**Estimated total time for lessons:** 6.3 hours

**Format:** Downloadable PDF

**Cost:** Free; qualifying schools can obtain promotional items

**Cafeteria connection:** Yes

**After school:** Yes

The resource includes activities that promote increased physical activity and consumption of fruits and vegetables. The activities are easy to follow and require only 15 minutes of preparation time (on average). There are separate curricula for grades four and five.

**What's inside:** A teacher resource guide, reproducible handouts, suggestions for hands-on

activities, background information, and handouts for students to take home and complete. Activities are formatted in a Ready, Set, Go format.

**Activity highlight:** In “Power of Advertising,” students learn about the effect of advertising. They create their own advertisements to help a friend to increase consumption of fruits and vegetables.

*Key:* The star symbol (★) indicates recommended curricula. A nutrition competency inside a parenthesis ( ) means the curriculum partially met the competency.

## ★ Choice, Control, & Change

**Publisher:** Teachers College, Columbia University

**Web site:** <http://blogs.tc.columbia.edu/cfe/education/nutrition-curriculum/c3/c3-supplemental-resources/choice-control-change-overview/html> (accessed July 25, 2011)

**Target audience:** Grades 6–8

**Nutrition competencies:**

Grade 6: 1b, c, e, f; 2–7

Grades 7–8: 1a–c, e, f, h; 2–7

**Language:** English

**Number of lesson plans:** 19

**Amount of time per lesson:** 45 minutes

**Estimated total time for lessons:** 14.3 hours

**Format:** Hard copy

**Cost:** Available for purchase

**Cafeteria connection:** No

**After school:** Not reviewed

*Choice, Control, & Change* is curriculum that uses a scientific approach to learning about health and diets. Lessons engage students in an investigation of how scientific evidence can be used to make sound decisions about physical activity and nutrition. Lessons include examinations of energy intake and expenditure, food preference, and the food environment. Teachers are given helpful information about each topic to better prepare them for each day of instruction.

**What's inside:** A teacher resource guide, background information, teaching tips, tools for assessment, student activity sheets and readings, a matrix that maps the curriculum to the National Science Education Standards and Benchmarks for Science Literacy.

**Activity highlight:** “Keeping the Flow” is a lesson in which students assess the impact of diet on the cardiovascular system. Students conduct experiments in groups and learn how the clogging of blood vessels affects the flow of blood through the body. They use “blood” prepared from a cornstarch mixture with red food color. Additionally, they discover how cardiovascular disease develops and learn ways to maintain a healthy cardiovascular system. Students discuss what they can do to maintain a healthy cardiovascular system, including making healthy food choices, and articulate how they plan to apply what they have learned. Homework includes interviewing family members.

*Key:* The star symbol (★) indicates recommended curricula. A nutrition competency inside a parenthesis ( ) means the curriculum partially met the competency.

## Color Me Healthy

**Publisher:** North Carolina State University

**Web site:** <http://www.colormehealthy.com/professional/index.html> (accessed July 25, 2011)

**Target audience:** Primarily preschool but can be used with kindergarten

**Nutrition competencies:** (1a), 1b–c, 1e, (1f); 2–3, 5, (7–8)

**Language:** Teacher’s guide in English, with additional Spanish handouts

**Number of lesson plans:** 14

**Amount of time per lesson:** N/A

**Estimated total time for lessons:** N/A

**Format:** Hard copy and CD

**Cost:** Available for purchase

**Cafeteria connection:** Yes

**After school:** Yes

Lessons teach children about healthy food and physical activity. Activities are designed to be used during circle time. The use of color, music, food, and photos complements the curriculum and stimulates children’s senses. Lessons are quick and easy to follow. The ideas and activities can be easily adapted. The curriculum also has an emphasis on changing the classroom environment to reflect healthy lifestyles.

**What’s inside:** A teacher resource guide, four sets of picture cards, three classroom posters, a

CD with seven original songs, a hand stamp, 14 reproducible parent newsletters, and two parent posters. A training manual is also available for purchase separately and includes meeting agendas, PowerPoint slides, and handouts.

**Activity highlight:** In “Eat a Rainbow of Colors,” students sing “Taste the Colors”; teachers use picture cards with a bright color on one side and foods that match the color on the other; and children name foods of different colors that they have eaten.

*Key:* The star symbol (★) indicates recommended curricula. A nutrition competency inside a parenthesis ( ) means the curriculum partially met the competency.

## Cooking with Kids

**Publisher:** Santa Fe Partners in Education

**Web site:** <http://www.cookingwithkids.net/>  
(accessed July 25, 2011)

**Target audience:** Kindergarten, grades 2–3, 5

**Nutrition competencies:**

Kindergarten: 1b, e, g, h; 5, 7, 8

Grade 2: (1a), b, e, g, h; (2), 5, 7

Grade 3: 1a, (b), (f–h)

Grade 5: 1c, (h)

**Language:** Teacher resource guide in English, with additional Spanish handouts

**Number of lesson plans:** 10

**Amount of time per lesson:** 1–2 hours

**Estimated total time for lessons:** 15 hours

**Format:** Hard copy; some lessons also available as downloadable PDFs

**Cost:** Available for purchase; some lessons also available as free downloadable PDFs

**Cafeteria connection:** Yes

**After school:** Yes

Children explore a variety of healthy foods, including food from diverse cultures, through tasting and cooking activities. Healthy eating habits are introduced through hands-on activities. Lessons include Cafeteria Meals, Super Chefs, and Farmers in the School. This resource may be used on its own or may be integrated with other elementary school curriculum.

**What's inside:** A teacher resource guide, instruction for hands-on food preparation, recipes for

classroom use, food history and nutrition information, student activities, and take-home recipes.

**Activity highlight:** In the “Salad Tasting Lesson,” students taste salad ingredients and record their comments on a tasting chart. The lesson also includes reading of a farmer letter, worksheets with salad-related vocabulary words, drawing activities, a salad-dressing recipe, and an enrichment activity in which children grow sunflower sprouts.

*Key:* The star symbol (★) indicates recommended curricula. A nutrition competency inside a parenthesis ( ) means the curriculum partially met the competency.

## Deal Me In! . . . Food and Fitness

**Publisher:** Dairy Council of California

**Web site:** <http://www.dairycouncilofca.org/Educators/ClassroomPrograms/> (accessed July 25, 2011)

**Target audience:** Kindergarten–grade 6

**Nutrition competencies:**

Kindergarten: (1b), c, f; (4), 5, 6, (8)

Grades 1–2: (1b), 1c, 1e–g, (1g); 3, (4), 5, (7–8)

Grades 3–4: 1a–c, f, g; 7

Grades 5–6: (1a–c), (1f–g); (3), (5), (7)

**Language:** Instructional guide in English, with additional Spanish handouts

**Number of lesson plans:** 11

**Amount of time per lesson:** 15–30 minutes

**Estimated total time for lessons:** 2.5–5.5 hours

**Format:** Hard copy

**Cost:** Free for California teachers; also available for purchase from out of state

**Cafeteria connection:** No

**After school:** Yes

This resource is designed primarily for use in after-school programs. It includes lessons for both kindergarten to grade two and for grades three through six. The program provides children with fun, interactive ways to learn about the importance of nutrition and physical activity. Children discover how to identify healthy foods, choose activities that positively impact health, choose healthy portion sizes, and recognize healthy food options outside the home.

**What's inside:** Student activity books, leader instruction cards, full-color deck of game cards to use with students (food, physical activity, portion size, and food groups), and student and parent brochures.

**Activity highlight:** Food Bingo game with clues to identify the foods from each of the food groups.

*Key:* The star symbol (★) indicates recommended curricula. A nutrition competency inside a parenthesis ( ) means the curriculum partially met the competency.

## ★ Decisions for Health

**Publisher:** Holt, Rinehart, & Winston

**Web site:** <http://holtmcdougal.hmhco.com/hm/detail.htm?ID=1007500000072477> (accessed August 25, 2011)

**Target audience:** Grades 6–8

**Nutrition competencies:**

Grade 6: 1a–c, e, f, h; 2–7

Grade 7: 1a–c, e–g; 2–7

Grade 8: 1a, b, e, f

**Language:** Resource guide and student textbook in English, and handouts available in Spanish

**Number of lesson plans:** 11

**Amount of time per lesson:** 45 minutes

**Estimated total time for lessons:** 8.25 hours

**Free supplemental activities:** Available at [http://go.hrw.com/hrw.nd/gohrw\\_rls1/pKeywordResults?HD46%20Home](http://go.hrw.com/hrw.nd/gohrw_rls1/pKeywordResults?HD46%20Home) (accessed August 25, 2011)

**Format:** Hard copy

**Cost:** Available for purchase; some handouts available online

**Cafeteria connection:** No

**After school:** Not reviewed

This health curriculum promotes active exploration of health concepts, character building, and life skills by requiring students to apply what they learn within the context of the real world. A separate textbook is available for grades six through eight. Nutrition content develops with each grade level. Lessons begin at the sixth-grade level, with a focus on nutrients and eating throughout the life cycle. More complex topics, such as eating disorders and maintaining a healthy body image, are covered in the eighth grade. Students engage in guided and independent practice, demonstrations, discussions, role plays, skits, poster projects, and study activities to develop decision-making, media-analysis, and communication skills.

**What's inside:** Teacher resource guide; student worksheets and study guides; online textbook; chapter resources package; teacher planner; and a CD-ROM for students. Free handouts and additional activities are available online.

**Activity highlight:** Students develop a health behavior contract in which they discuss the reasons they need to change, determine the personal values they possess that will help them meet their goal, create a plan for changing their health behavior, and evaluate their progress.

*Key:* The star symbol (★) indicates recommended curricula. A nutrition competency inside a parenthesis ( ) means the curriculum partially met the competency.

## Do More, Watch Less

**Publisher:** California Department of Public Health

**Web site:** <http://www.cdph.ca.gov/programs/schoolhealth/Documents/FINAL%20English%20MWL%204%2007.pdf> (accessed July 25, 2011)

**Target audience:** Grades 6–8

**Nutrition competencies:**

Grade 6: (1f); (4), (6–7)

Grades 7–8: (1d); (2), (5–7)

**Language:** English and Spanish

**Number of lesson plans:** 4

**Amount of time per lesson:** 30–45 minutes

**Estimated total time for lessons:** 2.75 hours

**Format:** Downloadable PDF

**Cost:** Free

**Cafeteria connection:** No

**After school:** Yes

This toolkit promotes increased physical activity and reduced screen time. It is intended primarily for use in after-school programs and by organizations serving children ages ten through fourteen. Children track the time they spend in front of televisions and computers, participate in a challenge that limits screen time, set goals to participate in no more than two hours of screen-based activities per day, increase amount of time spent on activities away from a screen, and celebrate their hard work with a party that includes healthy food and music.

**What's inside:** Teacher resource guide, brief background for each lesson, reproducible handouts, and additional optional activities.

**Activity highlight:** Students track their screen-based activities and identify ways to spend their time apart from a computer or television and be physically active.

*Key:* The star symbol (★) indicates recommended curricula. A nutrition competency inside a parenthesis ( ) means the curriculum partially met the competency.

## Eat Smart. Play Hard™ — Power Play

**Publisher:** USDA, Food and Nutrition Service

**Web site:** <http://teamn nutrition.usda.gov/Resources/eatsmartmaterials.html> (accessed July 25, 2011)

**Target audience:** Kindergarten, grades 1–4

**Nutrition competencies:**

Kindergarten (ages 3–4 /5–7): 1a, e, f; 4, 5

Grades 1–2 (ages 5–7/8–10): 1c, (1f); (6–7)

Grades 3–4 (ages 8–10): 1a, b

**Language:** Teacher resource guide in English, with additional Spanish handouts

**Number of lesson plans:** 4 for children; 4 for adults

**Amount of time per lesson:** 20–40 minutes

**Estimated total time for lessons:** 1–2 hours (2 can be used with most age groups)

**Format:** Downloadable PDF

**Cost:** Free

**Connection to cafeteria:** N/A

**After school:** Yes

This Team Nutrition Web site serves as an entry point to a variety of messages and materials based on MyPyramid and the Dietary Guidelines for Americans. Topics include breakfast, snacks, healthy eating, and healthy beverage choices. There is one lesson for each age group with accompanying parent lessons. Target ages are approximate; lessons for the three- to four-year-old students can be used with kindergarten. Lessons for the eight- to ten-year-old can be used with grades one to two.

**What's inside:** Campaign materials, lesson plans, songs, public service announcements, scripts, parent lessons, and additional materials.

**Activity highlight:** The “Choose Drinks That Count” lesson focuses on comparing the nutrient content of beverages. Teachers prepare samples of orange juice and soda for discussion. The lesson includes extension activities. Posters, labels, stickers, and handouts are available on the Web site.

*Key:* The star symbol (★) indicates recommended curricula. A nutrition competency inside a parenthesis ( ) means the curriculum partially met the competency.

## ★ Eat Well & Keep Moving

**Publisher:** Harvard School of Public Health/Human Kinetics

**Web sites:** <http://www.eatwellandkeepmoving.org/> and <http://www.humankinetics.com> (accessed July 25, 2011)

**Target audience:** Grades 4–5

**Nutrition competencies:**

Grades 3–4: 1a–c, f; 3–7

Grades 5–6: 1a–c, f; 3–7

**Language:** English

**Number of lesson plans:** 46

**Amount of time per lesson:** 50–105 minutes

**Estimated total time for lessons:** 15 hours

**Format:** Hard copy and CD, with access to online resources

**Cost:** Available for purchase

**Cafeteria connection:** Yes

**After school:** Not reviewed

The *Eat Well & Keep Moving* curriculum contains 46 nutrition and physical activity lessons that teach students how to eat a balanced diet, plan meals, select healthy snacks, eat more fruits and vegetables, and increase fitness. The program helps academic, physical education, and health education teachers guide upper elementary school students in learning about nutrition and physical activity while building skills in language arts, math, science, and social studies. Students develop an understanding of how health behaviors are related and learn techniques to choose healthy foods, increase physical activity, and limit TV and other screen time. The supplemental Web site offers detailed information on usage, as well as resources for teachers, food service managers,

staff members, and parents and guardians. It also includes additional resources.

**What's inside:** A teacher resource guide; more than 300 ready-to-use worksheets; schoolwide campaign ideas; a self-assessment tool to help students track their activity levels; and access to the companion Web site. The CD-ROM can be used to customize instruction.

**Activity highlight:** In “Healthy Living,” students learn about the food groups and why it is important to eat a balanced diet. Students construct “Building Blocks of Life” with dice and discuss how messages on healthy living can be applied to their lives.

*Key:* The star symbol (★) indicates recommended curricula. A nutrition competency inside a parenthesis ( ) means the curriculum partially met the competency.

## ★ EatFit

**Publisher:** University of California Cooperative Extension, Division of Agriculture and Natural Resources

**Web site:** <https://eatfit.net/teachers.htm> (accessed July 25, 2011)

**Target audience:** Grades 6–8

**Nutrition competencies:**

Grade 6: Not reviewed

Grades 7–8: 1c, f; 2–3, 5–8

**Language:** English

**Number of lesson plans:** 9

**Amount of time per lesson:** 46–67 minutes

**Estimated total time for lessons:** 7.6 hours

**Format:** Hard copy; online

**Cost:** Free curriculum available for qualifying schools; available for purchase (print) by non-qualifying schools; online analysis program with paper version available free upon request

**Cafeteria connection:** No

**After school:** Yes

A nine-week curriculum with individualized, hands-on activities that focus on behavioral strategies to help students understand the importance of changing their food behaviors. An online analysis tool allows students to enter and analyze their daily dietary intake. The analysis tool enables students to identify problem areas related to foods and nutrients and provides students with goals for areas in which they sense a need for improvement.

**What's inside:** A teacher resource guide and student workbook. Online resources are also available and include an eating analysis, games, recipes, and exercise tips.

**Activity highlight:** In “EatFit at Fast Food,” students learn how to choose menu items at restaurants and meet their personal nutritional goals.

*Key:* The star symbol (★) indicates recommended curricula. A nutrition competency inside a parenthesis ( ) means the curriculum partially met the competency.

## ★ Eating Healthy from Farm to Fork

**Publisher:** University of California Cooperative Extension, Division of Agriculture and Natural Resources

**Web site:** [http://cesutter.ucdavis.edu/Nutrition\\_Education\\_Program\\_527/Eating\\_Healthy\\_from\\_Farm\\_to\\_Fork/](http://cesutter.ucdavis.edu/Nutrition_Education_Program_527/Eating_Healthy_from_Farm_to_Fork/) (accessed July 25, 2011)

**Target audience:** Kindergarten, grades 1 and 2

**Nutrition competencies:**

Kindergarten: 1a–h; 2, 4, 5, 7, 8

Grade 1: 1a–d, f–h; 4, 7, 8

Grade 2: 1a–h; 2–8

**Language:** English

**Number of lesson plans:** 28 total: 8 for kindergarten, 10 for first grade, and 10 for second grade

**Amount of time per lesson:** 30–45 minutes if not using extensions

**Estimated total time for lessons:** 6.3 hours for kindergarten, 5 hours each for grades 1 and 2

**Format:** Downloadable PDF

**Cost:** Free

**Cafeteria connection:** Yes

**After school:** Yes

This nutrition education curriculum connects local food systems, garden-based learning, and school food service to healthy habits. Lessons in kindergarten, first grade, and second grade engage children in developing a positive attitude toward healthy food and fitness choices. Separate lessons are included for kindergarten and grades one and two. The materials support the development of a positive school-wellness environment that recognizes the relationship between health and nutrition and academic achievement and school success. Lessons focus on expanding the consumption of fruits, vegetables, and grains and on diet variety. Use of MyPyramid as a guide to eating healthy and exercise is emphasized.

**What's inside:** A teacher resource guide contains lesson introduction, objectives, nutrition competencies, and background information. Each lesson includes two hands-on activities that build on one another and include extensions for making

connections between farms, school, gardens, and nutrition. Other components include a quiz for review, a recipe activity, and parent letter.

Instructional materials include lesson display boards, sample name tags, flyers, PowerPoint presentations, curriculum training evaluation form, and certificate for participation in curriculum training.

**Activity highlight:** For second grade, Lesson 2 (“Grains Get You Going,” Activity 1, “Make Time to Refuel”) gives background on the importance of breakfast and how soil helps food grow. Children name foods in the grain group using the MyPyramid poster and name “better at the bottom” foods they would eat at each meal. Using a car analogy, children perform traffic actions based on foods (for example, go on green and stop on red). They discuss mealtimes and review what they have learned.

*Key:* The star symbol (★) indicates recommended curricula. A nutrition competency inside a parenthesis ( ) means the curriculum partially met the competency.

## Empowering Youth with Nutrition and Physical Activity

**Publisher:** USDA, Food and Nutrition Service

**Web site:** <http://www.fns.usda.gov/tn/Resources/empoweringyouth.html> (accessed July 25, 2011)

**Target audience:** Grades 6–12

**Nutrition competencies:**

Grades 5–6: 1b, f; 2–8

Grades 7–8: 1a, f; 2–8

Grades 9–12: (1b), f; 2–8

**Language:** English

**Number of lesson plans:** 10

**Amount of time per lesson:** 1 hour

**Estimated total time for lessons:** 10 hours

**Format:** Downloadable PDF; online Web-based modules; hard copy

**Cost:** Free downloadable PDF; free curriculum available to middle schools upon request

**Cafeteria connection:** No

**After school:** Yes

This instructional resource is provided as a handbook for use in after-school programs and in classrooms with students from eleven to eighteen years of age. It introduces basic nutrition and physical activity information and provides strategies to incorporate healthy nutrition and physical activity messages into day-to-day activities.

**What's inside:** A teacher resource guide and student worksheets

**Activity highlight:** In “My Physical Activity Options,” students assess their physical activity patterns and set a goal of increasing their physical activity to 60 minutes each day.

*Key:* The star symbol (★) indicates recommended curricula. A nutrition competency inside a parenthesis ( ) means the curriculum partially met the competency.

## ★ Exercise Your Options

**Publisher:** Dairy Council of California

**Web site:** <http://www.dairycouncilofca.org/Educators/ClassroomPrograms/ProgramsEYO.aspx> (accessed July 25, 2011)

**Target audience:** Middle-school students

**Nutrition competencies:**

Grade 6: 1a–c, f; 2, (3), 4–6, (7), 8

Grades 7–8: 1a–c, e–g; 2, (3), 4–6, (7), 8

**Language:** English

**Number of lesson plans:** 8

**Amount of time per lesson:** 45–60 minutes

**Estimated total time for lessons:** 7.8 hours

**Format:** Hard copy and supplemental DVD

**Cost:** Free for California teachers; available for purchase from out of state

**Cafeteria connection:** No

**After school:** Yes

Middle-school students assess their nutrition and physical activity in this curriculum, which is guided by the principles of the *Health Framework for California Public Schools* (California Department of Education 2003) and the *Physical Education Model Content Standards for California Public Schools* (California Department of Education 2005). Ideas for extension activities, questions, and projects for students are included. The DVD provides common scenarios faced by students, such as making choices from food-court menus

in shopping malls and choosing realistic portion sizes. Other lesson topics include eating disorders, sports nutrition, bone health, and body image.

**What's inside:** A teacher guide, student activity booklet, and a CD/DVD with eight video segments that introduce the key issues in each lesson.

**Activity highlight:** Students research nutrients, portion size, and benefits of food groups by using the student activity booklet and CD/DVD.

*Key:* The star symbol (★) indicates recommended curricula. A nutrition competency inside a parenthesis ( ) means the curriculum partially met the competency.

## ★ Farm to Table & Beyond

**Publisher:** Teachers College, Columbia University

**Web site:** <http://blogs.tc.columbia.edu/cfe/education/nutrition-curriculum/farm-to-table-beyond/>  
(accessed August 25, 2011)

**Target audience:** Grades 5–6

**Nutrition competencies:** 1g–h; 2, 7, 8

**Language:** English

**Number of lesson plans:** 30

**Amount of time per lesson:** N/A

**Estimated total time for lessons:** N/A

**Format:** Hard copy

**Cost:** Available for purchase

**Cafeteria connection:** No

**After school:** Yes

This sequential curriculum uses science to explore nutrition and the food environment. Students are led through an investigation of the food system and its relation to the environment. Students examine their personal food choices and use knowledge gained through the lessons to enhance their ability to make healthy decisions about personal wellness. Students use investigation, Internet research, and experimentation to explore how food is processed, manufactured, packaged, and transported.

**What's inside:** A teacher resource guide, background information, teaching tips, teacher preparation, materials list, objectives, tools for assessment, conversation guides, student activity

sheets and readings, a matrix that maps the curriculum to the National Science Education Standards and Benchmarks for Science Literacy.

**Activity highlight:** “Field to Store” (lesson 5) is a lesson in which students review previous homework and share ideas about home-to-school transportation systems. Students then brainstorm about the parts of a system that get food from farm to table. They use an “Apples to Applesauce” concept map, make connections, and examine what would happen if half the apple harvesters stopped working for one day. They complete the lesson by describing the farm-to-table system in their own words and by reading a brief text that explores the food system.

*Key:* The star symbol (★) indicates recommended curricula. A nutrition competency inside a parenthesis ( ) means the curriculum partially met the competency.

## Finding Solutions to Hunger

**Publisher:** World Hunger Year

**Web site:** <http://www.kidscanmakeadifference.org/>  
(accessed July 25, 2011)

**Target audience:** Middle and high school students

**Nutrition competencies:**

Grade 6: Not reviewed

Grades 7–8: 1a, (1b–c), 1d, 1f, 1h; 2–4, (5), (8)

Grades 9–12: (1a–c), 1d, (1f–g), 1h; (2–5), 7–8

**Language:** English

**Number of lesson plans:** 25

**Amount of time per lesson:** N/A

**Estimated total time for lessons:** N/A

**Format:** Hard copy

**Cost:** Available for purchase

**Cafeteria connection:** No

**After school:** Yes

This instructional resource helps students to understand the real causes of hunger and how to act to change them. Activities within each of the three units teach about the pain of hunger, the importance of food, inequitable distribution of food, the lack of relationship between hunger and population density, and relationships between poverty, hunger, joblessness, and homelessness in the United States and elsewhere in the world. Students read, write, calculate, analyze, role-play, and figure out for themselves what needs to be done. The curriculum can be streamlined into six lessons.

**What's inside:** Overview of lesson, list of materials, directions, additional activities, resource guide for fund-raising ideas, list of related organizations, and resources for teachers. Links are available to a Web site.

**Activity highlight:** In one lesson, students assume the roles of villagers, world-bank ministers, government officials, environmentalists, loggers, and “trees and creatures of the forest” and debate whether a proposed development project would really benefit the people and their land.

*Key:* The star symbol (★) indicates recommended curricula. A nutrition competency inside a parenthesis ( ) means the curriculum partially met the competency.

## Food Safety from Farm to Fork

**Publisher:** California Foundation for Agriculture in the Classroom

**Web site:** <http://www.cfaitc.org/foodsafety/pdf/foodsafety.pdf> (accessed July 25, 2011)

**Target audience:** Grades 5–7

**Nutrition competencies:**

Grades 5–6: 1g, (7)

Grade 7: 1g, (7)

**Language:** English

**Number of lesson plans:** 5

**Amount of time per lesson:** 50 minutes

**Estimated total time for lessons:** 6.6 hours

**Format:** Downloadable PDF; available in hard copy with CD upon request

**Cost:** Free

**Cafeteria connection:** No

**After school:** Yes

This instructional resource unit provides students with a better understanding of food safety through real-life examples and enjoyable activities. Students learn that everyone has a responsibility in minimizing foodborne illness: farmers, transporters, restaurants, grocery stores, and consumers. Through books, games, puzzles, math problems, and science investigations, participants identify the roles each person plays in ensuring that food is safe to eat. Hands-on activities and real-life examples are included for students.

**What's inside:** Background information about food safety, lesson plans with time frames,

related materials, Web links to core subject standards, directions for activities, reproducible handouts and game pieces, and a resource list.

**Activity highlight:** In “Mighty Microbes,” students are introduced to epidemiology; they use epidemiological techniques to assess an outbreak and determine the cause of an illness that makes picnickers sick. Students use data tables, classify data, and read information to solve the mystery. They write a short article on their findings for a fictitious local newspaper and complete a quiz.

*Key:* The star symbol (★) indicates recommended curricula. A nutrition competency inside a parenthesis ( ) means the curriculum partially met the competency.

## ★ Fruits and Vegetables for Health

**Publisher:** California Foundation for Agriculture in the Classroom

**Web site:** <http://www.cfaitc.org/lessonplans/?details=409.pdf> (accessed July 25, 2011)

**Target audience:** Grades 4–6

**Nutrition competencies:**

Grades 3–4: 1a, b, f–h; 2, 3, 5–7

Grade 5–6: 1a, b, f–h; 2, 3, 5–7

**Language:** English

**Number of lesson plans:** 9

**Amount of time per lesson:** 50 minutes

**Estimated total time for lessons:** 7.5 hours

**Format:** Downloadable PDF, hard copy

**Cost:** Free PDF; hard copy available for purchase

**Cafeteria connection:** Yes

**After school:** Yes

This comprehensive curriculum teaches students about the production, distribution, and nutritional value of fresh produce from California. Geography, language arts, mathematics, science, health, and nutrition concepts are incorporated. It is aligned with the *Health Education Content Standards for California Public Schools* (California Department of Education 2008). The older version of the food pyramid is used but could be updated easily.

**What's inside:** A teacher resource guide, detailed descriptions on how to organize fruit and vegetable taste-testing, worksheets, food chemistry activities, and activities to enhance agricultural awareness in California.

**Activity highlight:** Students compose a creative story about life as a fruit or vegetable.

*Key:* The star symbol (★) indicates recommended curricula. A nutrition competency inside a parenthesis ( ) means the curriculum partially met the competency.

## The Growing Classroom

**Publisher:** National Gardening Association

**Web site:** <http://www.lifelab.org/2007/01/2007-the-growing-classroom-new-edition> (accessed July 25, 2011)

**Target audience:** Grades 2–6

**Nutrition competencies:**

Grade 2: 1a–c, f; 2–5, 7–8

Grades 3–4: 1a–c, f, h; 2–3, 7–8

Grades 5–6: 1a–c, f, h; 2–3, 7–8

**Language:** Instructional guide in English, with additional Spanish handouts

**Number of lesson plans:** 6

**Amount of time per lesson:** N/A

**Estimated total time for lessons:** N/A

**Format:** Hard copy

**Cost:** Available for purchase

**Cafeteria connection:** No

**After school:** Yes

The resource is divided into six units: food choices; the basic four food groups; nutrients; digestion; food consumerism; and recipes for snacks based on information from the preceding lesson. The teacher’s handbook covers nutrition, food systems, and a variety of other garden topics. Topics include working together in the garden, growing nutrients, garden ecology, climate, nutrition, gardening tips, and food choices.

**What’s inside:** Outdoor classroom activities and step-by-step instructions for developing a garden-based science program.

**Activity highlight:** For grades 3–6, the “Six of One, Half Dozen of the Other” lesson plan helps students use the senses to identify and classify objects in the garden. Students search for objects and opposites in the garden and classify the objects by using their senses to discern the characteristics, such as wet and dry. Small groups work together to collect 12 items that can be paired into opposites. Groups exchange their collections and try to determine the opposite categories used by other groups.

*Key:* The star symbol (★) indicates recommended curricula. A nutrition competency inside a parenthesis ( ) means the curriculum partially met the competency.

## Harvest of the Month

**Publisher:** California Department of Public Health

**Web site:** <http://www.harvestofthemonth.com/>  
(accessed July 25, 2011)

**Target audience:** Kindergarten–grade 12

**Nutrition competencies:**

Kindergarten: (1a-b), 1c, 1e–h, (2), 3–5, (7), 8  
Grades 1–2: 1a, (1b–c); (1f), (1h), (2), (4), (6–7), 8  
Grades 3–4: 1a, 1b–c, 1f–h, (2), 3–4, (6), 8  
Grades 5–6: (1b), 1c, (1f), (1h), 2–4, 6, (7), 8  
Grades 7–8: (1a), (1c), (1e), (1f), 1g, (1h), (2), 7–8  
Grades 9–12: (1a), (1c), (1f–h), (3–4), (6), 7–8

**Language:** Instructional guide in English, with additional Spanish handouts

**Number of lesson plans:** 36

**Amount of time per lesson:** N/A

**Estimated total time for lessons:** Flexible

**Format:** Downloadable PDFs

**Format:** Free

**Cafeteria connection:** Yes

**After school:** Yes

Harvest of the Month is an online resource with access to tools and materials that can be used widely in school environments. The materials are based on the USDA Dietary Guidelines for Americans and promote consumption of seasonal fruits and vegetables, as well as physical activity. Lesson plans are organized by the produce of the month. Three yearly cycles have been developed. Activities in each lesson plan can be organized according to teacher preference and include taste-testing, cooking, student sleuth activities, physical activities, literature links and cafeteria connections, gardening, field-trip ideas, and advocacy opportunities. Materials are designed for low-income schools and communities and may be used in a variety of settings: the classroom, cafeteria, home, and community.

**What's inside:** The Web site provides free access to educator newsletters, family newslet-

ters, Menu Slicks, press-release templates, activities, and additional resources. Information on how to connect with the community and grocery stores is also included.

**Activity highlight:** The apple activity featured for autumn includes the tasting of several varieties of apples; graphing for class evaluation of appearance, texture, smell, flavor, and sound; an apple yogurt trifle recipe; student sleuth activity; apple history and growth information; garden activity; and physical activity called “Grab the Apple!” During the cafeteria connection, students identify types of apples used in the cafeteria and write letters to staff about the benefits of other varieties.

*Key:* The star symbol (★) indicates recommended curricula. A nutrition competency inside a parenthesis ( ) means the curriculum partially met the competency.

## ★ Health & Fitness Series

**Publisher:** Harcourt

**Web site:** [http://www.harcourtschool.com/menus/health\\_fitness/](http://www.harcourtschool.com/menus/health_fitness/) (accessed July 25, 2011)

**Target audience:** Kindergarten–grade 6

**Nutrition competencies:**

Kindergarten: Not reviewed

Grade 2: 1a–c, e–h; 2–8

Grade 3: 1a–e, g; 2–5, 7, 8

Grade 4: 1a–b, e, g; 3, 5, 6

Grade 5: 1a–c, e–h; 2–3, 6–8

Grade 6: 1a–c, e–h; 5–8

**Language:** English

**Number of lesson plans:** 4–13, depending on grade level

**Amount of time per lesson:** 45–60 minutes, depending on grade level

**Estimated total time for lessons:** 4–9 hours, depending on grade level

**Format:** Hard copy; supplemental online resources

**Cost:** Available for purchase; supplemental online resources free

**Cafeteria connection:** No

**After school:** Yes

Harcourt’s *Health and Fitness* sequential curriculum, offered in a series of six, is a state-adopted health textbook series. It covers a wide range of health aspects, including nutrition. Supplemental online resources are also available. Topics are introduced through text, pictures, charts, classroom discussions, and presentation materials. Lessons present a variety of nutrition topics, including food safety, food choices, food advertising, and food labels.

**What’s inside:** Transparencies, assessment guide, activity book, and teaching resources are available for purchase; supplemental online resources are free.

**Activity highlight:** The supplemental nutrition activity gives students a look at “super veggies”—those that have increased nutrient value (e.g., purple carrots).

*Key:* The star symbol (★) indicates recommended curricula. A nutrition competency inside a parenthesis ( ) means the curriculum partially met the competency.

## ★ Health & Wellness

**Publisher:** Macmillan/McGraw-Hill

**Web site:** <http://www.mhschool.com/health/2005/student/index.html> (accessed July 25, 2011)

**Target audience:** Kindergarten, grades 2–5, 7–8

**Nutrition competencies:**

Kindergarten: 1a–c, e–g; 2–8

Grade 1: 1a–c, e–g; 2–8

Grade 2: 1a–g; 2–5, 7

Grade 3: 1a–g; 2–8

Grade 4: 1a–c, e–g; 2–5, 7, 8

Grade 5: Not reviewed

Grade 7: 1a–h; 2–7

Grade 8: 1a–h; 2–8

**Language:** English and Spanish

**Number of lesson plans:** 4–10, depending on grade level

**Estimated total time for lessons:** 15–45 hours, depending on grade level

**Amount of time per lesson:** 2–4.5 hours, depending on grade level

**Format:** Hard copy; supplemental online resources

**Cost:** Available for purchase; supplemental online resources free

**Cafeteria connection:** No

**After school:** Yes

This sequential curriculum is offered in a series of state-adopted textbooks divided into five units that teach students about aspects of living a healthy life. One unit focuses on growth and nutrition. The curriculum includes a variety of summative, formative, and cumulative assessment strategies to help monitor student progress. Review at the end of each chapter includes objectives, life skills, critical thinking, and reading and vocabulary and encourages goal setting, decision-making skills, and health contracts. There are 10 “mini-lessons” per unit. Free online supplemental materials—including fun, interactive games—are available.

**What’s inside:** Lesson overview with resources, activities, vocabulary, and national standards. A chapter planner is included for pacing. Major emphasis is on general health and nutrition. Topics include the body, hygiene and fitness, and amount of food consumed. Discussion format accompanies activities.

**Activity highlight:** Lesson 4, “Rules for Healthful Living,” includes a pre-discussion on general rules, followed by comparison to “Rules for Healthful Living” and health standards.

*Key:* The star symbol (★) indicates recommended curricula. A nutrition competency inside a parenthesis ( ) means the curriculum partially met the competency.

## ★ Healthy Choices, Healthy Me!

**Publisher:** Dairy Council of California

**Web site:** <http://www.dairycouncilofca.org/Educators/ClassroomPrograms/ProgramsHCHM.aspx> (accessed July 25, 2011)

**Target audience:** Grades 1–2

**Nutrition competencies:**

Grade 1: 1a, (1b), c–h; 2, 5, 7, 8

Grade 2: 1a–h; 2, 5, 7, 8

**Language:** English and Spanish

**Number of lesson plans:** 10

**Amount of time per lesson:** 30–60 minutes

**Estimated total time for lessons:** 6.6 hours

**Format:** Hard copy

**Cost:** Free for California teachers; also available for purchase from out of state

**Cafeteria connection:** Yes

**After school:** Yes

This curriculum engages students by providing opportunities to personalize health and nutrition concepts. In the first-grade program, students learn basic skills to identify healthy choices for eating and physical activity. The second-grade program is built around “The Market Mystery,” a story about agriculture and how food gets from the farm to the grocery store. It aligns with the most popular and widely used textbooks adopted by the state for language arts, math, and science (published by Houghton Mifflin, Open Court, and Harcourt).

**What’s inside:** Teacher guide with cafeteria connections, student workbooks, and a box of

multicultural food pictures; MyPyramid food poster; materials storage box; cafeteria connections activity; and the Market Mystery storybook.

**Activity highlight:** Activity 5 for second grade, “What’s for Breakfast,” features pictures of common breakfast foods that students select to create a healthy breakfast. Students work in pairs to combine food pictures into what they believe is a healthy breakfast. Students read part of the Market Mystery story to analyze what the family in the storybook ate. Students complete their workbooks to select foods that would be part of a healthy breakfast, and they discuss the reasons for their food choices.

*Key:* The star symbol (★) indicates recommended curricula. A nutrition competency inside a parenthesis ( ) means the curriculum partially met the competency.

## Healthy Foods from Healthy Soils

**Publisher:** Tilbury House Publishers

**Web site:** <http://www.tilburyhouse.com/childrens/healthy-foods-from-healthy-soils.htm> (accessed July 25, 2011)

**Target audience:** Kindergarten–grade 6

**Nutrition competencies:** Not reviewed

**Language:** English

**Number of lesson plans:** 45

**Amount of time per lesson:** 45–60 minutes

**Estimated total time for lessons:**

**Format:** Hard copy

**Cost:** Available from CASRC on free loan

**Cafeteria connection:** Yes

**After school:** Yes

The food cycle is the focus of this resource. Lessons are organized into four themes: origins of food, choosing food, putting “garbage” to work, and simple gardening. Activities keep students engaged as they make models, taste new foods, keep journals, and chart the results of their investigations. School gardens (such as an Appetizer Garden or the legendary Three Sisters) or a series of worm-composting activities for the classroom help students discover the role nutrients play in healthy plant production.

**What’s inside:** Science skills are identified in each lesson, and health skills such as accessing

information, practicing health-enhancing behaviors, goal setting, and analyzing influences on food choices are addressed. Student worksheets, parent letters, literature links, and additional resources accompany each lesson in the set.

**Activity highlight:** “It All Adds Up” is a lesson in which students chart their lunchroom’s food waste, how much there is, and where it ends up. Students present their findings to decision makers and make suggestions on how to reduce waste.

*Key:* The star symbol (★) indicates recommended curricula. A nutrition competency inside a parenthesis ( ) means the curriculum partially met the competency.

## Healthy Weight for Teens

**Publisher:** Channing Bete Company

**Web site:** <http://store.channing-bete.com/onlinestore/storeitem.html?iid=165285>  
(accessed July 25, 2011)

**Target audience:** Grades 9–12

**Nutrition competencies:**  
(1b), c, (f); (2–3), 4, (5), 6, (7)

**Language:** English

**Number of lesson plans:** 1–3

**Amount of time per lesson:** 45–60 minutes

**Estimated total time for lessons:** 1 hour

**Format:** Hard copy and CD

**Cost:** Available for purchase

**Cafeteria connection:** No

**After school:** Not reviewed

This presentation kit and obesity-prevention tool targets teenagers. The PowerPoint presentation promotes healthy eating and physical activity. In addition, it explains the risk of health problems caused by obesity and helps teens set goals to develop their own health plan.

**What's inside:** Leaders guide, 50 copies of *Healthy Eating—Looking Great, Feeling Great*, and materials for alerting audiences to the date

and location of the presentation. Also contains a CD with adaptable PowerPoint, discussion questions, and optional activities for personal assessment.

**Activity highlight:** Part One (“Are You at Risk?”) contains an activity to determine body mass index and to assess personal weight status. Discussion questions include thinking about common reactions to overweight people.

*Key:* The star symbol (★) indicates recommended curricula. A nutrition competency inside a parenthesis ( ) means the curriculum partially met the competency.

## How to Teach Nutrition to Kids—Instructional Set

**Publisher:** NCES

**Web site:** <http://www.nutritionforkids.com/aboutbook.htm> (accessed August 25, 2011)

**Target audience:** Grades 1–6

**Nutrition competencies:** Not reviewed

**Language:** English

**Number of lesson plans:** 200+

**Amount of time per lesson:** Varies

**Estimated total time for lessons:** Varies

**Format:** Hard copy

**Cost:** Available from CASRC on free loan

**Cafeteria connection:** Yes

**After school:** Yes

This instructional resource set includes a teacher’s guide and two activity books that are packed with over 200 nutrition education activities and strategies to integrate nutrition into classroom, cafeteria, and home environments. Activities support multiple subject areas, including math, language arts, science, social studies, art, and physical education. Students learn to assess their food intake by using MyPyramid, identify appropriate serving sizes, set realistic goals, read labels, plan and grow a garden, and prepare simple snacks.

**What’s inside:** Ideas for creating nutrition learning centers, recipes, and student activity sheets.

**Activity highlight:** “What Would You Do?” is a lesson in which students work in small groups and act out solutions to various situations involving food choices. The realistic scenarios allow children to think critically and solve problems—from making healthy snack choices to helping a friend who makes poor food choices and often gets sick.

*Key:* The star symbol (★) indicates recommended curricula. A nutrition competency inside a parenthesis ( ) means the curriculum partially met the competency.

## Jump Start Teens

**Publisher:** California Project LEAN

**Web site:** <http://californiaprojectlean.org/doc.asp?id=193> (accessed July 25, 2011)

**Target audience:** Grades 9–12

**Nutrition competencies:** (1a), 1b–d, f; 2–8

**Language:** Instructional guide in English, with additional Spanish handouts

**Number of lesson plans:** 8

**Amount of time per lesson:** 50 minutes

**Estimated total time for lessons:** 6.6 hours

**Format:** Downloadable PDF

**Cost:** Free

**Cafeteria connection:** Yes (extension activities)

**After school:** Yes

This instructional resource provides lessons that integrate nutrition, physical activity, and the media to encourage teens to live healthier lives. Lessons are cross-curricular and apply to real life. Students also gain skills to advocate healthy communities. Each activity can be taught in one class period.

**What's inside:** Easy-to-follow lessons and worksheets. Lesson plans include teacher background information, lists of materials to assemble, curriculum links, and extension ideas.

**Activity highlight:** “Hidden Messages” discusses the influence of advertising. Students describe examples of advertisements that use a variety of marketing techniques, such as appeals to status, physical attraction, testimonials, peer approval, and celebrity endorsements. Extension activities include hosting guest speakers from local advertising agencies, developing marketing ideas for lunches, and creating a cafeteria display that identifies hidden messages.

*Key:* The star symbol (★) indicates recommended curricula. A nutrition competency inside a parenthesis ( ) means the curriculum partially met the competency.

## Kids Cook Farm-Fresh Food

**Publisher:** California Department of Education

**Web site:** <http://www.cde.ca.gov/ls/nu/he/kidscook.asp> (accessed July 25, 2011 )

**Target audience:** Kindergarten–grade 8; can also be used effectively with grades 9–12

**Nutrition competencies:**

Kindergarten: (1a), e, g–h; (5), 8

Grades 1–2: 1g–h; (2), 7

Grades 3–4: 1g–h; (2), 7

Grades 5–6: 1g–h

Grades 7–8: 1g–h; 7

Grades 9–12: (1g–h); (2), (5), (7)

**Language:** English

**Number of lesson plans:** 57

**Amount of time per lesson:** 1 hour

**Estimated total time for lessons:** 57 hours

**Format:** Downloadable PDF

**Cost:** Free

**Cafeteria connection:** No

**After school:** Yes

This resource comprises 18 chapters evenly divided among the California growing seasons. Each chapter focuses on one fruit or vegetable and includes two or three related recipes. The activity guide engages teachers and students in exploration of fresh, seasonal, and locally grown produce through direct experience. Along with instructional school gardening experiences, this guide helps students develop a deeper understanding of where food comes from and how farmers bring life from the land. It is designed to allow teachers flexibility in using it with their curriculum. The activities can be used to teach about cooking and nutrition, sustainable agriculture,

and environmental science or to supplement language arts or social science programs.

**What's inside:** Contains activities, profiles of local farmers, recipes, and links to content standards, student assessments, teaching tips, and resources.

**Activity highlight:** In the Pear section, students compare the taste, smell, texture, and appearance of ingredients in a salad and discover how the salad ingredients and flavors enhance each other. Students also learn how to wash produce.

*Key:* The star symbol (★) indicates recommended curricula. A nutrition competency inside a parenthesis ( ) means the curriculum partially met the competency.

## ★ Linking Science and Nutrition

**Publisher:** California Department of Public Health, Network for a Healthy California

**Web site:** <http://www.cdph.ca.gov/programs/CNPS/Pages/default.aspx> (accessed July 25, 2011)

**Target audience:** Kindergarten–grade 2, and grades 4, 5, 7, and 8

**Nutrition competencies:**

Kindergarten: 1b, (f); (2), 7

Grade 2: 1f; 2, 3, 5

Grade 4: 1a, (1e), 1g; 3, 5, 6

Grade 5: (1b), e–f; 3, 5, 7

Grade 7: 1a, c, f, g; (2), (3), (5), 7

Grade 8: 1a, c, e–g; (3), 7

**Language:** English

**Number of lesson plans:** 12

**Amount of time per lesson:** 60–65 minutes

**Estimated total time for lessons:** 12–13 hours

**Format:** Hard copy; downloadable PDF teacher resource guide

**Cost:** Available for purchase

**Cafeteria connection:** Yes (extension activities)

**After school:** Not evaluated

This sequential comprehensive curriculum comprises a set of 12 lessons designed to address both the California science content standards and the California health education content standards for nutrition and physical activity. Most grades have two or three lessons. Each lesson fosters student acquisition of science and health concepts and skills. Students question, collect, and examine data; derive conclusions; and reflect on and evaluate results, using familiar food supplies and nutrition information. They are also asked to apply science-based information to real-life choices. Lesson extension and assessment activities encourage students to positively influence the school nutrition environment. The curriculum does not include physical activity. In places where the curriculum only partially meets the nutrition

competencies, adding a physical activity component would strengthen the lesson.

**What's inside:** At-a-glance matrix showing links to content standards; instructor tips for success; nutrition facts; glossary; and resources. Lessons contain background, Web sites, and activity overview. The curriculum identifies content standards, steps for preparation, materials, and ideas for extension. Student worksheets and student assessment sheets are included.

**Activity highlight:** In Lesson 8, “Fiber Race Tract,” student teams compare the rates at which high-fiber versus low-fiber foods move through a simulated digestive system. Students plan a menu to include more fiber.

*Key:* The star symbol (★) indicates recommended curricula. A nutrition competency inside a parenthesis ( ) means the curriculum partially met the competency.

## Media–Smart Youth: Eat, Think, and Be Active!

**Publisher:** National Institute of Child Health and Human Development

**Web site:** [http://www.nichd.nih.gov/msy/program\\_materials.htm#subnav1](http://www.nichd.nih.gov/msy/program_materials.htm#subnav1) (accessed July 25, 2011)

**Target audience:** Grades 6–8

**Nutrition competencies:**

Grade 6: 1b, f; 2, 3, 6–8

Grades 7–8: 1a, b, e, f; 2, 3, 6–8

**Language:** English

**Number of lesson plans:** 10

**Amount of time per lesson:** 90 minutes (can be shortened)

**Estimated total time for lessons:** 15 hours

**Format:** Hard copy, downloadable PDF teacher resource guide

**Cost:** Free

**Cafeteria connection:** No

**After school:** Yes

Designed for use in after-school environments, this flexible resource uses examples of nutrition and physical activity to help youths learn about the connection between health and the media. Students gain skills to analyze, evaluate, and create media messages. Participants become critical and creative thinkers and learn how to make smart, positive choices about nutrition and physical activity every day. Topics include thinking about media, asking questions, defining what it means to be active, “nutrition know-how,” the power of advertising, and “super snacks.”

**What’s inside:** A teacher resource guide, pre- and post-curriculum activities, media-questions poster, and a video/DVD. Lessons are formatted with total time, overview, objectives, materials needed, and preparation tips.

**Activity highlight:** In lesson 6, “Visiting a Grocery Store,” students visit a virtual grocery store. Activities include studying a food label, taking snack breaks, writing a song, conducting an Internet scavenger hunt, and engaging in playground games. Take-home ideas and recipes are included.

*Key:* The star symbol (★) indicates recommended curricula. A nutrition competency inside a parenthesis ( ) means the curriculum partially met the competency.

## MyPyramid for Kids

**Publisher:** USDA, Food and Nutrition Services

**Web site:** <http://www.fns.usda.gov/tn/Resources/mypyramidclassroom.html> (accessed July 25, 2011)

**Target audience:** Grades 1–6

**Nutrition competencies:**

Level 1: 1b, c; 2, (3), 5–7

Level 2: (1b), (c), (f), g; 2, 4, 6, 8

Level 3: 1b, (d); 2–4, 7, 8

**Language:** English

**Number of lesson plans:** 3 for each level (9 total)

**Amount of time per lesson:** 45 minutes

**Estimated total time for lessons:** 2–3 hours for each level (6–7 hours total)

**Format:** Downloadable PDF; print

**Cost:** Free

**Cafeteria connection:** Yes

**After school:** Yes

The *MyPyramid for Kids* classroom lessons feature a set of nine sequential lesson plans, with three lessons at each level: Level 1, Level 2 and Level 3. The lessons are based on the USDA Dietary Guidelines for Americans and MyPyramid for Kids. Lessons are grade-appropriate, have clearly stated objectives, and are interactive, well-organized, and easy to follow. Some lessons link to language arts, math, or science. Supplemental materials are available on a CD. Black-and-white reproducible masters are provided.

**What's inside:** Teacher resource guide with visuals, lunchroom links, and take-home activities.

Posters, reproducible handouts, and a CD-ROM with additional materials, including songs, are available upon request.

**Activity highlight:** “Food Math” includes a discussion of portion sizes. Students are divided into pairs and use worksheets to choose foods for a healthy menu. The lesson incorporates math to assess food groupings and portion sizes, asks students to write a food “rap,” and connects to the cafeteria by inviting school food-service personnel to discuss how they create a balanced menu.

*Key:* The star symbol (★) indicates recommended curricula. A nutrition competency inside a parenthesis ( ) means the curriculum partially met the competency.

## Nourish: Food + Community

**Publisher:** WorldLink, developed in partnership with the Center for Ecoliteracy

**Web site:** <http://www.nourishlife.org/> (accessed July 7, 2011)

**Target audience:** Middle-school grades and applications for upper elementary and high school

**Nutrition competencies:**

Grades 5–6: (1g), h; 2, 4, 8

Grades 7–8: (1g), h; 2, 4, (6), 8

Grades 9–12: 1h; 2–5, 8

**Language:** English, with Spanish handouts

**Number of lesson plans:** 6 (plus Action Projects)

**Amount of time per lesson:** 50–100 minutes

**Estimated total time for lessons:** 8–10 hours plus project time

**Format:** Downloadable PDF; DVD; short films online

**Cost:** Free guide; DVD free for a limited time to California K–12 classrooms

**Cafeteria connection:** Yes

**After school:** Yes

This instructional resource contains a curriculum guide and companion DVD that offers a rich set of resources to open a meaningful conversation about food and sustainability. The activities are interactive, well organized, and easy to follow. Overall objectives are listed in the curriculum. Students engage in the “story of food,” use critical-thinking skills to reflect on current food practices and explore more sustainable ones, and link their learning to relevant action. The activities can be used in any sequence. The Nourish film traces the relationship to food from a global perspective to personal action steps. The DVD contains a half-hour PBS special and 11 short films, featuring author Michael Pollan, British chef Jamie Oliver, pediatrician Dr. Nadine Burke, Edible Schoolyard founder Alice Waters, and others. The Nourish curriculum and a companion DVD may be used in social studies, science, health, or English classes. A chart of national standards identifies correlations by activity. A correlation to California standards is available online.

**What’s inside:** Curriculum guide and DVD. The curriculum guide contains a DVD viewing guide,

six learning activities, suggestions for action projects, student handouts (available in English and Spanish), bibliography, and glossary. Activity themes include The Story of Food; Seasonal, Local Food; Food Traditions; Food and Ecosystems; Analyzing Food Ads; and School Lunch Survey. Each activity contains an essential question, background information, a list of required materials, estimated time, vocabulary, preparation guidelines, and directions for the activity, as well as assessment and extension ideas. Additional short films are available online.

**Activity highlight:** In Activity 2, “Seasonal, Local Food,” students define what it means to say that a food is “in season” and discuss two foods brought into the classroom—one that is in season and one that is not. The class may engage in a tasting, and students can generate descriptive adjectives of the food. Students can also draw a circle with a 150-mile radius around their community and discuss what “local food” means. They make a “seasonal circle” and resource booklet to help them and their families find local, seasonal food in their community.

Key: The star symbol (★) indicates recommended curricula. A nutrition competency inside a parenthesis ( ) means the curriculum partially met the competency.

## ★ Nutrition Essentials

**Publisher:** U.S. Department of Agriculture, Team Nutrition

**Web site:** <http://www.fns.usda.gov/tn/resources/nutritionessentials.pdf> (accessed July 25, 2011)

**Target audience:** Grades 6–8

**Nutrition competencies:**

Grade 6: 1b, c, (f); 3, 5, (7)

Grades 7–8: 1a–d, f; (3), (5), 6, (7)

Grade 9: (1a–c, f); (3), (5–7)

**Language:** English

**Number of lesson plans:** 6

**Amount of time per lesson:** 40–60 minutes

**Estimated total time for lessons:** 5–6 hours

**Format:** Downloadable PDF; print with CD

**Cost:** Free

**Cafeteria connection:** No

**After school:** Yes

This curriculum helps students learn how to make healthful dietary and physical activity choices. The curriculum is designed for students who are familiar with the various food groups and who have had exposure to terms such as *vitamins* and *minerals*. It includes six lessons and tools for teachers based on the USDA Dietary Guidelines for Americans.

**What's inside:** Lesson plans and various tools for the teacher: lesson plans with objectives, Power-

Point presentations, posters, reproducible worksheets, standards, and interactive games.

**Activity highlight:** Lesson 1, “Get the MyPyramid Amounts of Foods for You,” reviews the key concepts from MyPyramid through discussion and the use of a poster.

*Key:* The star symbol (★) indicates recommended curricula. A nutrition competency inside a parenthesis ( ) means the curriculum partially met the competency.

## Nutrition EZ

**Publisher:** JAB Publishing

**Web site:** <http://www.nutritionez.org/> (accessed August 25, 2011)

**Target audience:** Kindergarten–grade 5

**Nutrition competencies:** Not reviewed

**Language:** English

**Number of lesson plans:** 100+

**Amount of time per lesson:** Varies

**Estimated total time for lessons:**

**Format:** Hard copy

**Cost:** Available from CASRC on free loan

**Cafeteria connection:** No

**After school:** Yes

This resource contains nutrition background and more than 100 activities and student worksheets to support nutrition education and standard-based language arts, math, and science instruction.

**What's inside:** A book with eight chapters; introduces the MyPyramid Food Guidance System

and covers the five food groups and discretionary calories. Each chapter supplies topic-specific background information, daily recommendations, and student worksheets related to content standards in mathematics, English–language arts, health, and science for multiple grade ranges.

**Activity highlight:** N/A

*Key:* The star symbol (★) indicates recommended curricula. A nutrition competency inside a parenthesis ( ) means the curriculum partially met the competency.

## ★ Nutrition Pathfinders

**Publisher:** Dairy Council of California

**Web site:** [http://www.dairycouncilofca.org/  
Educators/ClassroomPrograms/ProgramsNP.aspx](http://www.dairycouncilofca.org/Educators/ClassroomPrograms/ProgramsNP.aspx)  
(accessed July 25, 2011)

**Target audience:** Grades 4–5

**Nutrition competencies:**

Grades 3–4: 1a–c, e–g; 2, 4–8

Grades 5–6: 1 a, (1b), 1c, 1f, 1g; 2–8

**Language:** English and Spanish

**Number of lesson plans:** 5

**Amount of time per lesson:** 40 minutes

**Estimated total time for lessons:** 3.8 hours

**Format:** Hard copy

**Cost:** Free for California teachers; available for purchase from out of state

**Cafeteria connection:** Yes

**After school:** Yes

This curriculum features a computer-camp simulation activity involving MyPyramid and appropriate amounts of daily exercise. Students learn about nutrition and health and gain decision-making, problem-solving, and critical-thinking skills.

**What’s inside:** A teacher resource guide, student workbooks, Camp Eatawella CD-ROM, downloadable cafeteria connections activity, and a Web site

with resources for teachers, parents, and students. Supplemental materials include a calcium quiz, how to make your own pizza, and a dairy-farm game.

**Activity highlight:** In activity 3, “Breakfast Bonanza,” students explore healthy breakfast foods and complete a worksheet activity and food record.

*Key:* The star symbol (★) indicates recommended curricula. A nutrition competency inside a parenthesis ( ) means the curriculum partially met the competency.

## ★ Nutrition to Grow On

**Publisher:** California Department of Education

**Web site:** <http://www.cde.ca.gov/ls/nu/he/nrttogrow.asp> (accessed July 25, 2011)

**Target audience:** Grades 4–6

**Nutrition competencies:**

Grade 4: 1a–c, f; 2–8

Grades 5–6: 1a–c, f–h; 2–8

**Language:** English

**Number of lesson plans:** 9

**Amount of time per lesson:** 1–1.5 hours

**Estimated total time for lessons:** 9 hours

**Format:** Downloadable PDF; hard copy

**Cost:** PDF available free of charge; print available for purchase

**Cafeteria connection:** No

**After school:** Yes

The curriculum directly links gardens and nutrition education. The curriculum uses gardens to integrate disciplines (science, mathematics, language arts, history, environmental studies, nutrition, and health) while reinforcing the California academic content standards. Lessons are sequential and designed to teach children and their families about nutrition; each lesson relates to a garden activity and can be taught independently. The lessons focus on nutrition and gardening, essential nutrients, MyPyramid for Kids, food math, and nutrition labels, and they include additional activities and optional snacks. Outdoor activities center on gardening and farming to teach concepts and objectives.

**What's inside:** Each lesson includes a brief review, icebreaker, discussion questions, and

a garden activity, as well as additional activities such as thinking of snack ideas, conducting research, and creating food diaries. Quizzes are built in, and Journal Prompts are suggested. The curriculum also includes background information for teachers, assessment ideas, and family newsletters.

**Activity highlight:** Lesson 2, “Nutrients We Need,” includes a review of the previous lesson, discussion about nutrients that humans and plants need, and an activity, “nutrient sandwich.” Also includes a handout, nutrient word, gardening activity with a plastic bottle and worms, and additional activities such as making a snack or “edible worm bottles,” or using photo cards that display fresh fruits and vegetables.

*Key:* The star symbol (★) indicates recommended curricula. A nutrition competency inside a parenthesis ( ) means the curriculum partially met the competency.

## ★ Planet Health

**Publisher:** Harvard School of Public Health/Human Kinetics

**Web site:** <http://www.humankinetics.com/products/all-products/planet-health-2nd-edition?isbn=9780736069182> (accessed July 25, 2011)

**Target audience:** Middle-school students

**Nutrition competencies:** Grades 7–8: 1a–c, f; 2–8

**Language:** English

**Number of lesson plans:** 30–32

**Amount of time per lesson:** 1–1.5 hours

**Estimated total time for lessons:** 35 hours

**Format:** Hard copy with online resources

**Cost:** Available for purchase

**Cafeteria connection:** No

**After school:** Not reviewed

This interdisciplinary curriculum uses math, science, language arts, physical education, and health as a platform to teach students about the importance of nutrition and physical activity. It encourages students to reduce screen time and increase consumption of fruits and vegetables. Lessons use investigations, cooperative learning, decision making, and goal setting to build student skills in choosing an active lifestyle and healthful food. The book provides access to a separate Web site that offers additional resources and training materials for teachers.

**What's inside:** 30 physical education micro-units; 32 classroom lessons; fitness self-assessment tool for students; CD-ROM.

**Activity highlight:** Lesson 11, “Problem Solving: Making Healthy Food Choices,” focuses on types of fat in the diet and highlights where and how students can choose foods with healthy fat. Students work cooperatively to solve problems based on concepts taught in an earlier lesson. They also review five steps of problem solving, work in small groups to analyze a menu from a fast-food restaurant, use math skills to determine food needs, and debrief about the activity. Extension activities include creating, maintaining, and analyzing a food log and going to a shopping mall to record menu items offered at fast-food restaurants.

*Key:* The star symbol (★) indicates recommended curricula. A nutrition competency inside a parenthesis ( ) means the curriculum partially met the competency.

## ★ The Power of Choice

**Publisher:** USDA

**Web site:** [http://www.fns.usda.gov/tn/RESOURCES/power\\_of\\_choice.html](http://www.fns.usda.gov/tn/RESOURCES/power_of_choice.html) (accessed July 25, 2011)

**Target audience:** Grades 6–12

**Nutrition competencies:**

Grade 6: 1b, c, f, g; 2–8

Grades 7–8: 1a, c, f, g; 2–8

Grades 9–12: 1c, f, g; 2, 4–7

**Language:** English

**Number of lesson plans:** 10

**Amount of time per lesson:** 1 hour

**Estimated total time for lessons:** 10 hours

**Format:** Downloadable PDF; printed materials and CD

**Cost:** PDF free; printed materials available upon request to middle and high schools

**Cafeteria connection:** No

**After school:** Yes

This curriculum helps adolescents understand how food and activity choices impact health. Discussion topics address teen concerns about health and body image. The curriculum was developed for use in after-school programs and includes a variety of quick, simple, and fun activities for students. Most of the activities require little planning.

**What's inside:** Teacher resource guide, including information on how to reach young adults; background information for each lesson; and

activities. The curriculum includes a recipe booklet that can be duplicated and given to students as a learning extension. Each lesson also includes snack recipes based on the USDA's Afterschool Snacks meal pattern.

**Activity highlight:** In Activity 10, students learn the term *food neophobia* and discover ways to overcome the fear of trying new foods, participate in a blindfold food tasting, and organize into small groups to learn about the nutrition facts for each new food they try.

*Key:* The star symbol (★) indicates recommended curricula. A nutrition competency inside a parenthesis ( ) means the curriculum partially met the competency.

## Project R.E.A.D. Together

**Publisher:** Iowa State University, Cooperative Extension

**Web site:** [http://www.extension.iastate.edu/homefamily/parenting/project\\_read.htm](http://www.extension.iastate.edu/homefamily/parenting/project_read.htm) (accessed July 25, 2011)

**Target audience:** Kindergarten

**Nutrition competencies:** 1e, g–h; 3, 5–8

**Language:** Teacher resource guide in English, with additional Spanish handouts

**Number of lesson plans:** 3

**Amount of time per lesson:** N/A

**Estimated total time for lessons:** N/A

**Format:** hard copy

**Cost:** Available for purchase

**Cafeteria connection:** No

**After school:** Not reviewed

This educational program promotes literacy and healthy eating by using a series of hands-on activities to complement nutrition-themed children’s books (*The Beastly Feast, Growing Vegetable Soup, and Feast for 10*). The program involves the use of take-home book bags and is designed primarily for parents, but it can be adapted for classroom applications.

**What’s inside:** Program overview, ideas for implementation, book-bag printing specification sheet, sample script to introduce the project to families, book-bag checkout sheet, tips for reading with children, linking literacy and nutrition

for families with limited incomes, and materials for three nutrition book bags in English and two in Spanish. Each book bag contains ideas for several activities that families can choose. Books must be purchased separately from publishers or local bookstores.

**Activity highlight:** The Growing Vegetable Soup parent activities include an introduction letter and evaluation form, discussion guide, vegetable-soup recipe, dramatic-play activity, gardening activity, finger-play activity, “reading books bingo,” and a bookmark.

*Key:* The star symbol (★) indicates recommended curricula. A nutrition competency inside a parenthesis ( ) means the curriculum partially met the competency.

## Reading Across MyPyramid

**Publisher:** University of California Cooperative Extension, Division of Agriculture and Natural Resources

**Web site:** <http://repro-ecommerce.ucdavis.edu/anr-manuals/reading-across-my-pyramid.html> (accessed July 25, 2011)

**Target audience:** Kindergarten–grade 3

**Nutrition competencies:**

Kindergarten: 1a–g; 2, 5–8

Grades 1–2: 1b–d; 2, (3), 5–7

Grade 3: 1a–c, f, g; 4, 6, 8

**Language:** Instructional guide in English, with Spanish handouts

**Number of lesson plans:** 11

**Amount of time per lesson:** N/A

**Estimated total time for lessons:** NA

**Format:** Hard copy

**Cost:** Available for purchase

**Cafeteria connection:** Yes

**After school:** Yes

This nutrition education program focuses on literacy. Children’s storybooks, food- and physical activity-related themes, and hands-on activities provide the backdrop for learning about MyPyramid. Connections to English, history, math, and science are included.

**What’s inside:** Teacher resource guide, lesson objectives, background for the instructor, and guidelines for discussion. Lessons include book reading, quizzes, supplemental activities, recipes

for snacks, and review. Sample letters to parents are provided. Different books are recommended for kindergarten/first grade and for grades two and three.

**Activity highlight:** The “Marvelous Milk” lesson includes a reading activity, an activity with pictures of foods in the milk group, an activity about the importance of milk in the diet, a yogurt parfait recipe, and a lesson review with quiz.

*Key:* The star symbol (★) indicates recommended curricula. A nutrition competency inside a parenthesis ( ) means the curriculum partially met the competency.

## ★ ReCharge! Energizing After-School

**Publisher:** Action for Healthy Kids

**Web site:** <http://www.actionforhealthykids.org/recharge> (accessed July 25, 2011)

**Target audience:** Grades 2–6

**Nutrition competencies:**

Grade 2: 1b, c, e, f; 3, 4, 6–8

Grades 3–4: 1b, (c), f; (2), 3, (4), 6–7

Grades 5–6: 1b, c, e, (1f–g); 3, 6, 7

**Language:** English

**Number of lesson plans:** 15 core; 11 extension

**Amount of time per lesson:** 30–40 minutes

**Estimated total time for lessons:** approximately 8–10 hours

**Format:** Downloadable PDF, printed materials, and CD

**Cost:** \$40 shipping and handling fee per kit; portions available free of charge online

**Cafeteria connection:** No

**After school:** Yes

This curriculum is designed for students to learn about and practice good nutrition and physical activity habits. It focuses on four concepts: energy in, energy out, teamwork, and goal setting. It promotes national standards for health education, physical activity, and family involvement, as well as MyPyramid and the USDA Dietary Guidelines for Americans. Youths learn about the food groups, recommended intake amounts for each group, balanced meals, the importance of proper warm-up, and how to set realistic nutrition and activity goals.

**What's inside:** The full kit includes an instructor's notebook, 15 core hands-on lesson plans, equipment to implement the lessons, a poster,

a healthy-snack guide, football-player cards, and newsletters for families. Many additional resources are available online, including a 60-minute training Webinar.

**Activity highlight:** In Lesson 6, “Energy In – Energy Out,” teams use magazine pictures to create a collage of nutritious “Energy In” foods and physical activities that use “Energy Out.” Before teams work on their collages, the program leader guides a review of healthy foods and physical activities by engaging the group in an active game similar to “Simon Says.” Teams share their collages and explain their choices of foods and activities.

*Key:* The star symbol (★) indicates recommended curricula. A nutrition competency inside a parenthesis ( ) means the curriculum partially met the competency.

## ★ Shaping Up My Choices

**Publisher:** Dairy Council of California

**Web site:** <http://www.dairycouncilofca.org/educators/classroomprograms/ProgramsSMC.aspx> (accessed August 25, 2011)

**Target audience:** Grade 3

**Nutrition competencies:** 1a–c, f, g; 2–8

**Language:** English and Spanish

**Number of lesson plans:** 10

**Amount of time per lesson:** 30–60 minutes

**Estimated total time for lessons:** 7.5 hours

**Format:** Hard copy

**Cost:** Free for California Teachers; also available for purchase from out of state

**Cafeteria connection:** Yes

**After school:** Yes

This skills-based curriculum engages students by providing them with opportunities to use their personal experiences. The program helps students apply problem-solving, reasoning, and critical-thinking techniques as they learn about nutrition and physical activity.

**What's inside:** Teacher guide; student workbooks; poster; transparencies; and a CD-ROM with vocabulary cards, color masters of transparencies, and food pictures. The curriculum also

includes a pre- and post-test, cafeteria connections in the extension activities, and home connections.

**Activity highlight:** Lesson 3, “Nutrient Power,” introduces students to the main nutrients provided by foods in each of the five food groups. With the help of engaging activities and a song, students learn about nutrients and how a main nutrient helps their bodies to be stronger and healthier.

*Key:* The star symbol (★) indicates recommended curricula. A nutrition competency inside a parenthesis ( ) means the curriculum partially met the competency.

## The Snack Shop

**Publisher:** The Learning Zone Express

**Web site:** <http://www.learningzonexpress.com/p-23-the-snack-shop-lesson-plans-video.aspx>  
(accessed August 25, 2011)

**Target audience:** Grades 9–12

**Nutrition competencies:** Not reviewed

**Language:** English

**Number of lesson plans:** 6

**Amount of time per lesson:**

**Estimated total time for lessons:** 6 weeks

**Format:** Hard copy with introductory DVD

**Cost:** Available from CASRC on free loan

**Cafeteria connection:** No

**After school:** Yes

This instructional resource is organized as a six-week course in which students work collaboratively in small groups to produce and market a healthy snack. Teens conduct marketing surveys; learn about basic nutrition and food labels; and compare fat, sugar, and salt content of popular snacks. They combine this learning with food safety and technology information to develop a company, create a snack, design a label, provide nutrition information, and advertise their

creation. The team also identifies a board of directors and develops distribution and marketing plans for their business portfolio. In the final evaluation, team members assess their contribution to product development and sample the snacks developed by other teams.

**What's inside:** Reproducible student worksheets, teacher mini-lectures, and a five-minute introductory DVD are included.

*Key:* The star symbol (★) indicates recommended curricula. A nutrition competency inside a parenthesis ( ) means the curriculum partially met the competency.

## ★ Teen Health 1, 2, and 3

**Publisher:** Glencoe/McGraw-Hill

**Web site:** <http://www.mheonline.com/program/view/2/21/1340/007TH> (accessed July 25, 2011)

**Target audience:** Grades 6, 7, and 8

**Nutrition competencies:**

Course 1 (grade 6): 1a–h; 2–5, 7

Course 2 (grade 7): 1a–g, (1h); 2–8

Course 3 (grade 8): 1a–d, f; 2–8

**Language:** English, with Spanish translations of student text, summaries, quizzes, activities, and parent letters.

**Number of lesson plans:** 16 chapters with 3–6 lessons each, depending on grade level and which units are included

**Estimated total time for lessons:** 2.25–4.5 hours, depending on grade level

**Format:** Hard copy and online resources

**Cost:** Available for purchase; online resources free of charge

**Cafeteria connection:** No

**After school:** Not reviewed

These curricula are provided in a health-based, state-adopted textbook divided into three course levels: grades six (level 1), seven (level 2), and eight (level 3). It combines course curriculum with multimedia tools to teach middle-school students how to achieve and maintain good health. Lessons address a variety of nutrition and physical activity topics: reading food labels, body image, nutrients for health, and how to follow a balanced diet. There are teacher wraparounds and assessment options. Lessons are interactive. The book focuses on national health standards; academic integration is addressed in teacher sections. Each section has four to five units.

**What's inside:** A teacher resource guide, student textbook, fitness and nutrition information, and a handbook on reading skills. Online resources include audio chapter summaries, online quizzes,

and Web activities for students. Contains additional online material for teachers, including links to grant opportunities, lesson plans, and articles on professional development.

**Activity highlight:** Teen Health Course 1 (“Hands-on Health”), Lesson Four (“Managing Your Weight”), uses the vocabulary of health care professionals. The lesson helps to explain healthy weight, identify problem behaviors, and demonstrate decision making to help a friend. It covers safe ways to lose weight, critical thinking about body image, and respect for others’ bodies and feelings. Students work in pairs to help a friend who has an eating disorder. Practice is provided with real-life situations for decision-making steps. In one activity, students calculate teaspoons of sugar based on grams in products and then pour the amounts into baby-food jars.

**Key:** The star symbol (★) indicates recommended curricula. A nutrition competency inside a parenthesis ( ) means the curriculum partially met the competency.

# Appendix B

## Resources for Enhancing Nutrition Education

A nutrition education program can be enriched by expanding connections with (1) the cafeteria, (2) Farm to School programs and instructional gardens, (3) food-tasting activities, and (4) cooking experiences. Programs can also be enhanced by integrating them with core subjects and by teaching them in after-school programs.

### 1. Cafeteria Connections

The school cafeteria is an ideal setting for students to practice healthy eating. Coordinating the school food-service program with classroom lessons allows students to apply critical-thinking and decision-making skills they learn in the classroom. Teachers can link their classrooms with the cafeteria, and the school's food-service director or cafeteria manager can link the meal service with classroom instruction. When planning a nutrition education program, teachers ensure that both of these connections will broaden students' application of nutrition education.

#### *Linking the Classroom with the School Nutrition Program*

The following ideas for teachers may help students to make connections:

- Request a guided tour of the cafeteria, identify food groups represented in the meal choices, and discuss the importance of eating foods from each group.
- Invite the school nutrition director or manager to visit your class and talk about the foods served in the cafeteria.
- Share artwork for use on cafeteria bulletin boards or menus, or at food stations.
- Conduct poster contests related to specific nutrition concepts taught in the program.
- Institute a family night where you and school nutrition personnel can showcase how knowledge in the classroom is being applied at mealtimes.
- Have students share what they have learned.
- Invite parents and guardians to share their favorite recipes or to speak about foods from their cultural background.
- Ask school nutrition program staff to supply foods for nutrition education lessons.
- Start a school garden. Students love to plant, care for, and harvest fruits and vegetables, and they enjoy eating produce that they have grown. This activity fosters an appreciation for the process of growing produce. Ask that the foods grown be served in the cafeteria.
- Invite a local farmer to conduct a classroom presentation.

***Example of how a fourth-grade teacher can link nutrition and history–social science with the cafeteria:*** Students identify food groups represented on the lunch menu and suggest substitutes within the same food groups that might have been eaten by California Native Americans or by people living in the early California missions.

## ***Ideas for Linking the Cafeteria with the Classroom***

The following ideas for food-service directors or cafeteria managers may help students to make connections between food served in the cafeteria and classroom education.

- Provide meals that are tasty and appealing to students and that meet USDA nutrition standards and the Dietary Guidelines for Americans.
- Support classroom lessons by featuring foods that illustrate key messages from the classroom; for example, serve whole-wheat rolls to reinforce a classroom lesson on fiber.
- Coordinate menus with school events; for example, serve foods from other countries on an “international day.”
- Decorate the cafeteria with commercial educational posters or ones created by students.
- Organize a classroom door contest in which students decorate their doors with nutrition education themes.
- Post the nutritional content of foods served.
- Coordinate activities with classroom and physical education teachers and with other staff.
- Involve students and families in the planning of school menus.
- Ask older students to compare the prices of, and nutrients in, school meals with fast-food restaurant menus.
- Offer meals that reflect the cultural diversity and preferences of students.
- Participate in training sessions on nutrition education and on how to market school meals.
- Invite parents to lunch and give them information about the nutritional value of the meal.
- Post interesting and relevant nutritional information in the serving area so that students can read it while in line.
- Offer students samples of new fruits and vegetables, or use a new way of serving foods, while providing nutrition information.

***Example of how a cafeteria manager can link nutrition with the classroom:*** *The manager identifies the food groups associated with the foods offered on the lunch menu and at serving stations. He or she posts a cafeteria bulletin board to display the foods and/or photos of students involved in related nutrition education activities. If possible, the cafeteria should prepare meals that feature produce grown in instructional school gardens.*

## *Useful Web Sites*

The **School Nutrition Association** offers “Keys to Excellence for Nutrition Education” that can help food-service directors coordinate with classrooms. The keys are posted at <http://www.cde.state.co.us/cdenutritran/download/pdf/WPSNAKeys.pdf> (accessed July 25, 2011).

**Bridges to Wellness cafeteria-to-classroom lessons for grades 5–12:** <http://www.schoolnutrition.org/Content.aspx?id=8448> (accessed July 25, 2011)

**Build On a Healthy Base resources, Washington State University:** <http://nutrition.wsu.edu/BOHB.html> (accessed July 25, 2011)

**CANFIT snack guide for after-school programs:** <http://www.canfit.org/pdf/CANFitHealthySnackGuide.pdf> (accessed July 25, 2011)

**Eat Well & Keep Moving cafeteria connections**—which include menu cards to review with students: <http://www.eatwellandkeepmoving.org/pdf/Manual%204.pdf> (accessed August 5, 2011)

**Farm to School, Seven Generations Ahead:** [http://www.sevengenerationsahead.org/index.php/programs/farm\\_to\\_school/](http://www.sevengenerationsahead.org/index.php/programs/farm_to_school/) (accessed July 25, 2011)

**Food clip art:** [http://www.clipartguide.com/clipart\\_food.shtml](http://www.clipartguide.com/clipart_food.shtml) (accessed August 25, 2011)

**Illinois Nutrition Education and Training Program (ILNET):** <http://www.kidseatwell.org/links.html> (accessed July 25, 2011)

**The Learning Café:** The cafeteria-related activities and ideas in this booklet were developed for cafeteria managers to conduct alone, or with teachers, to enhance concepts taught in class. The activities and ideas were compiled to spark creativity in cafeteria managers and to encourage involvement in effective cafeteria learning experiences. [http://www.doe.state.la.us/offices/nutritionsupport/nutrition\\_education.html](http://www.doe.state.la.us/offices/nutritionsupport/nutrition_education.html) (accessed August 5, 2011)

**Making the Connection Bulletin Board Toolkit and promotional materials, North Carolina Nutrition Services:** <http://www.nutritionnc.com/ResourcesForSchools/index.htm> (accessed July 25, 2011)

**National Dairy Council resources:** <http://www.schoolnutrition.org/Content.aspx?id=8448> (accessed July 25, 2011)

## 2. Farm to School/Garden-Based Nutrition Education Resources

Farm to School and garden-based nutrition education introduce children—through direct experience—to the pleasures of fresh, seasonal, locally grown produce. By exploring local produce and by cooking seasonal foods in class, students learn about the ecological, financial, and social benefits of sustainable agriculture and about the many different types of produce available in California.

The following Web sites feature helpful resources:

Organization	Web Site
California Farm to School Task Force	<a href="http://www.cafarmtoschool.org">http://www.cafarmtoschool.org</a> (accessed July 25, 2011)
California School Garden Network	<a href="http://www.csgn.org/">http://www.csgn.org/</a> (accessed July 25, 2011)
Center for Ecoliteracy	<a href="http://www.ecoliteracy.org/programs/rs1.html">http://www.ecoliteracy.org/programs/rs1.html</a>
Farm to School Extension and Research Program, Cornell University	<a href="http://farmtoschool.cce.cornell.edu/">http://farmtoschool.cce.cornell.edu/</a> (accessed July 25, 2011)
Farm to School Urban and Environmental Policy Institute at Occidental College	<a href="http://departments.oxy.edu/uepi/">http://departments.oxy.edu/uepi/</a> (accessed July 25, 2011)
Kids Gardening (National Gardening Association)	<a href="http://www.kidsgardening.com/">http://www.kidsgardening.com/</a> (accessed July 25, 2011)
LocalHarvest	<a href="http://www.localharvest.org/">http://www.localharvest.org/</a> (accessed July 25, 2011)
National Gardening Association (NGA)	<a href="http://assoc.garden.org/">http://assoc.garden.org/</a> (accessed July 25, 2011)
USDA Healthy Meals Resource System (HMRS)	<a href="http://healthymeals.nal.usda.gov">http://healthymeals.nal.usda.gov</a> (accessed July 25, 2011)
USDA Know Your Farmer, Know Your Food	<a href="http://www.usda.gov/wps/portal/usda/knowyourfarmer?navid=knowyourfarmer">http://www.usda.gov/wps/portal/usda/knowyourfarmer?navid=knowyourfarmer</a> (accessed July 25, 2011)

## 3. Food Tastings in the Classroom

Food tasting activities are a great way to introduce students to nutrition education and to cooking in the classroom. Tastings engage students and are easy to organize for teachers. The California Department of Public Health and California Department of Education (CDE) developed “Harvest of the Month” materials that are a useful resource for classroom tastings: <http://www.harvestofthemoth.com/> (accessed August 25, 2011).

## 4. Cooking in the Classroom

Nutrition education takes on a whole new life when combined with cooking projects. In teaching children about nutrition, the most direct route may be through the stomach. Children are more willing to try new, healthful foods when nutrition principles are taught in the classroom. Cooking in school can be fun for students, and cooking activities that relate to classroom lessons make concepts relevant to students.

### *Why Cook with Kids?*

Children are becoming more self-reliant at earlier ages; they are often the caretakers of their own nutrition. In a recent survey, 87 percent of the fourth- through eighth-graders sampled said they cook or make some of their own meals. Eighty-three percent said they sometimes prepare their own snacks, and 80 percent reported that they sometimes cook or make their own breakfast. Children who don't know how to cook often rely on prepackaged foods of questionable nutritional quality. With the increasing popularity of convenience foods, some food experts worry that we are raising a generation of non-cooks, skilled only at using microwave ovens to heat food.

For this growing number of youngsters, there are many opportunities for “teachable moments” that can strengthen food-related life skills. Nutrition education can be very effective when it focuses on practical concepts such as sanitation, safe food handling, and basic food preparation. Cooking projects can increase children's confidence, expose them to new and/or healthful foods, stimulate their curiosity, and motivate them to continue cooking as they move through life.

The following resources provide student-tested recipes for classroom cooking:

- CDE Classroom Cooking: <http://www.cde.ca.gov/ls/nu/he/classcook.asp> (accessed August 25, 2011)
- Kids Cook Farm-Fresh Food: <http://www.cde.ca.gov/ls/nu/he/documents/kidscookcomplete.pdf> (accessed August 25, 2011)
- California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

The California Healthy Kids Resource Center provides a *Cooking in the Classroom* training program. It introduces teachers to planning, recipe selection, and food-safety tips for successful classroom cooking. The training program contains the following items:

***Cooking in the Classroom PowerPoint slide show:*** <http://www.californiahealthykids.org/Pages/articles/cooking.ppt> (accessed April 28, 2011)

***Cooking in the Classroom participant handouts:***

Handout 1 (Word document): [http://www.californiahealthykids.org/Pages/articles/Handout\\_bingo.doc](http://www.californiahealthykids.org/Pages/articles/Handout_bingo.doc) (accessed April 28, 2011)

Handout 3\* (PDF): <http://www.californiahealthykids.org/Pages/articles/Handout3.pdf> (accessed April 28, 2011)

Handout 4 (PDF): <http://www.californiahealthykids.org/Pages/articles/Handout4.pdf> (accessed April 28, 2011)

\*Note: As of August 25, 2011, the California Healthy Kids Resource Center Web site did not include a Handout 2.

Handout 5 (Word document): <http://www.californiahealthykids.org/Pages/articles/Handout5.doc> (accessed August 25, 2011)

Handout 6 (PDF): <http://www.californiahealthykids.org/Pages/articles/Handout6.pdf> (accessed April 28, 2011)

Handout 7 (PDF): <http://www.californiahealthykids.org/Pages/articles/Handout7.pdf> (accessed April 28, 2011)

Handout 8 (PDF): <http://www.californiahealthykids.org/Pages/articles/Handout8.pdf> (accessed April 28, 2011)

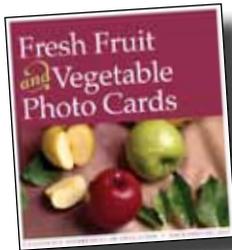
Handout 9 (Word document): <http://www.californiahealthykids.org/Pages/articles/Handout9.doc> (accessed April 28, 2011)

Handout 10 (PDF): <http://www.californiahealthykids.org/Pages/articles/Handout10.pdf> (accessed April 28, 2011)

Handout 11 (Word document): <http://www.californiahealthykids.org/Pages/articles/Handout11.doc> (accessed April 28, 2011)

Handout 12 (Word document): <http://www.californiahealthykids.org/Pages/articles/Handout12.doc> (accessed April 28, 2011)

### ***Fresh Fruit and Vegetable Photo Cards***



Another good resource for classroom cooking and tasting activities is a set of photo cards displaying fresh fruits and vegetables. The CDE's *Fresh Fruit and Vegetable Photo Cards* consist of 140 color photographs suitable for framing. The front of each fully laminated, 8½ x 9½ inch card displays a color photograph of a fruit or vegetable with its name in English and Spanish. On the reverse is a bar graph displaying an analysis of nutrients, suggested serving sizes, and other useful information. The set includes ideas

for using the cards with students of all ages. Cost (as of April 28, 2011): \$50 plus shipping and handling. To order, contact the CDE Press Sales Office at 1-800-995-4099 or visit the CDE Press Web site at <http://www.cde.ca.gov/re/pn/rc/ap/pubdisplay.aspx?ID=001650> (accessed August 25, 2011).

## **5. Resources for Integrating Nutrition into Core Curricula**

The following resources provide strategies for integrating nutrition into core subject curricula. They emphasize the use of a sequential, comprehensive approach based on core nutrition concepts.

*Note:* The core subject standards of other states are different from California's state-adopted standards, so these resources may not be aligned with California's standards. Before using a lesson plan or activity designed by another state, California educators should determine whether the core subject standard being addressed covers content found in the California standards.

### ***A Child's Garden of Standards: Linking School Gardens to California Education Standards (California Department of Education)***

This CDE publication shows the relationship of garden-based education activities selected from several published educational materials to academic content standards for grades two through six in science, history–social science, mathematics, and English–language arts. The document is posted at the following Web site: <http://www.cde.ca.gov/ls/nu/he/documents/childsgarden.pdf> (accessed August 25, 2011).

### ***Food for Thought (North Carolina Nutrition Services)***

*Food for Thought* is a K–5 curriculum that teaches the nutrition objectives of North Carolina's *Healthful Living Standard Course of Study*. It integrates the concepts of healthy eating and physical activity into math and English–language arts. Effective nutrition education can motivate and enable students to adopt healthful dietary patterns and healthy lifestyles.

<http://www.eatsmartmovemorenc.com/FoodForThought/FoodForThought.html> (accessed August 25, 2011)

### ***Interdisciplinary Nutrition Education Curriculum (Pennsylvania Department of Education)***

Pennsylvania's interdisciplinary nutrition education curriculum includes lesson plans for grades K–12 and is organized into four grade groups: K–3, 4–6, 7–9, and 10–12. The lesson plans are aligned with the Pennsylvania academic standards, include activities that encourage physical activity, contain Web links to additional resources, and provide ideas for implementing the local wellness policy and involving parents, food-service personnel, and the community.

[http://www.portal.state.pa.us/portal/server.pt/community/lesson\\_plans/7486](http://www.portal.state.pa.us/portal/server.pt/community/lesson_plans/7486) (accessed August 25, 2011)

### ***Nutrition Across the Curriculum: Lesson Plans for Grades PreK–12 (Louisiana Department of Education)***

The Centers for Disease Control and Prevention (CDC) advocates the need for school-based nutrition education. While the CDC recommends that health be taught as a separate unit in a sequential format, an additional study unit is not always feasible. Fortunately, many nutrition concepts are easily linked to benchmarks in core subjects.

The state of Louisiana has developed an instructional resource for educators at all grade levels. Lessons are designed to help students develop positive attitudes toward good nutritional practices, establish lifelong healthful-eating patterns, take action for good health, and provide accurate and current nutrition information. The document is designed to provide comprehensive, action-oriented delivery of nutrition information that targets standards and benchmarks in the content areas of health, science, mathematics, English–language arts, physical education, and social studies.

[http://www.doe.state.la.us/offices/nutritionsupport/nutrition\\_education.html](http://www.doe.state.la.us/offices/nutritionsupport/nutrition_education.html) (accessed July 26, 2011)

## 6. Resources for After-School Programs

Incorporating nutrition education into after-school programs can be a very effective way to build on nutrition-related teaching offered during the school day. The California After School Resource Center (<http://www.californiaafterschool.org>) has identified several resources for use in after-school programs, and many of the materials can be borrowed through the center's Web site.

## 7. Resources for Adapting MyPyramid to MyPlate

Many existing nutrition education materials can still be used with simple adaptations, such as including the *MyPlate* icon, changing the food group names, and reinforcing messages from the Tip Sheets:

- Update nutrition education materials, including Dairy Council or USDA materials, with the attached *MyPlate* coloring pages. Suggestions for *MyPyramid for Kids Classroom Materials* are as follows:
  - > *Grades 1-2: Lesson 1—MyPyramid for Kids Black-and-White Handout.* Students learn about the food groups. Include the *MyPlate* coloring page instead of the *MyPyramid* handout. The same objectives can be achieved by replacing the poster and pictures with *MyPlate* materials.
  - > *Grades 1-2: Lesson 2—Eat Smart with MyPyramid for Kids.* Students practice sorting foods into the five food groups. Use a *MyPlate* poster or illustration for sorting and refer to the food groups with *MyPlate* terms.
  - > *Grades 1-2: Lesson 3—My Fruit and Vegetable Diary.* Students sort fruits and vegetables and keep a diary. Emphasize messages from the *Add More Vegetables to Your Day* and *Focus on Fruits* tip sheets. For example, encourage students to brighten their diary by including red, orange, and dark green vegetables or more fresh fruit for added fiber.
- Introduce *MyPlate*.
  - > Use an overhead projector or draw a large plate proportioned as *MyPlate*, including the same color scheme. Introduce students to *MyPlate* and have them place food cards or food pictures from magazines in the correct food-group categories. Start students moving with a relay race.
  - > Use tape to create an outline of *MyPlate* on the ground. Include a basket of food pictures next to a plate. Have students race to the plate, choose a picture, and place it in the correct area of the plate. Students race back and tag the next team member to run and choose a food. Student teams check their results and get points for each food in the correct section of the plate.
- *Children's PowerPlay! Campaign and Harvest of the Month* ([www.harvestofthemonth.com](http://www.harvestofthemonth.com)) materials. These materials focus on fruits and vegetables and healthy eating messages and need little adaptation.
- Review the *Be a Healthy Role Model for Children* Tip Sheet. These 10 suggestions will help to create an environment that depicts and reinforces healthy eating.

# Appendix C

## Nutrition Basics

This appendix, assembled for teachers and staff members who provide nutrition education, presents resources for obtaining background information about nutrition.

### 1. Nutrition and Health Guidelines

**MyPlate** is a new tool released by the United States Department of Agriculture (USDA) to accompany the 2010 *Dietary Guidelines for Americans*. *MyPlate* replaces *MyPyramid*; the five food groups in a place setting are a visual reminder to make healthful food choices. The ChooseMyPlate.gov Web site (<http://www.choosemyplate.gov>) features practical information and tips to help everyone build healthier diets. It features selected messages and materials to help focus on key behaviors. ChooseMyPlate.gov includes much of the consumer and professional information formerly found on MyPyramid.gov. The materials for children and schools will be updated regularly. Until then, *MyPyramid* resources will remain available to health professionals and nutrition educators in the “Tips and Resources” section of the *MyPlate* Web site.

**The Dietary Guidelines for Americans 2010** is a science-based reference designed for use by nutrition educators, nutritionists, health providers, and policymakers. Recommendations in the guidelines promote health, reduce calorie consumption, increase physical activity and seek to reduce the risk of chronic disease. For more information, visit <http://www.cnpp.usda.gov/dietaryguidelines.htm> (accessed August 25, 2011).

**Dietary Reference Intakes (DRIs)** include recommended intakes, as well as upper limits of intake, developed by the Food and Nutrition Board of the National Academy of Sciences. The DRIs are based on scientific knowledge.

For more information, visit <http://nirc.cas.psu.edu/pdf/RDADRI.pdf> (accessed August 5, 2011).

**The Nutrition Facts Label** was developed by the U.S. Food and Drug Administration to provide consumers with information about the ingredients of food items. For more information, visit <http://www.fda.gov/Food/LabelingNutrition/ConsumerInformation/ucm078889.htm> (accessed August 25, 2011).

### 2. Nutrient Groups

Nutrients are substances that come from foods and are required by the body for energy, building, maintenance and repair of body tissues, and the regulation of body functions. The six nutrient groups are carbohydrates, proteins, fats, vitamins, minerals, and water. They can be grouped in the following way:

- **Macronutrients** are carbohydrates, proteins, and fats. They provide the body with energy and are also used to build, maintain, and repair body tissues.
- **Micronutrients** include vitamins and minerals that the body requires in smaller amounts than macronutrients. Unlike macronutrients, they do not provide energy; however, they are essential for the support of many processes in the body.

- **Water** is the most abundant constituent of the human body and is essential for maintaining body temperature and transporting nutrients and waste.

For related information on nutrition basics and healthy eating, visit the following Centers for Disease Control and Prevention (CDC) Web page: <http://www.cdc.gov/nutrition/everyone/basics/index.html> (accessed July 25, 2011).

### 3. Phytochemicals

Phytochemicals can be defined as chemicals produced by plants. However, the term is generally used to describe plant-derived chemicals that may affect health but are not essential nutrients. Because plant-based foods are complex mixtures of bioactive compounds, information on the potential health effects of individual phytochemicals is linked to information on the health effects of foods that contain those phytochemicals. For additional information, consult the September/October 2007 edition of *Nutrition Perspectives*, a journal published by the University of California, Davis, Center for Health and Nutrition Research. <http://nutrition.ucdavis.edu/perspectives/pastIssues/2007/5NP%20SeptOct07.pdf> (accessed July 25, 2011)

### 4. Online Professional Development in Nutrition

The Dairy Council of California and the California Healthy Kids Resource Center provide online resources for professional development.

#### **Dairy Council of California, Teacher Training Program**

This 25-minute program provides teachers with a basic overview of nutrition information. It is designed to help teachers feel comfortable and confident enough to teach nutrition in the classroom. The training includes guidance from teachers who have used the Dairy Council's nutrition education programs; an overview of the program content; review of student outcomes; information about materials that are available—free of charge—from the Dairy Council; and best practices for implementing the Dairy Council's program. The program is organized by grade level and is available at <http://www.dairycouncilofca.org/Educators/Teacher-Training.aspx> (accessed August 25, 2011).

#### **The California Healthy Kids Resource Center**

The California Healthy Kids Resource Center provides many resources for teachers and others who teach nutrition education. Materials can be borrowed free of charge. The training modules available through the following Web site are designed to help teachers learn more about nutrition: <http://www.californiahealthykids.org/c/@Wx95TSBGpEr02/Pages/guided3.html> (accessed July 25, 2011).

#### ***Dietary Guidelines for Americans***

The one-hour training introduces the Dietary Guidelines for Americans.

- Foundations of Nutrition: [http://www.californiahealthykids.org/Pages/articles/Foundations\\_Nutrition.ppt](http://www.californiahealthykids.org/Pages/articles/Foundations_Nutrition.ppt) (PowerPoint presentation, accessed August 25, 2011)

- Foundations of Nutrition handouts:

Tips for a Successful Presentation: [http://www.californiahealthykids.org/Pages/articles/FN-DG\\_Presentation.doc](http://www.californiahealthykids.org/Pages/articles/FN-DG_Presentation.doc) (Word document, accessed August 25, 2011)

Handout 1: [http://www.californiahealthykids.org/Pages/articles/FN-DG\\_H1.doc](http://www.californiahealthykids.org/Pages/articles/FN-DG_H1.doc) (Word document, accessed August 25, 2011)

Handout 2: [http://www.californiahealthykids.org/Pages/articles/FN-DG\\_H2.doc](http://www.californiahealthykids.org/Pages/articles/FN-DG_H2.doc) (Word document, accessed August 25, 2011)

Handout 3: [http://www.californiahealthykids.org/Pages/articles/FN-DG\\_H3.doc](http://www.californiahealthykids.org/Pages/articles/FN-DG_H3.doc) (Word document, accessed August 25, 2011)

## The Nutrition Facts Label

This 30- to 45-minute training session offers a practical overview of food labeling and information to make better nutrition decisions.

- The Foundations of Nutrition: The Nutrition Label: [http://www.californiahealthykids.org/articles/Foundations\\_label.ppt](http://www.californiahealthykids.org/articles/Foundations_label.ppt) (PowerPoint presentation, accessed August 25, 2011)

## 5. Other Web Resources

*The California Food Guide: Fulfilling the Dietary Guidelines for Americans* provides new information for health professionals on nutrition and physical activity. This resource is designed primarily as a nutrition or training manual. It can be used by health professionals such as public health nutritionists, registered dietitians, physicians, nursing staff, health educators, and other community-based health professionals.

<http://www.dhcs.ca.gov/formsandpubs/publications/Pages/CaliforniaFoodGuide.aspx> (accessed July 25, 2011)

**Nutrition.gov** provides consumers with online access to government information about food and nutrition.

[http://www.nutrition.gov/nal\\_display/index.php?info\\_center=11&tax\\_level=1](http://www.nutrition.gov/nal_display/index.php?info_center=11&tax_level=1) (accessed August 25, 2011)

# Appendix D

## Evaluation Checklist

This checklist may be used to evaluate a school's nutrition education program.

### Effectiveness

- Considers what students know, need to learn, and are interested in learning.
- Addresses aspects of culture and provides universal access to learning.
- Evaluates changes in knowledge, skills, and behavior.
- Evaluates effectiveness of the implementation process, instructional strategies, and delivery.

### Planned, sequential instruction

- Incorporates scope—what students need to learn.
- Incorporates sequence—how and when to present the information.

### Behavioral changes

- Includes self-assessment.
- Teaches decision-making skills.
- Focuses on building skills.

### Developmentally appropriate strategies

- Provides for sufficient exposure.
- Introduces as a distinct unit (ideal).
- Uses food and nutrition content and strategies to support core content standards (e.g., science, math, language arts).

### Staff development (classroom and cafeteria personnel)

- Schedules ongoing in-service training on skill-building and instructional strategies to change behavior.

### School environment

- Plans and implements activities and lessons in partnership.

### Social support

- Provides opportunities for parent involvement, which is particularly important for elementary-school children.
- Includes peer involvement for middle- and high-school students.
- Reinforces throughout the school and community environment the nutrition messages that are taught at school.
- The nutrition education program receives ongoing support from administrators and school staff who recognize the link between nutrition and academic performance.

Adapted from *Making Nutrition Education Effective for Children: A Needs Assessment—Report for the Nutrition Education and Training Program*, 1998. Sacramento: California Department of Education. Prepared by Health & Education Communication Consultants, Berkeley CA.