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**FIT TO
LEARN®**



Welcome

Welcome to Fit to Learn!

Thank you for choosing to participate in Fit to Learn, an innovative professional development program from Healthy Schools Campaign.

Research documents what teachers know: Healthy, active and well-nourished students are better prepared to learn. The school environment—from the air students breathe to the food they eat, the opportunities they have to be active and the habits they develop—will shape their health and lifelong learning. Initiatives to improve student wellness offer an opportunity to prepare students for increased academic achievement and reduced absenteeism. Studies show that when kids are physically active and have a healthy school environment, learning and test scores improve.

Teachers play a key role in promoting student wellness as they spend significant time with students and serve as critical role models. Teachers' own approach to wellness makes a big impression on children.

For this reason, Healthy Schools Campaign created Fit to Learn, a professional development program focused on practical approaches to making health and wellness a regular part of the classroom experience. The program spotlights ways to fit healthy habits into daily learning, integrating nutrition education and fitness into classroom lessons that meet standards in math, reading, science, social studies, art and music.

The session you're about to begin will prepare you to integrate nutrition and fitness behaviors into the lessons you teach every day, from math and science to social

studies and reading. The objective of Fit to Learn is to make healthy habits a routine part of how kids learn. It's an exciting new approach to teaching familiar subjects, and we're honored that you've chosen to be part of it.

In addition to the new ideas you'll bring to your students as a result of this program, we also want Fit to Learn to provide value to you as an educator. As a participant, you'll be eligible for Clock Hours (formerly CPDUs). As part of the program, you will need to choose and attend three two-hour electives. A Fit to Learn Breakfast will be hosted for you and your school principals in April 2016. In addition, the curriculum will prepare you to lead and share best practices with other teachers and school staff, giving you a tangible leadership opportunity within your school and the ability to bring healthy habits to even more students.

The Fit to Learn curriculum was created with the goal of striking a balance between inspirational ideas and practical approaches that work within the realities of everyday teaching. We hope you find the curriculum informative and creative, and that you leave the sessions inspired to put your students on the path to healthy lifelong behaviors.

Thank you again for being part of Fit to Learn!

Sincerely,



Kristi Cox, Training + Program Manager
Healthy Schools Campaign

Photo/Video Release

Fit to Learn will be documented through photography and videography. By attending this event, you release to Healthy Schools Campaign (HSC) and its partners and sponsors the rights to any photographs and/or video in which you may appear. If you do not agree to this release, please notify HSC event staff.

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- Building your Team
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Agenda

- 8:30 a.m. Registration and Breakfast**
- 9:00 a.m. Welcome and Introductions**
Kristi Cox and Rosa Ramirez Richter, Healthy Schools Campaign
- 9:30 a.m. Fit to Learn Goals and Expectations**
Rosa Ramirez Richter
- 9:45 a.m. The Connection Between Health and Academic Success**
Dr. Sarah Buck, Chicago State University
- 10:30 a.m. Brain Break**
Kristi Cox
- 10:45 a.m. Strategies for Integrating Physical Activity into the Classroom**
Abby Sayegh, CPS Office of Student Health and Wellness
- 11:15 a.m. Boosting Student Learning with Physical Activity:
Incorporating Yoga in the Classroom and Beyond**
Carla Tantillo, Mindful Practices
- 12:00 p.m. Lunch**
- 1:00 p.m. Creating a School Culture of Wellness**
Kristi Cox
- 1:30 p.m. Successful Ways To Use Food in the Classroom**
Melissa Graham, Purple Asparagus
- 2:10 p.m. Work it Out: Fit to Learn Lesson Plans**
Kristi Cox
- 2:50 p.m. Closing Remarks**
Kristi Cox and Rosa Ramirez Richter
- 3:00 p.m. Evaluations/Adjourn**
-

Facilitator Bios

Dr. Sarah Buck

Associate Professor, Chicago State University
sbuck@csu.edu · 773-995-3651

Dr. Sarah Buck is an associate professor in Chicago State University's Department of Health, Physical Education and Recreation. She received her Ph.D. in kinesiology from the University of Illinois in Champaign-Urbana. Dr. Buck's main research focuses on the effects of physical activity on cognition in children, and she has authored numerous articles as well as a book chapter in this area. Dr. Buck presents regularly throughout the region, state and nation on topics within the field of physical education and also serves on the executive board of the Illinois Association of Health, Physical Education, Recreation and Dance (IAHPERD).

Kristi Cox

Training + Program Manager, Healthy Schools Campaign
kristi@healthyschoolscampaign.org · 312-419-1810

Kristi started her journey into the realm of healthy food by conducting research about her son's ADHD. Much of the information she found linked food as a contributor to this condition which increased her interest in food-related issues. As a parent and working mom, her need to implement change went further than making changes at home; she began working to change careers to be directly involved in helping others understand the importance of healthy eating. After nine years as a professional makeup artist and corporate trainer, she began volunteering for Healthy Schools Campaign where she eventually took on a full-time position. Kristi is excited to grow, learn and develop her abilities in the non-profit community.

Melissa Graham

Founding Executive Director, Purple Asparagus
info@purpleasparagus.com

Melissa is the founding executive director of Purple Asparagus, a Chicago-based nonprofit that educates children, families and the community about eating that's good for the body and the planet through its Delicious Nutritious Adventures program. From 2005-2010, Melissa was the chef-owner of a boutique catering company, Monogramme Events, and cooked for luminaries including First Lady Michelle Obama at a private dinner party in her home. Until 2005, she was a partner at McDermott Will & Emery LLP. Melissa is involved with many local and national organizations including Slow Food Chicago (advisory board member), Green City Market (membership chair), and the International Association of Culinary Professionals (chair of the Kids in the Kitchen Section), and the Pew Charitable Trusts (delegation member of Supermoms Against Superbugs).

Rosa Ramirez Richter

Senior Manager of Chicago Programs + Policy, Healthy Schools Campaign
rosa@healthyschoolscampaign.org

Rosa works with a wide range of school leaders, community members, nonprofits, public agencies and community organizations. She helps schools create healthy environments where wellness, healthy eating, physical activity and nutrition education are priorities. She holds a master of science degree in community development from the University of California at Davis and a bachelor's degree in public policy and sociology from DePaul University.

Carla Tantillo

Founder, Mindful Practices
admin@mindfulpracticesyoga.com

Carla Tantillo, M.A., C.Y.I. is founder of Mindful Practices, an organization dedicated to bringing wellness to communities from all walks of life. Before founding Mindful Practices, Carla started her educational career as an elementary and high school teacher, after which she took on the role of curriculum director for the Little Village contract school she helped create in the fall of 2003. Noticing a significant correlation between levels of student stress and their academic achievement, Carla began Mindful Practices in 2006. Since its inception, Carla has used her professional teaching, administrative and university experience to cultivate Mindful Practices to serve diverse learning communities from visually impaired adults to students with special needs. She holds a master's degree in curriculum and instruction.

CPS Office of Student Health and Wellness

773-553-3560

The CPS Office of Student Health and Wellness aims to remove health-related barriers to learning such that students may succeed in college and career. Activities are focused on leading school health and wellness policy and procedural guidance, promoting health education instruction, delivering professional development and technical assistance, increasing access to physical activity and providing direct access to health services.

About Fit to Learn

Program Description

Healthy Schools Campaign is pleased to present Fit to Learn as a free professional development program that provides teachers with time-tested tools and techniques to help motivate and empower them to integrate physical activity and nutrition education into their classrooms and to be health and wellness leaders in their schools.

Program goal:

Fit to Learn aims to help teachers integrate nutrition and fitness into everyday classroom subjects, while meeting state standards.

Program objectives:

1. Implementation: Model healthy behavior and integrate healthy habits into daily learning through nutrition education and physical activity.
2. Cultivation: Promote and share wellness ideas not only within your own classroom but with fellow staff members. Cultivate a culture of wellness at your school by creating and implementing health-promoting lesson plans, school policies and programs. Be a leader for wellness!
3. Recognition: Recognize the efforts of others to integrate healthier foods and fitness into school culture and activities.

You will learn effective strategies for:

- Integrating physical activity, nutrition education and healthful practices into your classroom
- Classroom management strategies that promote healthy lifestyles
- Healthy classroom practices including birthday celebrations, parties and fundraisers
- Modeling healthy behavior and staff wellness
- Engaging and sharing best practices with others

You will receive:

- Easy-to-implement lesson plans for grades K-2 and 3-5
- Training by HSC staff and other wellness experts
- Clock Hours (formerly CPDUs) for participation
- Free resources such as posters, non-food rewards, a binder of materials and more

Session topics include:

- Overview of obesity's effects on learning
- Connection between health and academic achievement
- Lesson plans for integrating health messages into science, math, social studies, reading, art and music
- Food in the classroom: healthy rewards, fundraising, snacks and parties
- Creating healthy school environments: involving principals, staff, parents and students
- Strategies for engaging and sharing best practices with others

Program Description

Participant expectations:

- Attend one full-day Fit to Learn session and choose three electives (two-hour sessions) throughout the year
- Practice/start implementing healthy learning in your classroom
- Be a wellness leader! Share wellness messages and ideas with other teachers in your school
- Work with your principal, other teachers, parents and students to create a healthy school environment
- Participate in HSC program evaluation
- Read all materials
- Invite your school principal to a Fit to Learn breakfast in April 2016

For more information, please visit fittolearn.org or contact Kristi Cox at 312-419-1810 or kristi@healthyschoolscampaign.org.

Fit to Learn Milestone Checklist

Teachers should meet at least eight milestones by March 2016. Ideally, teachers will meet four milestones by December 2015 and an additional four milestones by March 2016.

Each teacher should attend one full-day Fit to Learn session, participate in at least three booster sessions, practice and share health and wellness ideas with other teachers and participate in HSC's program evaluation.

September - December 2015

Professional Development

- Attend at least one Fit to Learn booster or Fit to Learn-approved professional development opportunity

Personal Wellness

- Set a personal wellness goal (i.e. improve your diet, increase physical activity, reduce stress)

Create a Healthy Classroom

- Establish a protocol for healthy celebrations and rewards inside your classroom
- Communicate with parents/guardians about your expectations regarding classroom wellness (i.e. letter home, email, phone call, etc.)
- Try out Fit to Learn lessons in your classroom
- Integrate daily nutrition education in one subject area such as counting calories in math, offering a healthy tip of the day, connecting food systems to social studies, etc.
- Integrate movement daily in one subject area such as active math problems, active spelling, active story problems, etc.
- Team up with an outside organization to help deliver more programming around nutrition education and physical activity (i.e. OrganWise Guys, Urban Initiatives, Girls in the Game)

Create a Healthy School Culture

- Join or start a School Wellness Team
- Have your school offer healthy food at all staff meetings
- Present Fit to Learn ideas and strategies at a staff meeting or professional development day
- Discuss Fit to Learn ideas one-on-one with other teachers
- Email healthy ideas and messages to colleagues
- Provide information to parents via newsletter, phone calls, email, handouts
- Participate in the Fit to Learn Facebook community

Continued on the next page

Fit to Learn Milestone Checklist

January - March 2016

Professional Development

- Attend two Fit to Learn booster sessions

Personal Wellness

- Continue working toward your goals for food and fitness
- Encourage close friends or family members to join your efforts

Creating a Healthy Classroom

- Develop your own lesson plans with physical activities
- Develop your own lesson plans with nutrition education
- Continue to offer physical activity breaks throughout the school day
- Continue integrating nutrition education into the daily curriculum

Creating a Healthy School Culture

- Consider organizing a health fair in your school, inviting teachers, parents and Network Area Officers

April 2016

Celebrate!

- Attend the Fit to Learn Celebration Breakfast and invite a colleague and your principal!

Thank You

Healthy Schools Campaign would especially like to thank Remedy for its significant pro bono donation of time, resources and talent toward the development of the Fit to Learn program. Remedy is a brand strategy and communications agency with a singular focus: to make a positive difference in the health of people locally, nationally and around the world. Learn more about Remedy at remedychicago.com.

Healthy Schools Campaign would like to thank the following foundations for their generous support of this work:

Advocate Health Care	W.K. Kellogg Foundation
Aetna Foundation	Lloyd A. Fry Foundation
J.R. Albert Foundation	McGowan Family Fund
Anonymous	Michael Reese Health Trust
Robert and Isabelle Bass Foundation	Osa Foundation
Blue Cross and Blue Shield of Illinois	Polk Bros. Foundation
Boeing Company	Presence Health
The Brinson Foundation	The Siragusa Foundation
Cedar Tree Foundation	Stuart Family Foundation
The Field Foundation of Illinois	Tengelsen Family Foundation
Finnegan Family Foundation	

For Materials:

Barefoot Books · barefootbooks.com
 Learning Zone Express · learningzonexpress.com
 Mindful Practices · mindfulpracticesyoga.com
 SportTime · schoolsspecialty.com

Fit to Learn Booster Sessions

Safe Routes to Schools

Thursday, September 3, 4:00-5:00 p.m.

Webinar

This booster session will focus on tips and techniques for keeping kids safe while biking or walking to school as well as strategies for encouraging community support. The Active Transportation Alliance will lead this session and share their insights into how to keep kids moving and be safe.

OSHW Back to School Professional Development

Friday, September 4, 8:00 a.m.-12:00 p.m.

Location TBD

This back to school training will offer multiple breakout sessions that focus on student engagement, school gardening, physical education in non-traditional spaces, recess supervisor training and healthy celebrations and fundraisers. Chicago Public Schools' Office of Student Health and Wellness will lead this comprehensive back-to-school professional development.

Physical Activity in the Classroom

Wednesday, September 23, 4:00-6:00 p.m.

Location TBD

This highly active and engaging booster session will focus on a variety of successful strategies to incorporate physical activity into your classroom. This session features experts in the field from Chicago Run, Girls in the Game and Urban initiatives. Be prepared to move!

Healthy Celebrations

Thursday, October 8, 4:00-5:00 p.m.

Webinar

This booster features strategies for celebrating holidays and special events in a healthy way kids will love as well as ideas for helping parents and colleagues to get on board. Presenters include experts from Healthy Schools Campaign and Chicago Public Schools. Just in time for Halloween and the holiday season!

Design your own Lesson Plan with SEL

Wednesday, November 18, 4:00-6:00 p.m.

Location TBD

This session features an expert from Mindful Practices who will lead a brainstorm session to help you identify gaps in your curriculum surrounding health and wellness.

Yoga in the Classroom

Tuesday, December 15, 4:00-6:00 p.m.

Location TBD

This two-hour booster session will help you bring yoga into your classroom to help refocus students and enhance teamwork. Former teacher and current yoga expert Carla Tantillo, owner of Mindful Practices, will bring her innovative and highly motivating lesson plans to life. Get ready to get up and move!

Staff Health and Wellness

Tuesday, January 12, 4:00-5:00 p.m.

Webinar

This booster will help you create a healthy work environment for you and your colleagues by providing free and cost-effective resources including health screenings, gym memberships and motivational strategies. Guest speaker from the CPS Office of Student Health and Wellness will share tips on reading nutrition labels, healthy role modeling and more. A healthy school starts with a healthy staff!

Worm Composting in the Classroom

Thursday, January 21, 4:00-6:00 p.m.

Location TBD

In this booster, you'll learn how to start, maintain and utilize a classroom worm bin, which teaches students about the important natural systems, turning food waste into fresh compact and exposes them to the wonderful world of life inside soil. This session features Drew Thomas, the School Garden Coordinator at Chicago Public Schools. Plus, you'll leave with starter worms, a classroom compost bin and a variety of lessons and activities to engage students!

Nutrition in the Classroom

Wednesday, February 17, 4:00-6:00 p.m.

Location TBD

Using the Organwise Guys method for creative introduction to health, this session will present strategies for making nutrition education fun and active. Plus, Common Threads will lead participants in a taste test of fresh fruits and veggies!

School Gardens 101

Wednesday, March 23, 4:00-6:00 p.m.

Location TBD

This introductory garden session will lay the groundwork and identify resources for getting your school garden up and running in the spring and keep in running throughout the year. This session features Drew Thomas, the School Garden Coordinator at Chicago Public Schools.

Graduation/Invite a Colleague

Wednesday, April 13, 8:00-9:30 a.m.

Wishbone Restaurant

This booster recognizes the hard work and commitment Fit to Learn teachers have shown throughout the year to learn and implement school health strategies in their classrooms and schools. This breakfast celebration will recap our accomplishments in front of school principals and Network Area Officers. After all, you deserve some recognition!

Lessons K-2

Eating a Rainbow

Making colorful food choices every day helps encourage students to eat a variety of foods that are both delicious and high in vitamins and minerals. In this lesson, students will create a beautiful wall or bulletin board that will inspire them to “Eat a Rainbow!”

SUBJECTS



NUTRITION



ART

GRADE LEVEL

K-1

TIME

1 hr

Eating a Rainbow

Objectives

- Students will be able to identify several fruits and vegetables from every color of the rainbow
- Students will identify the elements of shape, color and texture in the foods they explore
- Students will categorize the produce under the proper letter of the alphabet (posted somewhere visually) and identify, verbally and in writing, what letter corresponds with the produce
- Students will identify distinguishing features of a sentence (e.g. first word, capitalization, ending punctuation)

Materials & Preparation

- Magazines or newspapers, especially food/cooking magazines or grocery store ads
- Scissors, glue, colored markers
- 3x5 cards and colored construction paper
- Large outline of a rainbow on a bulletin board or classroom wall
- Lowercase letters written on the board or on poster paper, or done with visual media
- Paper or mini-white boards or chalkboards for students who can write the letters and words

Common Core Standards

- RF.K.1.d. Demonstrate understanding of the organization and basic features of print. Recognize and name all uppercase and lowercase letters of the alphabet.
- RL.K.10. Actively engage in group reading activities with purpose and understanding.
- RF.1.1. Demonstrate understanding of the organization and basic features of print.
- Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Eating a Rainbow

Lesson Introduction

1. Begin with a read/think aloud of the book “I Eat a Rainbow” by Bobbie Kalman, or “Eating the Alphabet” by Lois Ehlert. Point out distinguishing features of a sentence (e.g. first word, capitalization, ending punctuation).
2. Tell students that they are going to go on a treasure hunt for pictures of colorful fruits and vegetables.
3. Give small groups of students several magazines or newspapers along with scissors, and have them cut out all the pictures of produce they can find.

Body of Lesson

4. Once students have ample time to search and have created a significant pile of images, have students stop searching and remove the magazines or newspapers and scissors.
5. Tell the students that your goal is to create a rainbow of fruits and vegetables for the bulletin board or wall. Ask students if they can guess why they are doing this. Instruct groups to sort their images by color. (Students may be thrown off by images that have more than one color; encourage them to use the color that takes up the most space in the image).
6. Compile all groups’ images into similar color piles: red, orange, yellow, green, blue/purple and white.
7. Hold up each image for the group and ask them to name the image. If possible, ask them to try to spell the name of the fruit or vegetable as well. The teacher or student will then write the name of the image on a 3x5 card in the corresponding marker color. (For example, strawberry is written in red).
8. Students will identify the lowercase letter the produce falls under and show they know by writing it on their white board. After each student has written the letter, they will say it/check it with their partner. This is also an informal observation assessment.
9. Put up an outline of a rainbow and one-by-one have students add the images and words into the rainbow in the corresponding spot.

Eating a Rainbow

Conclusion

10. Ask students to comment on the nature of their work. What do they think about all the beautiful fruits and vegetables? How many of them have the students tried?
11. Ask students again if they can guess why they did this lesson or what they learned.
12. Explain to students that by choosing a variety of colors in their meals every day, they are sure to get a good variety of healthy nutrients.

Assessment

- Ask the students to draw on a paper plate a meal that would include both their favorite foods and many colors.

Extensions

- Have students create their own healthy meal with their parents on the MyPlate sheet! Download online: choosemyplate.gov/print-materials-ordering.html
- Wrap up the lesson with a read-aloud from a related book. Several options include:
 - “How To Grow A Rainbow Garden” by Rosalind Creasey
 - “Alphabet Soup” edited by Barbara M. Walley
 - “Alphabet Soup” by Katherine Anne Banks
 - “Eating the Alphabet: Fruits and Vegetables from A to Z” by Lois Ehlert

Fruit or Not?

It may come as a surprise, but several vegetables we eat every day are actually fruits! Fruits are defined as the ovary of a plant, which contains the seeds. Several foods we commonly call vegetables, such as peppers, tomatoes, beans, pumpkins and cucumbers are actually the fruit of a plant because they hold the seeds. True vegetables would be foods that are the stems, leaves, roots, or flowers of the plant. Generally foods that are sweet are labeled as “fruits,” and foods that are not sweet are called “vegetables.” In this lesson, challenge what your students already know to see if they can win the game of “Fruit or Not?”

SUBJECTS



NUTRITION



SCIENCE



MATH

GRADE LEVEL

K-2

TIME

45 min

Fruit or Not?

Objectives

- Students will be exposed to both familiar and new foods in a scientific way
- Students will be able to identify produce as a fruit or vegetable
- Students can compare and contrast similarities and differences between the two types of foods
- Students will categorize the vegetables and fruits and count the number of each; students may count and record the number of seeds after measuring, if time allows
- Student will organize, represent and interpret data with up to three categories; ask and answer questions about the total number of data points; identify how many fit in each category and compare groups of data; graph results (groups of students or teacher may graph)

Materials & Preparation

- Several types of fresh produce, such as strawberries, bananas, oranges, apples, kiwi, peppers, pumpkins, cucumbers, mango and peaches as well as some examples of “true” vegetables such as potatoes, carrots, beets and broccoli
- Fruits/vegetables will need to be cut in half and placed in a dish for each team of two students
- Keep paper towels or wipes handy for clean up
- Separate dishes for collecting the seeds
- Measuring tools such as rulers or scales

Common Core Standards

- **1.MD.4.** Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less in one compared to the other.
- **RL.1.1.** Ask and answer questions about key details in a text.
- **K.MD.3.** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
- **K.MD.2** Directly compare two objects with a measurable attribute in common to see which object has more or less of the attribute and describe the difference.
- **RL.2.1.** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text

Fruit or Not?

Lesson Introduction

1. Begin a discussion about what makes a fruit a fruit. Student responses might include that it's sweet, it's healthy, it grows on a tree, it has a stem, it comes from a seed, etc. Have students imagine all the fruits they've ever eaten before. What other things do they have in common? Read excerpt from a non-fiction book that discusses this.
2. Challenge students to the "Fruit or Not?" competition. Show pictures or list a large variety of fruits and vegetables and have the class make a prediction about whether or not the picture or word is a fruit. Have a student keep track of everyone's answers on the board.
3. If not already mentioned, introduce the idea that a fruit has seeds. Explain to students that they will be working in pairs to investigate if a type of produce is a fruit or not.

Body of Lesson

4. Pair students at a table across from a partner. If worried about potential messes, tables can be covered in newspaper first.
5. Give each pair a bowl/plate with one type of produce. Challenge students to discover if the produce is a fruit or not. If so, suggest that they collect and count the seeds. This exploration should take several minutes.
6. Once students have used the evidence in front of them to decide if their produce is a fruit or vegetable, discard or compost the produce and save the seeds. Have students clean up their workstations and return to the group discussion area.

Conclusion

7. Go through the produce one-by-one and compare with what the students found compared to their initial predictions. Was their prediction correct? Why or why not?
8. An option would be to conclude the lesson and discussion with the book "A Fruit Is a Suitcase for Seeds" by Jean Richards.

Assessment

- As an assessment, quiz the students during meal or snack times about the food on their plate. Is this (carrot) a fruit or not?

Fruit or Not?

Extensions

- First grade: Count and measure the seeds (either size or weight) and make a graph comparing the number and sizes of seeds in different fruits. Why might the seeds be so big or so small? Why might there be so many of them? Which is the only fruit we explored that has seeds on the outside? (Answer: Strawberry)
- Organize, represent, and interpret data by asking and answering questions about the total number of data points of fruits and veggies, how many in each category, and how many more or less are in one compared to the other.
- If there are materials and space available, have students plant the seeds (an egg carton is a great seed starter) and see what the sprouts look like. Do tiny seeds produce tiny plants? Do large seeds produce large plants? Compare and contrast.
- Guided reading, read aloud, home, or classroom library suggestions:
 - “I’m a Seed” (Hello Reader) by Jean Marzollo
 - “How and Why Seeds Travel” (How and Why Series) by Elaine Pascoe

SUPPLEMENTARY LESSON: EXTENSION OF FRUIT OR NOT?

Classifying the Edible Parts of Plants

After completing the lesson “Fruit or Not?” (page 27) students will have been introduced to one of the six edible parts of plants. This lesson will build on that understanding as students explore the other five parts and their specific functions.

SUBJECTS



SCIENCE



NUTRITION

Aa

LANGUAGE
ARTS

GRADE LEVEL

3-5

TIME

Day 1: 30 min Day 2: 1½ hrs

Classifying the Edible Parts of Plants

Students will first learn about basic plant anatomy and learn a song. Then, they will visit four different hands-on stations set up around the classroom to further investigate the edible plant parts. Students will be split up into small groups (4-6 per group) and travel from station to station together. It may be helpful to have a teacher's aide or parent help facilitate the students at the different stations.

Note: This lesson is broken up into two days. Day one is “Plant Anatomy and Nutrition” and day two is the “Edible Station” activity. While flowers are one of the five remaining edible parts of a plant, they are not included as a separate station in this lesson. A thorough investigation requires more time than a station activity can allow. Flowers are explored in greater detail in a following lesson.

Objectives

- Students will know the six edible parts of plants and their functions
- Students will gain exposure to possibly new vegetables and fruits
- Students will explain the vitamins and minerals commonly found in different foods

Day 1

Materials & Preparation

- Labeled diagram of a typical plant with six main parts labeled, for reference
- Song sheets of the song “Roots, Stems, and Leaves”

Day 2

Materials & Preparation

- Station 1
 - Bunches of various greens (the leaves) cut into taste-size bites: examples include mustard, collards, lettuce, Swiss chard. If your school has a garden with some of these, take your class outside to harvest and wash the greens.
 - Station 2
 - Edible stems cut into taste-size bites: examples include celery stalks, a can of bamboo shoots and asparagus.
 - Celery stalks set aside (not for eating, one for each group)
 - Hand lenses (one for each student at the station)
 - Glass filled with water (one for each group)
 - Food coloring
-

Classifying the Edible Parts of Plants

- Station 3
 - Edible roots samples cut into taste-size bites: examples include carrots, radishes, turnips, beets, sweet potatoes and parsnips
 - Whole edible roots set aside (not for eating, one for each group)
 - Picture of a whole tomato plant with root system, labeled fibrous roots
 - Picture of a whole potato plant, labeled tuberous roots
 - Picture of a whole onion plant, labeled adventitious roots
 - For an optional extension activity on root sprouting: shallow dish with water, one for each group
- Station 4
 - Variety of seeds: for example, various vegetable seeds, sunflower seeds, dried beans
 - Dry lima beans or kidney beans, soaked overnight (two per student; one for dissection and one for sprouting)
 - Hand lenses (one for each student at the station)
 - Labeled diagram of a dissected lima bean
 - Pair of tweezers
 - For an optional extension activity on seed germination:
 - Petri Dishes (one for each group)
 - A few paper towels
 - Index cards (one for each group)
- Station Preparation:
 - Write up station instruction sheets for students, one per student,
 - Create a Student Observation Log, one per student, or have students record in their journals.
 - Set up the stations the day before the activity. You might need to move desks or tables to create the four separate stations around the room and label them “Station 1: Leaves”, “Station 2: Stems”, etc.

Classifying the Edible Parts of Plants

Common Core Standards

- SL.3.1., 4.1, 5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade appropriate topics and texts, building on others' ideas and expressing their own clearly.
- W.3.2., 4.2, 5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- 3.MD.3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories.

Day 1

Lesson Introduction

1. Explain to students that they are now going to learn about the different edible parts of plants. If your class has completed the "Fruit or Not?" lesson, connect this lesson to it.

Day 1

Body of Lesson

2. Walk through the edible plant parts (roots, stems, leaves, flowers, fruits, seeds) and their functions with students. Draw a labeled picture of a plant on the board (students can copy this in their journals and color later or for homework).
 - Have a class discussion about the functions of each part on the blackboard. For example, lead with questions like: What do these parts do for the plant? How do plants capture sunlight? How do nutrients travel in plants? Can a stem be big (like a tree trunk)?
3. Explain to students that some of the six types of edible plant parts tend to be especially rich in nutrients. For example, leafy green vegetables are high in vitamins A and C, iron, and potassium. Seeds like pumpkin seeds, sunflower seeds and beans tend to be high in protein and other nutrients.
4. To further students' understanding of the parts and the different functions, you can teach the song, "Roots, Stems, and Leaves" by the Banana Slug String Band. (See following page).

Classifying the Edible Parts of Plants

Day 1

Lesson Introduction

1. Explain to students that they will be traveling around to the different stations around the room and exploring four of the six plant parts in greater detail. Stations should take about 20-25 minutes each. Remind them to read station instructions carefully.

Day 2

Body of Lesson

2. Station 1: Leaves
 - Give each student a taste-size portion of each type of leaf. On their Observation worksheet or journal, ask them to write down their observations about each leaf (color, shape, texture, smell, and finally taste).
 - Have them make a hypothesis about which leaf will be the class favorite and write it down.
 - Once each student has tried each leaf, have them tally their small groups' favorites. After the activity, the class will combine the tallies to come up with a class favorite and make a bar graph describing the class results.
3. Station 2: Stems
 - Give each student a plate with each type of stem. On their Observation worksheet or journal, ask them to write down their observations about each leaf (color, shape, texture, smell, and finally taste).
 - Have each student cut or break open the celery stalk and observe the stringy tubes that carry water and liquids to the rest of the plant. Use magnifying lenses for close observation. Have students draw what they see.
 - Next have each group of students decide on a food coloring to add to their glass of water, and place celery stalk in it. Have students write down their hypotheses about what will happen when they check on their celery tomorrow.
4. Station 3: Roots
 - Give each student a plate with each type of edible root. A whole edible root should also be on the table for study. On their Observation worksheet or journal, ask them to write down their observations about the whole edible root and each root sample (color, shape, texture, smell, and finally taste).

Classifying the Edible Parts of Plants

- Ask them to compare and contrast the root on the table (a taproot) with the pictures of other types of roots on the table:
- Fibrous roots - picture of tomato plant
- Adventitious roots - roots that grow directly from stems, leaves, branches, or bulb
- Tuberous roots - roots that have starch and sugar storage units at the end
- Optional extension: For each group, help them cut off the top portion of their root, leaving about ½ inch of vegetable. Place the top portion in a shallow dish of water until it begins to sprout. Have student measure the sprouts' growth daily.

5. Station 4: Seeds

- Give each student a plate with a lima/kidney bean that had been previously soaking.
- Ask students to carefully remove the seed coat with tweezers and draw and identify the seed parts based on the provided diagram: seed coat, embryo and cotyledons. Ask them to make educated guesses about the functions of each part.
- Optional extension: Next, have students germinate or sprout the additional soaked lima/kidney beans. For each group, one student will need to cut out a circular piece of paper towel to line the bottom of the petri dish with. This will be the germination chamber. Another student should dampen the paper towel with water. Students should place the lima beans on the paper towels and distribute their seeds on it. Mark on the index card, which seed belongs to which student. Place petri dish by window and regularly observe and note growth over the week. Students can draw stages of germination, and after a week or two, plant them in soil to observe development of the plant.

Classifying the Edible Parts of Plants

Conclusion

Come back together as a class and share:

1. Combine tallies of leaves and have students complete a bar graph of results.
2. Discuss hypotheses about the celery and food coloring.
3. Review different root structures and hypotheses about the root sprouting activity if completed.
4. Review different parts of the seed and hypotheses about the seed germination activity if completed.

Classifying the Edible Parts of Plants

"Roots, Stems, and Leaves"

by the Banana Slug String Band

Chorus:

Roots, stems, leaves, flowers, fruits and seeds

Roots, stems, leaves, flowers, fruits and seeds

Roots, stems, leaves, flowers, fruits and seeds

Roots, stems, leaves, flowers, fruits and seeds

That's six parts, six parts, six plant parts that people need.

The roots hold the plant in the ground

They gather up the water that falls around

And there's a root inside of me

Because a carrot is a root that I eat

That's six parts, six parts, six plant parts that people need

A stem is an elevator growing up from the ground

The water goes up and the sugar back down

And there's a stem inside of me

Because celery is a stem that I eat

The leaves are the kitchens where the food is done

They breathe the air and catch rays from the sun

And there's a leaf inside of me

Because lettuce is a leaf that I eat

Chorus

The flowers are dressed so colorfully

They hold the pollen and attract the bees

And there's a flower inside of me

Because cauliflower is a flower I eat

The fruit gets ripe, then falls on down

It hold the seeds and feeds the ground

And there's a fruit inside of me

Because an apple is a fruit that I eat

Chorus

The seeds get buried in the earth

And the cycle starts again with a new plant's birth

And there are seed inside of me

Because sunflower is a seed that I eat

Now you know what this whole world needs

It's roots, stems, leaves, flowers, fruits and seeds

There's six plant parts inside of me

Because a garden salad is what I eat

Young Yogis

Yoga is a great tool to use in the elementary classroom. Yoga can energize, refocus, redirect or relax students. It can be done with both limited time and space in the classroom. In this lesson, the teacher will introduce basic yoga to students through a read-aloud, and then have students practice movements described in the book as a group. Additional poses can be added depending on students' interests and creativity.

SUBJECTS



PHYSICAL
ACTIVITY

GRADE LEVEL

K-2

TIME

30 min

Young Yogis

Objectives

- Students will be able to mimic yoga poses mentioned throughout the book
- Students will participate in creative movement as a group
- Students will be introduced to various professions throughout the story
- Students will respond to reading verbally and through writing

Materials & Preparation

- The book “My Daddy Is a Pretzel” by Baron Baptiste
- Create space in the room for a read-aloud accompanied by creative movement

Common Core Standards

- K.R.FS.1.b. Recognize that spoken words are represented in written language by specific sequences of letters.
- K.R.L.1. Actively engage in group reading activities with purpose and understanding.
- K.W.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or name of the book they are writing about and state an opinion or preference about the topic or book.
- RL.1.1. Ask and answer questions about key details in a text.
- W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

Young Yogis

Lesson Introduction

1. Gauge students' prior knowledge of yoga. What is yoga? Do you know anyone who does yoga? Why would someone want to do yoga? Consider using a "KWL chart" that includes columns for Know, Want to Know and Learned.
2. Introduce the book and the author.

Body of Lesson

3. Read through the story once without stopping.
4. Now, go through the book a second time, giving an opportunity for children to try each pose after it's described. Remind students to keep their personal space and move safely with the group.

Conclusion

5. After reading the book, ask the students which were their favorite poses to try. Which ones were the most challenging? Have students support all questions with reasoning and journaling after discussion about their experience. Make sure they state the topic or name of the book they are writing about and include an opinion or preference about the topic or book. This can be checked by partners for those who finish early or while the teacher observes/facilitates other students. Note the attention to support and closure for first and second graders in the standards.

Extension

- Add more kid-friendly poses, such as the child's pose (students sit on knees on the floor and bend forward reaching their arms out in front of them with their foreheads touching the ground) or the starfish pose (students stand with their legs shoulder-width apart, arms straight out to their sides and heads tall). Students are especially motivated by animal poses. Encourage children to come up with their own poses to teach the group.

Food Group Frenzy

Some of the most important things students can be introduced to at this age are the five food groups. Knowing the five food groups will help students make balanced and healthy choices in what they eat every day. In this lesson, students will participate in a relay race to put several foods into the five food groups.

SUBJECTS



PHYSICAL
ACTIVITY



NUTRITION



SCIENCE

GRADE LEVEL

K-2

TIME

45 min

Food Group Frenzy

Objectives

- Students will work in teams to identify which foods fit into their pre-assigned food group

Materials & Preparation

- Create a chart with five columns on the board, labeled with each of the five food groups: grains, meat/protein, dairy, vegetables, and fruits. (Keep this covered until the relay race begins.)
- Either have the students cut out pictures of foods ahead of time, or find images of several foods that can be used to play the game. Put tape on the back of each image and put images in the “food bank” to the side of the chart.
- Pre-divide the students into five groups.
- Have on hand a copy of any one of several books:
 - “The Monster Health Book: A Guide to Eating Healthy, Being Active & Feeling Great for Monsters & Kids!” by Edward Miller
 - “Eat Healthy, Feel Great” by William Sears

Common Core Standards

- RI.K.1. With prompting and support, ask and answer questions about key details in a text.
- RI.K.2. With prompting and support, identify the main topic and retell key details of a text.
- RL.1.1. Ask and answer questions about key details in a text.
- RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Food Group Frenzy

Lesson Introduction

1. Begin by asking the students what they already know about the food groups. How many are there? What are they? Can they give examples of any foods in each group?
2. Next, do a read-aloud of one of the books mentioned above. Check for understanding during the read aloud, assessing if students understand the major differences between the groups.

Body of Lesson

3. After the read aloud, explain to students that they will be competing in a relay race to see if they can correctly identify which foods belong in each food group.
4. Assign students to one of the five groups: grains, meat/protein, dairy, vegetables, and fruits. Assign the groups to separate areas of the room.
5. Explain that when you start the game, the teams can send one person at a time to the “Food Bank” to select a food that belongs to their food group and add it to the chart. They then run back and tag the next player who will do the same, until all the items from their team have been put into the pyramid/chart.
6. The first team to correctly group their food items in the chart is the winner!

Conclusion

7. After the relay is completed, have each team create a “menu” of items in their food group. Students can each work on an individual page or create the menu as a group. The menu should showcase the best choices students can make of foods in their food group. As a whole group, students can pick items off each menu to create a healthy meal.

Food Group Frenzy

Extensions

- If there is access to a projector, computer lab, or interactive white board, play the “Blast Off” game with the students located here: fns.usda.gov/multimedia/games/blastoff/blastoff_game.html
- Students can read more than one of the books and compare and contrast the two using a Venn Diagram.
- More reading selection: “Fuel the Body” by Doering Tourville (2008)

Nutritious Words

With a little creativity, a typical spelling lesson can also be an exercise in hand-eye coordination and nutrition! In this lesson, students will use new props to add “flavor” to their spelling words while moving at the same time.

SUBJECTS



PHYSICAL
ACTIVITY



NUTRITION



LANGUAGE
ARTS

GRADE LEVEL

2

TIME

20 min

Nutritious Words

Objectives

- Students will practice spelling the names of fruits and vegetables while engaging in physical activity

Materials & Preparation

- Beach ball with the colors of common fruits and vegetables (red, orange, yellow, green, blue/purple, and white)
- Students should have some prior knowledge of how to spell words similar to the ones in the activity

Common Core Standards

- W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

Lesson Introduction

1. Explain to students that as a morning warm-up, today we will be practicing our spelling words with some physical movement.
2. Explain the rules of the game:
 - All students must stand next to their desks.
 - The teacher will throw the beach ball to a student. When the student catches the beach ball he must check to see what color his right (or left) thumb has landed on.
 - The student then needs to say a fruit or vegetable that is the same color.
 - As the student spells the word, all the students will perform a pre-selected physical movement, such as jumping jacks, as each letter is spelled. For example, if the word is “banana,” the students will do six jumping jacks, one for each letter of the word “banana.”
3. Do a practice demonstration with two responsible students, one naming the produce and doing the spelling, while the other demonstrates the required movement.

Nutritious Words

Body of Lesson

4. Begin by throwing the beach ball to a student. (Request that the students throw the ball to someone who has not had a turn yet.) If the student catches the ball and can't come up with a fruit or vegetable, he can say "pass" and then toss it to the next student. If the student spells the word incorrectly, someone can "save" the student by spelling the word again while the first student does the movement.
5. Continue until every student has had a chance to catch the ball.

Conclusion

6. Review the words spelled, and add any new words to the word wall or list. Use the new words to write a poem, paragraph or short story about what was learned. Which words were the easiest to spell? Why were they so easy? (Did the students have lots of exposure to that fruit or vegetable?) What were the hardest words to spell? What were the hardest colors to match with examples of produce?

Extensions

- Bring in lesser-known fruits and veggies and/or ask students to bring in a fruit or vegetable (assign half to bring fruit and half veggies. Ask for a new, rare or favorite vegetable to be shared.) Let groups or pairs of students observe (using the five senses) and record what they learned about the fruit or vegetable they observed.
- Students can do many types of quizzes the same way, with a beach ball and a type of movement. Math facts such as adding and subtracting are very easy areas in which to add movement.

SUPPLEMENTARY LESSON: EXTENSION OF NUTRITIOUS WORDS

Building a Food Vocabulary

Taste is a complex sense that influences what we like to eat and our food choices. After completing the lesson “Nutritious Words” (page 47), this activity will help students develop a wider vocabulary and increased writing ability around food tastes. Students will also become mindful eaters, aware of the complexity of different fruits and vegetables and why they might like some more than others.

SUBJECTS



NUTRITION

Aa

LANGUAGE
ARTS

GRADE LEVEL

4-5

TIME

45 min

Building a Food Vocabulary

Objectives

- Students will learn new adjectives and ways to describe food
- Students will write a thorough description of a food and convey important details to their audience

Materials & Preparation

- Flavor Pyramid handout (provided)
- Prepare a Flavor Observation worksheet or have students record in their journals
- Familiarize yourself with the Flavor Pyramid
- Taste-sized portions of the following vegetables, cut up for each student. (If these are not available, you can easily find other members of that “flavor family” by searching online. It is a good idea to survey students for food allergies if you are not familiar with them before this activity.)

Flight 1: Sweet

Sugar Snap Peas
Carrots
Sweet Potatoes

Flight 2: Earthy

Broccoli
Beets
Collard Greens

Flight 3: Spicy

Arugula
Basil
Radishes

- Small plate or paper towel, one for each student

Common Core Standards

- W.4.2 and W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Building a Food Vocabulary

The Flavor Pyramid

Basic Tastes

What basic tastes can you identify?

Examples: Sweet, sour, bitter

Sensations

What does your mouth feel like during and after you eat it?

Examples: Burning, cooling, numbing

Textures

What does the food feel like in your mouth?

Examples: Crunchy, smooth, crispy

Aromas

What do you smell?

Examples: Sweet, spicy, acidic

Appearance

How does the food look?

Examples: Dark green, bite-sized, round

Emotions

What memories or traditions do you associate with this food?

Examples: Good family meals, a painful stomach ache, delicious garden produce

Building a Food Vocabulary

Lesson Introduction

1. Give each student a Flavor Pyramid handout. Explain there are many things that influence how we taste and perceive food: emotion, appearance, smell/aroma, texture, sensation and basic tastes. Explain the importance of the different influences' placement on the pyramid. For example, emotions are at the base of the pyramid, meaning that how we feel about a food, or past experiences with that food, will influence the way we taste something the most. Also, there are many factors that influence the basic tastes we experience. The growing conditions, distance traveled, seasonality and ripeness all affect the tastes of fruits and vegetables.
2. Ask students to write down different words or descriptive phrases that describe each of these influences. For example, words that describe sensation are burning, cooling, tingling.
3. Introduce the Flights of Flavor activity. Explain to the students that they will be tasting flights of vegetables with similar characteristics in sequential order and record their observations. Encourage students to try each sample. If they do not want to, explain they can take a “no thank you bite” and try the sample once and then leave it on the plate if they don't like it.

Body of Lesson

4. Hand out the first flight of samples to students. Do not tell them which sample is which vegetable.
5. Walk students through the sampling procedure. Before trying each sample, make sure they go through the first three steps of the flavor pyramid and write down their observations.
6. After each flight, have students discuss what vegetable they thought they had tried, their favorites and the similarities and differences among the samples. After they finish discussing, tell students what they tried if no one has guessed it.
7. Repeat steps 1-3 for the next two flights.

Building a Food Vocabulary

Conclusion

8. Have students compare and contrast the different flights they tried and their observations.
9. As an in-class activity or at-home writing assignment, have students pick their favorite of the three flights or their favorite vegetable they tried and write a descriptive paragraph about their observations. Instruct them to pretend they are describing the vegetables to someone who has not ever tried them. What words might they use to convince this person to give it a try?

· Lesson adapted from Field to Plate Curriculum:
fieldtoplate.com/edible-education.php

Lessons 3-5

The MyPlate Shuffle

MyPlate reminds us to eat a variety of foods each day and to make healthy choices about those foods. This lesson introduces students to the different food groups and the types of foods in each. Students will learn about these different food groups and the types of foods that go into them by way of a stretch-break dance that they can do anytime.

SUBJECTS



SCIENCE



NUTRITION

GRADE LEVEL

3

TIME

30 min

The MyPlate Shuffle

Objectives

- Students will identify the MyPlate groups and categorize foods into each group
- Students will explain key nutrient(s) from a certain food group and explain nutrients' relationship to overall health
- Students will develop questions about the importance of physical activity and healthy eating and relate these ideas to the book "Gregory the Terrible Eater," by Mitchell Sharmat

Materials & Preparation

- MyPlate: choosemyplate.gov
- Cut out images of food from grocery store ads. Place them into a box or bag. You will draw the images from this bag or box during the lesson activity.
- Read "Gregory the Terrible Eater" by Mitchell Sharmat. Use direct discussion and higher-level questioning with the standards in mind.

Common Core Standards

- RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.
- RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

The MyPlate Shuffle

Lesson Introduction

1. Draw a large image of the MyPlate on the blackboard or whiteboard, large enough that you can write the food group names into each section of the plate.
2. Ask the students, one at a time, to name foods that they ate yesterday or today. As they name them, write those foods into the appropriate food groups. You may find that some foods are combination foods, such as pizza (milk, grains, vegetables and possibly meat).

Body of Lesson

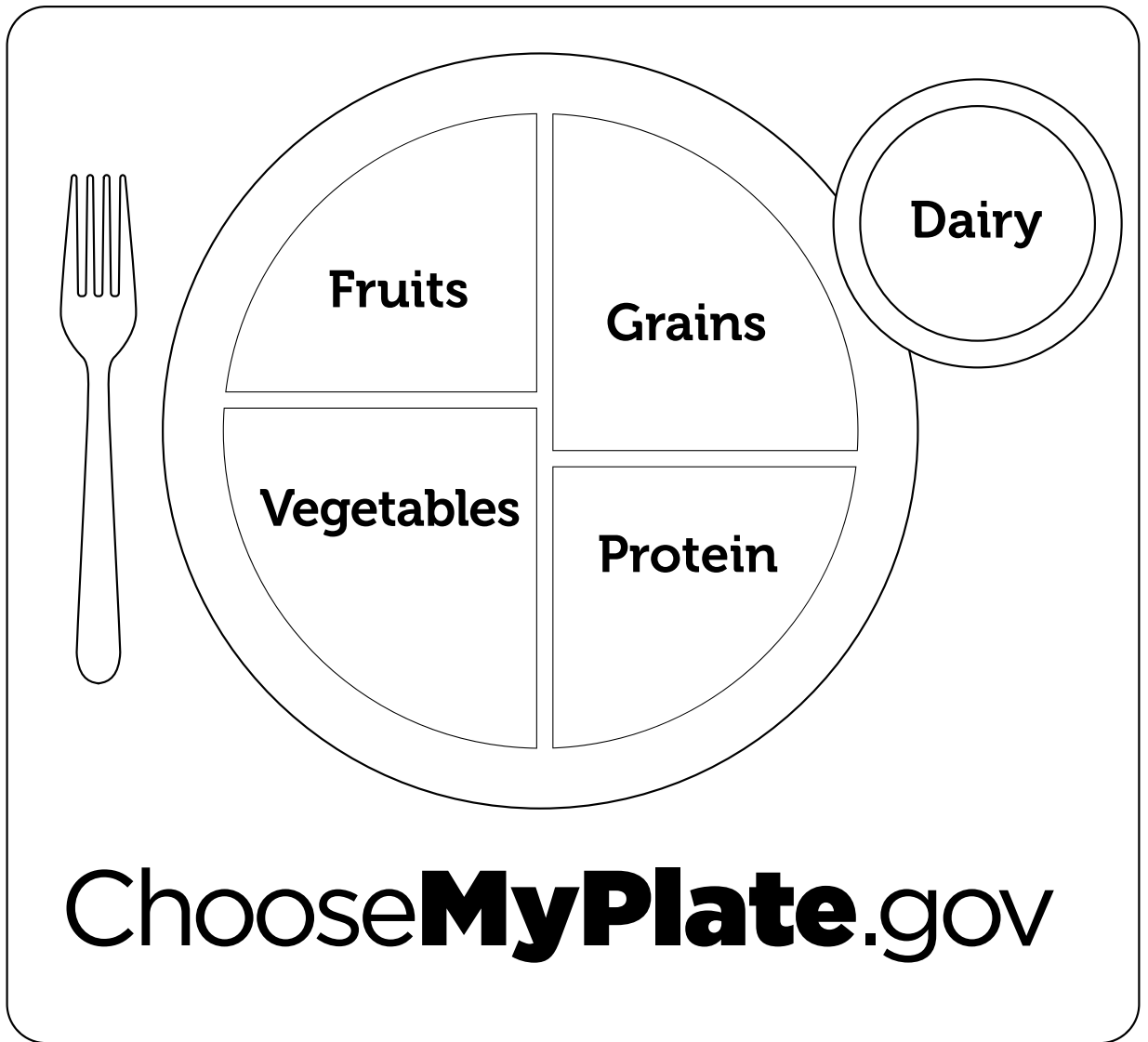
3. Explain that scientists who study nutrition have put together MyPlate to guide us in making healthy food choices. Based on their research, they believe that we need to eat different types of foods every day to stay healthy. To help us make a variety of healthy choices, MyPlate divides foods into the following groups (point to these on the plate drawn on the board as you name them): grains, vegetables, fruits, dairy and protein.
4. In addition to eating different foods, scientists also tell us it is important to move and stay active for 60 or more minutes every day. When you stay physically active, your body just works better: muscles and bones are stronger, your energy level is higher and many times you even feel happier. In today's lesson, we will get at least 10-15 of those minutes.
5. Explain to students that they are going to learn a dance called the food group shuffle to help them remember the different food groups and the types of foods that go into each.
6. Have students push desks apart and form a circle. Next, tell them that when they pull a picture of a food out of your bag (or box), they should do the appropriate food group dance move. These dance moves are:
 - Grains – five jumping jacks
 - Vegetables – twist and wave hands in the air
 - Fruits – hop on one foot
 - Dairy – twirl around one time
 - Protein – run in place

The MyPlate Shuffle

7. Practice these moves with students until they know the different moves for each food group.
8. To play the MyPlate shuffle, draw pictures of the food out of the bag. Show students the picture and name the food. Students should then respond with the appropriate dance move. (Combination foods mean that students will need to do more than one move. If possible, though, try not to include these foods unless you come up with a system that tells students which food group they should honor first). Some students will make mistakes along the way, but will catch on by watching others if you provide feedback.
9. The food group shuffle is an activity you can play anytime to get students up and moving. Feel free to add music if you find a beat that gets them moving!

Extension

- Have students create their own healthy meal with their parents on the MyPlate sheet! Download online:
choosemyplate.gov/print-materials-ordering.html



Sack It! Building a Healthy Lunch

This lesson introduces students to the different food groups and the types of foods in each. Students will also learn why it is important to eat a variety of foods. With this knowledge, students construct a healthy lunch sack filled with foods from the different food groups.

SUBJECTS



NUTRITION



SCIENCE

GRADE LEVEL

4

TIME

45 min

Sack It! Building a Healthy Lunch

Objective

- Students will identify the MyPlate groups and categorize foods into each
- Students will construct a healthy lunch containing foods from each of the food groups
- Students will explain what a nutrient is and its relationship to overall health

Materials & Preparation

- Copies of the MyPlate coloring sheet:
choosemyplate.gov/print-materials-ordering.html
- Grocery store ads (at least one ad for every 2–4 students)
- Paper lunch bags for team or a copy of the lunch sack image
- Preview the following items to better understand concepts related to MyPlate:
 - Tips based on MyPlate are available at choosemyplate.gov
 - Pull up several examples of a well-rounded healthy meal by searching images of MyPlate for kids. Here is an example:
choosemyplate.gov/food-groups/downloads/tentips/dgtipsheet11kidfriendlyveggiesandfruits.pdf
- In pairs or guided reading groups, have students read texts about food. (i.e. “What’s Cooking, Jenny Archer?” by Ellen Conford. Another shorter book that can be used is “A Forest is a Food Factory” by Erin Horner. Both books can be used to connect to students’ visual presentations of their lunch creations.

Common Core Standards

- RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RL.4.7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

Sack It! Building a Healthy Lunch

Lesson Introduction

1. Ask students to raise their hands and when called on, ask them to name a food that they ate today or yesterday. Write 7–10 of these foods on the blackboard or whiteboard.
2. Explain that different foods provide different types of nutrients. Ask students: “What is a nutrient?” Most likely they will not know. Explain that a nutrient is a substance in food that helps us to stay healthy. Nutrients are divided into six groups: carbohydrates, fats, vitamins, minerals, protein and water. (Write these on the board). Explain that each nutrient has a different job when it comes to keeping us healthy. For example, fats and carbohydrates give us energy; minerals help to build strong bones, protein helps to build strong muscles and vitamins help to keep our eyes, skin and hair healthy.

Body of Lesson

3. Explain that scientists who study nutrition have put together MyPlate to guide us in making healthy food choices. Elaborate that the plate is divided into food groups based on the different nutrients those foods give us. Those food groups are: grains, vegetables, fruits, dairy and protein.
4. Pass out the MyPlate for Kids Coloring Sheet. Help students label the food groups. If you want students to create the color-coded plate, have them use crayons or colored pencils to label them as follows: Orange-grains; Green-vegetables; Red-fruits; Blue-dairy; Purple-protein.
5. Go back to the board where you wrote down the foods that students ate. As part of a discussion, label the foods with the different food groups. You and the students may find that some foods are combination foods, such as pizza (milk, grains, vegetables, and possibly meat).
6. Tell students that they are going to fill a lunch sack (or if you made copies of the lunch sack image, they will glue or tape images) with foods from each of the food groups to build a lunch.
7. Divide the students into teams of 2–4. Provide each group with a grocery store ad. Tell students that as a team, they are to cut out images from the grocery ad to build lunches that contain at least one item from each of these food groups: grains, vegetables, fruits, dairy and protein. If you provided each team with a paper sack, they will drop the cut-out food images into the sack; if you provided each team with the photocopy of the paper sack, they will glue the images to the sack.

Sack It! Building a Healthy Lunch

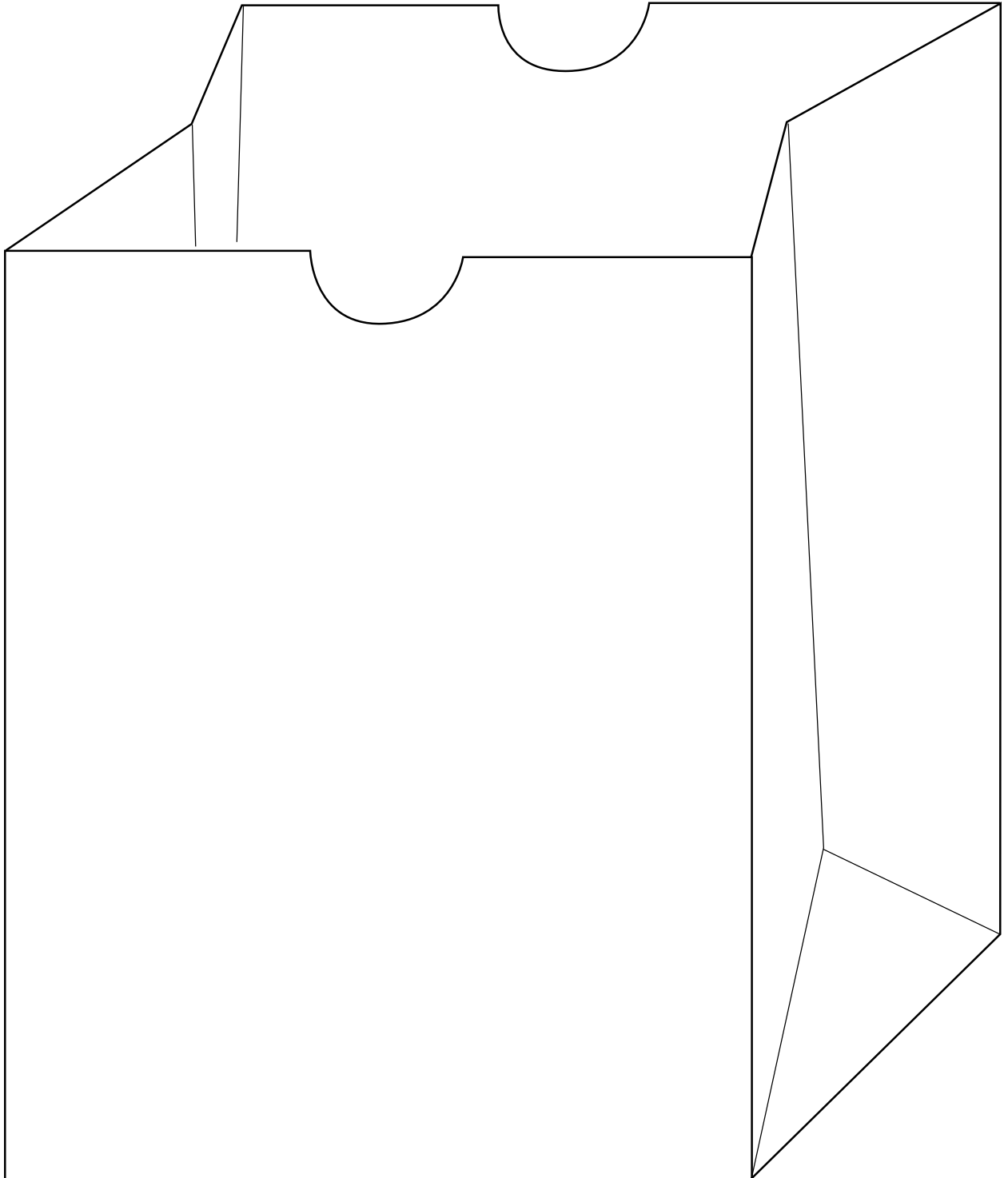
Conclusion

8. Have each team share the lunch they constructed with the class. There should be one food from each of the food groups. Note: sometimes one food might cover more than one food group.
9. As a class, help to make corrections as necessary. Explain that learning how to make healthy food choices is a skill, and like all skills it takes practice. To illustrate resources available to help with this, show some websites or recipes with projector technology, provide cookbooks (for example, “The Kids’ Multicultural Cookbook: Food & Fun Around the World” (Williamson Kids Can! Series) by: Deanna F. Cook (Author), Michael Kline (Illustrator), or other books with healthy recipe ideas, and encourage kids to check out cookbooks from the public or school library for inspiration. The key with this lesson is to make sure that you are eating foods from all of the groups every day to get the nutrients you need to stay healthy.

Extensions

- Homework/guided reading groups: Read a book about food. i.e. “What’s Cooking, Jenny Archer?” by Ellen Conford or “A Forest is a Food Factory” by Erin Horner. Have students make lunches at home and make connections and inferences between the Jenny Archer character and their own experiences and characteristics. Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- Picture books “Fuel the Body” by Doering Tourville or “A Medieval Feast” by Alike

Sack It! Building a Healthy Lunch



Calories in, Calories Out Word Problem

There are many misconceptions surrounding the concept of calories. This lesson will introduce students to the role of calories in healthy living and the management of calorie intake/output in regards to reaching and maintaining a healthy weight.

SUBJECTS



NUTRITION



SCIENCE



MATH



LANGUAGE
ARTS

GRADE LEVEL

4-5

TIME

45 min

Calories In, Calories Out

Objectives

- Students will explain what a calorie is and what it means in terms of food eaten and activities performed
- Students will calculate whether someone has gained or lost weight
- Students will determine and discuss, with scaffolding, themes and/or characters (i.e. compassion, and bullying) and how they relate to their own feelings and experiences; they can also compare and contrast these themes and other books

Materials & Preparation

- Calculators (unless you prefer that they calculate the amounts on paper)
- Copies of the handout “Calories In, Calories Out”
- This activity will require classroom space for small groups of students to complete the following activities in stations: lying down on the ground, walking in circles (or back and forth a short distance), jumping jacks, running in place, and sitting on chairs

Common Core Standards

- RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- M.4.NBT. Fluently add and subtract multi-digit whole numbers using standard algorithm.
- M.5.NBT. Fluently multiply multi-digit whole numbers using standard algorithm.

Calories In, Calories Out

Lesson Introduction

1. Tell students they will be learning about what a calorie is and its role in healthy living. To kick off the lesson, they are going to rotate through five different activities at five different stations.
2. Demonstrate the five stations:
 - Lying down pretending to sleep
 - Walking in a small circle (or back and forth a short distance)
 - Jumping jacks
 - Running in place
 - Sitting in a chair pretending to watch television
3. Split students into five groups and assign each group to begin at one of the five stations. Students will stay at each station for one minute. Call/signal “time” every 60 seconds, with a short passing period, as they move to the next station.
4. Once students have rotated through all five stations, announce that during this activity they burned approximately 15.8 calories. (The following website was used to calculate: primusweb.com/fitnesspartner/calculat.htm).
5. Write the following on a chalk/whiteboard:
 - Sleeping = 0.6 calories
 - Walking = 2.5 calories
 - Jumping jacks = 6 calories
 - Jogging = 6 calories
 - Watching television = 0.7 calories

Body of Lesson

6. What is a calorie?
 - Think-Pair-Share: Have students discuss their predictions about the question: “What is a calorie?” Next, have students discuss their answer with a partner and share some ideas with the class.
 - Define a calorie as: a unit to describe the amount of energy stored in a food, and the amount of energy used performing an activity... even sleeping! We need calories to keep our hearts pumping, our lungs breathing and our mind working. We also need them to move our bodies from one place to the next. In other words, we need calories to stay alive.

Calories In, Calories Out

7. You may hear people talking about calories when they are trying to lose weight. People gain weight when they eat more calories than they burn, and they lose weight when they eat fewer calories than they burn. “What would somebody have to do in order to never gain or lose weight?”

Answer: The number of calories they ate would have to equal the number of calories they burned.

8. Read a related book such as “Nothing’s Fair in Fifth Grade” by Barthe DeClements or “The Berenstain Bears and Too Much Junk Food” by Jan and Stan Berenstain.

Calorie word problem

1. Tell students they will complete a math word problem to calculate if someone has gained, lost or maintained his weight. Distribute the Calories In, Calories Out handout.
2. State: Terry is a high school senior on the basketball team. She has been eating healthy, working hard at practices, and has reached a weight at which she feels strong, fast and confident. The Calories In, Calories Out handout lists foods Terry ate yesterday and the number of calories in those foods. It also lists the activities Terry performed and the number of calories burned doing those activities. If Terry’s goal is to maintain her current weight, is she on track?
3. Using the charts in the handout, students calculate the number of calories eaten and the number of calories burned. Answer: 2057 calories eaten; 2204 calories burned.
4. Explain that the calories burned are based on Terry’s weight of 100 pounds. People who weigh more would burn more calories because more energy is required to move a larger body around and keep them alive; people who weigh less would burn fewer calories because less energy is required to move them around and keep them alive.
5. To calculate if Terry gained or lost weight, one must: subtract the number of calories eaten from the number of calories burned. In the case of our word problem:
 $2057 \text{ calories eaten} - 2204 \text{ calories burned} = -147$
 The negative number means she burned more calories than she ate.
 Ask: “So did she gain or lose weight?”
 Answer: She lost weight.

Calories In, Calories Out

- **Note:** Depending on the math level of students, you can also calculate how many pounds of fat she lost. There are 3500 calories in 1 pound of fat. To calculate fat lost or gained, divide the difference between the calories burned and eaten by 3500. In the case of our word problem, it would look like this: $-147 / 3500 = -0.042$ pounds of fat. Have students check their work with multiplication.
- 6. Ask: “If Terry wanted to make sure that she didn’t lose weight, what would she have to do?” Answer: eat more food (consume more calories) or do less activity (burn fewer calories.) Another option would be to eat foods higher in calories.
- 7. Explain that some foods have more calories than others. For example, $\frac{1}{2}$ cup of apple slices has fewer calories (60 calories) than $\frac{1}{2}$ cup of French fries (350 calories.) If someone were trying to gain or lose weight, not only can they change how much they eat, but also what they eat.

Conclusion

- 8. In conclusion, gaining weight and losing weight is a numbers game, and it is a numbers game you can play. Tie this into the theme of stories, compassion, and bullying. There are several websites you can use to keep track of the calories you eat and the calories you burn. Try the U.S. Department of Agriculture website choosemyplate.gov.

Extension

- Non-fiction current event reading or research about obesity and what it is costing society (emotionally and fiscally).
- Use the books “The Digestive System” by Christine Taylor-Butler or “Good Enough to Eat” by Lizzy Rockwell to connect to and come up with solutions to the characters’ problems.

Calories In, Calories Out Handout

Food Eaten	Calories Eaten
-------------------	-----------------------

Breakfast

2 eggs, low-fat cheddar cheese omelet	320 calories
2 slices whole-grain toast	140 calories
1 small apple	47 calories

Lunch

Turkey sandwich (lettuce, tomato, 2 slices whole grain bread, 3 thin slices of turkey)	450 calories
½ cup of carrot sticks	40 calories
1 fruit cup	75 calories
1 glass (8 oz) of 2% milk	120 calories

Snack

1 granola bar	180 calories
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Dinner

1 small baked potato with small pat of butter	180 calories
1 cup steamed broccoli	50 calories
2 slices (1 inch thick) meatloaf	250 calories
1 glass (8 oz) of 2% milk	120 calories

Snack

1 chocolate pudding cup	85 calories
-------------------------	-------------

Total	???
-------	-----

Calories In, Calories Out Handout

Hours	Activity Performed	Calories Burned (for 100 lb. person)
8	Sleeping	327 calories
2	Watching television	130 calories
6.5	Sitting at a desk at school	531 calories
1.5	Sitting/eating	102 calories
1	Walking to/from school	136 calories
2	Playing basketball	726 calories
1	Sitting while doing homework	81 calories
1	Getting ready in the morning/for bed	90 calories
1	Sitting/reading	81 calories
24 hours		Total Calories Burned = ???

What's a Serving?

There are many misconceptions surrounding the concept of serving size. This lesson will teach students what a serving size for a variety of foods looks like by comparing those servings to common objects. Students will also learn basic knowledge about nutrients and calories in regards to healthy living.

SUBJECTS



SCIENCE



NUTRITION



ART

GRADE LEVEL

3-4

TIME

30 min

What's a Serving?

Objectives

- Students will be able to explain what a serving size is and its relationship to recommended amounts of nutrients and calories
- Students will be able to explain what a calorie is and what it means in terms of food eaten and activities performed
- Students will be able to explain what a nutrient is and its relationship to overall health
- Students will be able to describe what serving sizes look like for a variety of foods

Materials

- Crayons, paints, colored markers or colored pencils
- White 8 ½ x 11" paper
- Copies of the handout "What Does a Serving Look Like?"
- Measuring spoons and cups: teaspoon, tablespoon, ½ cup and 1 cup

Common Core Standards

- RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- 3.OA.7. Multiply and divide within 100.
- 4.OA.2. Use the four operations with whole numbers to solve problems. Multiply or divide to solve word problems.

What's a Serving?

Lesson Introduction

1. Ask students where they have seen the words “serving size.”
Food labels are a common answer. Bring foods labeled for each group to read and understand. Have students do the division or multiplication to determine the calories in different serving sizes.
2. Ask students: “What does serving size mean and why is it important?”
Explain that a serving size is a guide to help you understand the amount of nutrients and calories that are in a food. They are also useful when thinking about the amount of food we are eating.
3. Ask students: “What is a nutrient?”
Nutrients are divided into six groups: carbohydrates, fats, vitamins, minerals, protein and water (write these on a blackboard or whiteboard). Explain that each of these nutrients has a different job when it comes to keeping us healthy. For example, fats and carbohydrates give us energy, minerals help to build strong bones, protein helps to build strong muscles and vitamins help to keep our eyes, skin and hair healthy.
4. Ask students: “What is a calorie?”
Explain a calorie is a unit to describe the amount of energy stored in a food and the amount of energy used to perform an activity.

Body of Lesson

5. Recap that serving sizes are guides to help us understand the amount of nutrients and calories in a given portion of food. Explain that sometimes it is difficult to picture what a serving size looks like. Comparing serving sizes for different foods to common objects can help.
6. Explain that they will be assigned one of 23 different foods. Their task is to draw a picture of their assigned food side by side with the common object to which its serving size is being compared. The key is drawing the food the same size as the object to help others understand the comparison being made. For example, 2 tablespoons of peanut butter should be drawn next to a golf ball, and the amount of peanut butter should be the same size as the golf ball.
7. Before assigning the students to a food, show them what a teaspoon, tablespoon, $\frac{1}{2}$ cup, and 1 cup look like, as some students might be unfamiliar with these amounts.

What's a Serving?

Conclusion

8. After students have drawn pictures of their foods and serving size comparison objects, let students share aloud their pictures.
9. If you choose, you can cluster the pictures based on food group to display in the classroom.

Extensions

- Use the books “The Digestive System” by Christine Taylor-Butler or “Good Enough to Eat” by Lizzy Rockwell to connect to the lesson.

What's a Serving?

What does a serving look like?

The Bread, Cereal, Rice & Pasta Group

1 pancake
 ½ cooked cup rice, pasta
 1 piece of corn bread
 1 slice of bread
 1 cup of cereal
 1 bread roll

The Vegetable Group

1 cup green salad
 1 baked potato
 ½ cup cooked vegetables

The Fruit Group

1 medium-size fruit
 1 cup of cut-up fruit

The Milk, Yogurt & Cheese Group

1 ounce of cheese
 ½ cup of ice cream

The Meat, Fish, Beans, Eggs & Nuts Group

2 tablespoons peanut butter
 3 ounces cooked meat, poultry
 3 ounces grilled/baked fish
 ½ cup cooked dried beans

Fats, Oils & Sweets

1 teaspoon butter, margarine
 2 tablespoons salad dressing
 1 ounce of chocolate
 1 ounce of small candies
 1 ounce of chips or pretzels

Object

compact disc (CD)
 cupcake wrapper full
 bar of soap
 deck of cards
 fist or a tennis ball
 bar of soap

fist or a tennis ball
 fist or a tennis ball
 cupcake wrapper full

fist or a tennis ball
 fist or a tennis ball

pair of dice or your thumb
 cupcake wrapper full

golf ball
 a palm or a deck of cards
 a checkbook
 cupcake wrapper full

a stamp the thickness of your finger
 a golf ball
 one package of dental floss
 one handful
 two handfuls

Notes

Lined writing area with horizontal green lines.

World Class Healthy Cooking Relay

Making healthy food choices is a skill no matter where you live. In this lesson, students learn about foods from other countries, healthy and unhealthy ways to cook foods, and the consequences of unhealthy cooking methods. New knowledge is assessed by way of a station-based relay race in which students match foods to the country of origin, and then sort the foods into healthy and unhealthy cooking methods. The activity also teaches students the geographic locations of the countries.

SUBJECTS



NUTRITION



SCIENCE



SOCIAL
STUDIES

GRADE LEVEL

5

TIME

30 min

World Class Healthy Cooking Relay

Objectives

- Students will identify and describe common foods from other countries
- Students will explain healthy and unhealthy ways to prepare foods and describe consequences of unhealthy food preparation.
- Students will recommend healthy food choices from other countries

Materials & Preparation

- Space for two working stations: One station to sort food name cards by country, and one station to sort the food cards into unhealthy and healthy choices.
- Food cards—Cards include the name of a food, primary ingredients and cooking method. Make enough copies so that each team of students gets a complete deck of food name cards. Note: There are four foods per country. (See the Food and Country Reference Guide).
- World Class Foods Chart—Make one copy for each team. Teams label the chart with their assigned country's name.

Common Core Standards

- RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

World Class Healthy Cooking Relay

Lesson Introduction

1. Read: “Kids Around the World Cook!: The Best Foods and Recipes from Many Lands” by Arlette N. Braman
2. Initiate a discussion about how people from different parts of the world eat different foods. Ask: “What kinds of foods can you name that come from other countries?” Explain that they will hear about foods from the following places: China, Italy, India, and Mexico. Point out these locations on a map or globe.

Body of Lesson

3. Cooking Methods

- Explain that there are unhealthy and healthy ways to prepare foods. Unhealthy cooking methods can lead to obesity, heart disease, cancer, diabetes and other health conditions.
- List the following food preparation methods on the board: steam, grill, bake, broil, poach, roast, fry, stir-fry or deep fry. Ask students to predict how one performs each of these cooking methods. (See Cooking Methods Reference Guide).
- Discuss and evaluate which cooking methods are healthy and unhealthy. (**Note:** It will be uncovered that methods that do not include deep frying are most healthy.)
- Elaborate that like here in the United States, foods can be cooked in healthy or unhealthy ways in other countries.

4. Cooking Methods Relay Race

- Split students into teams of 4 (if multiples of four are not possible, split students into groups of five, six or seven).
- Assign each team a country. One half of the team goes to the food name cards station; the other half goes to the cooking methods sorting station.
- At the food name cards station, team members are given a complete (and shuffled) deck of food name cards. They are to locate the four foods from their assigned country and bring those cards to their team members at the cooking methods sorting station. These members then take a seat.
- At the cooking methods sorting station, team members sort the foods into unhealthy and unhealthy cooking methods. Next, they tape the name cards into the appropriate columns on the World Class Foods Chart handout, and they bring the completed chart to you.

World Class Healthy Cooking Relay

- Verify that food/country origins are correct and that the World Class Foods Chart is correct. If either is not correct, send the team back to the appropriate station(s) to make corrections. If the chart is correct, place it next to the appropriate country as displayed on a map.
- The first team done wins the relay race.

Extension

- Have students locate images of the foods from their assigned country. They can print these out and tape/glue the images onto the food name cards.

World Class Healthy Cooking Relay

Cooking Methods Reference Guide

Method**Process**

Boiling

Food is submerged in boiling water.

Baking

Food is dry cooked in the oven.

Deep frying

Food is dropped into and completely submerged in heated oil.

Poaching

Food simmers in liquid—such as water, broth or juice—for a short period of time.

Roasting

Like baking, roasting uses dry heat. Food is kept moist by basting it with broth, water, fruit juice or low-fat marinade.

Stir frying

Food is cooked in a pan coated with a small amount of oil.

Grilling

Food cooks directly over heat source.

Steaming

Food is cooked over water rather than in it.

World Class Healthy Cooking Relay

Food & Country Reference Guide

	Healthy	Unhealthy
Italian		
Spaghetti—boiled pasta with tomato sauce	●	
Bruschetta—baked bread brushed with butter, topped with tomatoes, onions, and spices	●	
Vegetable Lasagna—pasta baked with layers of cheese, tomato sauce, and mixed vegetables	●	
Fried Calamari—squid covered with flour batter and deep fried		●
Chinese		
Fried Rice—stir-fried rice and vegetables stir-fried in oil	●	
Egg Rolls—vegetables wrapped in thin, flour dough and deep-fried		●
Bok Choy—steamed, green leafy vegetable	●	
Chicken and Rice—poached chicken and steamed rice, with steamed vegetables	●	
Indian		
Samosa—deep-fried flour pastry filled with meat, vegetables, and potatoes		●
Curry Chicken—chicken, vegetables and rice stir-fried in light oil	●	
Kheer—boiled rice, milk and sugar	●	
Biryani—roasted rice, meat and vegetable stew	●	
Mexican		
Guisado—roasted vegetable and meat stew	●	
Quesadilla—baked tortilla filled with meat and cheese	●	
Burrito—flour tortilla filled with steamed rice, grilled meat, and steamed black beans	●	
Pork Rinds—deep fried pork skins		●
South African		
Mieliepap or Maize—porridge, boiled and simmered	●	
Morogo—roasted or boiled bean and beetroot leaves	●	
Plantains—deep fried		●
Amadumbe—roasted or mashed sweet potato	●	

World Class Healthy Cooking Relay

World Class Food Chart

Country

Healthfully Prepared

Un-Healthfully Prepared

World Class Healthy Cooking Relay

Food Name Cards

Burrito

Flour tortilla filled with steamed rice, grilled meat and steamed black beans

Lasagna

Pasta baked with layers of cheese, tomato sauce and meat.

Fried Calamari

Squid covered with batter and deep fried

Pork Rinds

Deep fried pork skins

Spaghetti

Boiled pasta with tomato sauce

Samosa

Deep-fried flour pastry filled with meat, vegetables and potatoes

Bruschetta

Baked bread brushed with butter, topped with tomatoes, onions and spices

Curry Chicken

Chicken, vegetables and rice stir-fried in oil

World Class Healthy Cooking Relay

Food Name Cards

Bok Choy

Steamed, green leafy vegetable

Fried Rice

Stir-fried rice and vegetables

Biryani

Roasted rice, meat, and vegetable stew

Spring Rolls

Vegetables wrapped in thin, flour dough and deep-fried

Chicken and Rice

Poached chicken and steamed rice, with steamed vegetables

Kheer

Boiled rice, milk and sugar

Walking the Walk: Learning with Pedometers

Pedometers are great tools for measuring physical activity levels and motivating students. Some PE departments may have funds for these or companies may be willing to make a donation for a healthy school initiative.

SUBJECTS



PHYSICAL
ACTIVITY



SOCIAL
STUDIES



MATH

GRADE LEVEL

4-5

TIME

30 min

Walking the Walk: Learning with Pedometers

Objectives

- Students will explain the importance of physical activity
- Students will calculate the number of steps taken during physical activity
- Students will identify and describe cultures, foods, and physical activities from other countries

Materials & Preparation

- At least one pedometer
- “Passports” for all of your students
- A map, posted somewhere in your classroom
- A “Destination Guide” or a list of cities, monuments, heritage sites or other attractions your class decides to reach as their mileage goals
- A “Travel Journal” or place for recording the number of steps and their mileage equivalent
- As the teacher, you decide how many steps read on the pedometer will equal a distance traveled. For example, 10 steps equal one mile. Have students round to the nearest tenth or mile. Have a world map hung near the Destination Guide so students can see where they’re headed next. Near the map and Destination Guide, the Travel Journal will indicate how many steps you’ve taken so far, and how many you need to make it to the next destination.

Common Core Standards

- 5.NBT. Understand the place value system. Round decimals to any place.

Walking the Walk: Learning with Pedometers

Lesson Introduction

1. Introduce the lesson to the students. You can wear the pedometer yourself and demonstrate various physical activities. Show them how many steps are recorded by walking around the room, doing jumping jacks and walking to the cafeteria. Show the students where the Destination Guide is hung next to the map, or a list of cities, countries, landmarks or heritage sites you decide as a class to “visit.” Ask students which cities in the United States or around the world they would like to “visit.” Make a graph and tally the votes for five to 10 different destinations! Introduce the Travel Journal, where the steps from the pedometer will be recorded.

Body of Lesson

2. Each day, you will also choose one student (or all, depending on the number of pedometers available for your classroom) to wear the pedometer. At the end of the day, the student wearing the pedometer can record in the Travel Journal the number of steps tracked and determine the mileage equivalent. The Destination Guide will also include facts about the destination, how many miles away the destination is from the school and the number of steps needed to reach the destination. As the students are recording more steps and about to reach a new destination, start exploring the facts.

Conclusion

3. There are several great ways to celebrate your accomplishments. Upon arrival to a destination, students can also journal or draw a picture about the journey they took to reach their mileage. What activity did they do to obtain mileage? What do they think about the place to which they traveled? What is something new they learned about their travel destination?

Walking the Walk: Learning with Pedometers

Extension

- Get parents involved! Send home a newsletter informing parents and guardians of your pedometer adventure. Ask them to get involved by recording their steps throughout the day and during physical activity as a family. Brothers and sisters can participate too! You can also post in the school newsletter or on the class bulletin when your students reach a destination. This will also be a great way for other students and classrooms to learn about your project. Finally, an excellent way to celebrate the accomplishments of the students and families and acknowledge their hard work in physical activities is to plan a themed party with games, crafts and healthy food centered around one of your destination's cultures! Remember to round miles to the nearest tenth or mile.

Example "Destination Guide"

- Destination reached: _____ (location name)
- Distance to the city (miles away from the school): _____ miles
- Number of steps taken to reach that distance: _____ steps
- Geographic Location (write or draw a picture about the destination, its geographic highlights and how the location looks)
- Traditions or Customs (write or draw a picture about a tradition or custom, unique to this geographic location)
- Activities (write or draw a picture of the destination's major sports and describe what people there do for fun)
- Food (write or draw a picture of the types of food people near this destination eat)

The Power Inside Fruits & Vegetables

Fruits and vegetables contain vitamins, minerals, and antioxidants essential for maintaining good health and development in children. The first activity in this lesson introduces the essential nutrients in fruits and vegetables and is followed by a teacher-led science demonstration. This demonstration allows students to explore the levels of one of these important nutrients in different fruit and vegetable juices. With this knowledge, students will be better prepared to understand nutrient levels in foods and become more informed consumers.

SUBJECTS



SCIENCE



NUTRITION

Aa

LANGUAGE
ARTS

GRADE LEVEL

5

TIME

Day 1: 40 min Day 2: 1 hr

The Power Inside Fruits & Vegetables

Note: Lesson is divided across two days. Day 1 is the Understanding Nutrients activity and Day 2 is the Demonstration activity.

Objectives

- Students will learn the six key nutrients and understand two of them in detail
- Students can explain why nutrients are important for our health

Materials & Preparation

- Day 1
 - Familiarize yourself with the 13 essential vitamins, their functions, and common food sources.
- Day 2
 - Four cups water
 - Electric tea kettle or another appliance to boil water
 - Heat-resistant bowl or pot
 - Cornstarch
 - Measuring spoons
 - Measuring cups
 - Water glass
 - 10-milliliter eye droppers, one for each juice being tested
 - 2% Iodine solution (found at local pharmacy)
 - **Safety:** Because the solution contains free iodine, without dilution with water it can be irritating to the skin or eyes, or if ingested. You may want to wear rubber gloves if concerned.
 - Various fruit and vegetable juices. You may also want to test a fruit-flavored soda (such as pineapple, apple, orange, lemon, etc).
 - If your school has a garden or fruit trees, this experiment is a great opportunity to incorporate it in the classroom (contingent on season). Have students harvest produce such as apples, leafy greens and root crops. You will need to locate a juicer to break down the produce for the experiment.

The Power Inside Fruits & Vegetables

- Small clear plastic cups (one for each juice being tested)
- 15-milliliter test tubes with stand or small plastic cups (one for each juice being tested; these will hold the iodine indicator solution)
- Stirring spoons
- Experiment Procedure and Materials handout, one for each student
- Prepare Experiment Procedure and Materials handout
- Prepare optional Experiment Log handout or have students record in their journals.
- Suggestions for Log contents or journal questions:
 - Pre lab questions - creating a hypothesis, identifying variables
 - Observation space - explaining results pictorially and with words
 - Post-lab questions - drawing conclusions, wrap up questions about vitamin C and other nutrients
- Boil four cups of water in a tea kettle. Pour into bowl/pot and add 1/3 teaspoon cornstarch and stir to dissolve. Allow this solution to cool completely.
- Once cool, measure ¼ cup of mixture into a water glass. Add eight drops of iodine. Stir. The mixture will turn dark blue.
- Pour about 1 tsp. of indicator solution into plastic cups or 15 mL test tubes.
- Pour a small amount of juice into individual plastic cups for each group.

Common Core Standards

- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly
- W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

The Power Inside Fruits & Vegetables

Day 1

Lesson Introduction

- Explain the goals of today's activities to the students: to explore the nutrients important for our health and well-being.
- 1. Ask students if they know examples of the nutrients we need to be healthy and write them down on the board. Explain to the class that today's focus is on the essential vitamins humans need to grow, develop and maintain good health. There are six vital nutrients: carbohydrate, protein, fat, vitamins, minerals and water. Go over definitions of vitamins and minerals.
- 2. Vitamins: vitamins are organic, naturally occurring chemicals we must get through our food because our bodies do not produce enough by themselves.
- 3. Minerals: minerals are inorganic elements that come from soil and water and are absorbed by plants.

Day 1

Body of Lesson

4. On the board, list the 13 essential vitamins with their functions on one side and a list of their food sources on the other side. Facilitate a class discussion to help students learn which foods contain which vitamins. Which ones grow nearby? Which ones grow in different parts of the world?
5. If students don't know the answers to these questions, you can help them look up the answers in a reference book or online. A comprehensive source on the different vitamins and minerals is "The Real Vitamin and Mineral Book" by Nancy Pauling Bruning.

The Power Inside Fruits & Vegetables

Day 2

Lesson Introduction

1. Introduce the demonstration science experiment comparing relative levels of vitamin C in fruit and vegetables juice. (Note: this is a teacher-led demonstration. The lesson can easily be modified for students to do on their own or in groups, however a demonstration will decrease the time and difficulty involved.)
2. Hand out Lab Procedure and Materials handout and Experiment Log handout
3. Explain the objective of the lab: to determine which juice has the highest content of vitamin C. On the pre-lab sheet, ask students to write down their hypotheses about how the Vitamin C levels will compare between the juices. (Note: You might want to mention that fruit juices should be students' second choice after whole fruits because we lose some of the other nutrients like fiber.)

Day 2

Body of Lesson

4. Using the Lab Procedure and Materials handout, review the materials and preparation necessary. Go over the safety precautions involved with the iodine solution.
5. Review the variables involved in the experiment.
6. Using the lab procedure handout and walk through lab procedure with students.
7. Have students get together in small groups and complete the pre-lab questions.
8. Once completed, ask for student volunteers to instruct as you carry out, step by step, on one round of the experiment. For the following rounds, you can call on students to physically carry out steps of the procedure.

The Power Inside Fruits & Vegetables

9. Procedure:

- Pull 10 mL of one type of juice into the dropper.
- Observe and note the color of the iodine solution.
- Add to iodine solution and stir with a clean spoon.
- Observe and note the color of the mixture.
- Repeat part one for each juice you want to test. Always use a clean eyedropper and spoon for each juice.
- After testing all juices, hold up the cups to a white background and order from lightest to darkest. The lighter the solution, the greater the vitamin C content.

Conclusion

10. Discuss why the experiment works by illustrating it pictorially on the board. This experiment works because iodine molecules and starch molecules hook together in solution, causing the blue color. The solution is an indicator for vitamin C, meaning it tells you if vitamin C is present. Vitamin C breaks these molecules apart and causes the solution to lose its color. So the lighter the solution is, the more vitamin C the juice contains.
11. Clean up. After the remaining iodine solution is diluted with water, it can be safely poured down the drain.
12. Have students work in groups to complete the remaining exercises in the Experiment Log or in their journals.
13. Lesson Adapted from “Agricultural Research Service Sci4Kids.” USDA Agricultural Research Service. N.p., 2010. Web.<<http://www.ars.usda.gov/is/kids/Index.htm>> and “What Fruit Juice Has the Most Vitamin C?” Education.com. N.p., n.d. Web. <<http://www.ars.usda.gov/is/kids/AgSciProjects/ideas.htm#health>>

SUPPLEMENTARY LESSON

Lunch in Havana

In this lesson, students will learn about healthy eating as well as the culture and history of Cuba.

SUBJECTS



NUTRITION



SOCIAL
STUDIES

GRADE LEVEL

1-8

TIME

1 hr

Lunch in Havana

Objectives

- Students will identify and describe common foods from other countries
- Students will explain how cultures around the world are nutritionally similar and different
- Students will recommend healthy food choices from other countries
- Students will explain culture, geography and location of another country

Materials & Preparation?

- “Cuba” by Christine and David Petersen
- Map of the world
- Coloring and drawing materials

Common Core Standards

- Note: Common Core Social Studies standards for 1-5th grade have not been developed as of July 2012. The following come from the 6-8th grade standards.
- RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.
- RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Lesson Introduction

1. Read “Cuba” by Christine and David Petersen.
2. Initiate discussion about how people from different parts of the world eat different foods. Ask, “What kinds of foods can you think of that come from other countries?” Explain that they will learn about foods from Cuba and what other regions of the world inspire Cuban cuisine.

Lunch in Havana

3. Point to Cuba on the map. Tell the students facts about the location and geography of Cuba:
 - Cuba is located 90 miles south of Florida in the Caribbean Sea
 - Cuba is the biggest island in the Antilles Archipelago, a chain of islands
 - The area of Cuba is about 44,218 square miles, only slightly smaller than the state of Pennsylvania

Body of Lesson

4. Here you will explore the Cuban culture. Explain to the students that Cuba was once colonized by Spanish and French and that those countries brought to the island many African slaves. Then describe how Cuba's history is reflected in the food, language, art and music. Cuban cuisine is a fusion of Spanish, African and Caribbean cuisines. Cuban recipes share spices and techniques with Spanish and African cooking. Because Cuba is an island, fish is a staple influence on the cuisine. The Cuban climate is also tropical, so the island produces many fruits such as plantains that are used in dishes and meals. A typical Cuba meal would consist of rice and beans, a meat and some sort of vianda (potato, yucca, or plantain). Ask the students what their Cuban Lunch consisted of (your Cuban-inspired lunch will contain beans, rice, vegetables, chicken and salad with avocado, cheese and plantains). Discuss with students which food groups you can find the items in their lunch, and why these are healthy options.

Conclusion

5. Have your students write about or draw a picture of their favorite part of the Cuban meal. Ask them how they will use what they have learned about Cuba, the culture and the food they eat the next time they are grocery shopping with a parent. Ask students to write about or draw a picture of another time they ate a meal that had influences from other cultures and to think about items they eat at home that might be similar to the beans, rice, and vegetables they ate during the lesson's meal. Ask students to accompany an adult at home when they go grocery shopping. Together, ask them to pick out a new fruit or vegetable that they have never tried before.

SUPPLEMENTARY LESSON

Tracing the Food System:

An Investigation of a Chicago Public Schools Meal

This lesson will allow students to make the connection between the food they eat at home and at school and the people, plants, and animals that provide it. Students will study the recipes of the winning school meal from the Cooking up Change® Chicago competition and write creative narratives of a chosen ingredient along its journey of farm to tray.

SUBJECTS



NUTRITION

Aa

LANGUAGE
ARTS

GRADE LEVEL

4-5

TIME

1 hr

Tracing the Food System

Note: This lesson can easily be shortened if you do not wish to study all major components of the meal.

Objectives

- Students will be able to provide answers to the core question, “Where does our food come from?” They will be able to describe the sequence of agricultural production from soil to food product.

Materials & Preparation

- Recipe cards with the three recipes, one set for each student
- Create a flow chart handout or have students record in their journals
- Familiarize yourself with the main ingredients in the three recipes. Be prepared to talk about where these foods come from. For a sample flow chart of the conventional broiler chicken production process, refer to “Ingredients of the Food System” curriculum from John Hopkins Center for a Livable Future. See slides 6-9: jhsph.edu/research/centers-and-institutes/teaching-the-food-system/curriculum/_pdf/Ingredients_of_the_Food_System-Slides.pdf
- For additional background information, refer to the “Background Reading” section of the curriculum: jhsph.edu/research/centers-and-institutes/teaching-the-food-system/curriculum/_pdf/Ingredients_of_the_Food_System-Background.pdf

Common Core Standards

- W.4.3. and W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Tracing the Food System

Lesson Introduction

1. To introduce the lesson, explain to the students that they will be investigating the food we eat and tracing it back to its origins.
2. Initiate a discussion about the meaning and importance of food in the students' lives. Possible questions include: Why is food important to you? What role does food play in your families? Do you have traditions or celebrations that involve special dishes? How do you determine if you would eat a food product or not? In other words, how do you determine if a food is good or not?
3. Broaden the discussion and explain to students that there are activities involved to bring those important foods to the table. Ask them to brainstorm which people are typically involved in these activities or supply chain and write ideas on the board. Explain that there are many people involved along the food supply chain in areas of production, processing, distribution, retail, and consumption.
4. Lastly, ask students to brainstorm the possible impacts of this supply chain and food production on our health and the environment. Possible prompts include: How does the land used to raise animals and crops affect the health of our environment? What products do farmers use to raise crops and animals?

Body of Lesson

5. Hand out recipe cards and flow chart handout, or have students record in their journals.
6. Starting with one of the vegetable side dishes, ask students to read out the ingredients on the recipe and write them on the board.

Tracing the Food System

7. With each main ingredient, ask the students, “What is the origin of this ingredient?” If they respond with a grocery store or restaurant, ask them to think further back than that.
8. You can help them visualize the process by drawing a flow chart on the board starting with growing the food to the final step of consuming it. Intermediate steps include processing, distribution and retail. Students should complete their own flow charts on their handout or in their journals.
9. If time permits, go through the same process with the oven-fried chicken recipe. The chicken in this specific recipe has a somewhat different story than conventional broiler chickens. Chicago Public Schools sources a large portion of their chicken from Miller Amish Country Poultry Farms in Indiana, a farm 150 miles away where chickens are raised according to animal welfare standards and do not receive antibiotics or hormones. This flow chart could be a bit more complicated because you can also include a subsection devoted to growing chicken feed (corn and soy).

Conclusion

10. For homework or an additional in-class activity, ask students to write a narrative from the perspective of one of their favorite foods as it travels from the farm to their plate. Students can also write from the perspective of someone (farmer, truck driver, grocer) along the food chain. Ask them to describe the sequence of growth, processing, and transportation using details and sequence words such as first, next, after that, etc.
 - Lesson adapted from Johns Hopkins Center for a Livable Future Food Systems Curriculum: jhsph.edu/research/centers-and-institutes/teaching-the-food-system.

Sweet Potato Salad

Ingredients	1½ lb diced sweet potatoes	drained	1 T lemon juice
1 quart water	1 cup frozen corn	¼ cup diced green pepper	1½ tsp cumin
	½ cup kidney beans,	¾ cup mayonnaise	½ tsp Cajun seasoning

Preparation

1. Bring water to a boil in a large saucepan; add sweet potatoes and corn. Boil until tender, about 6-7 minutes.
2. Place vegetables in an ice bath; drain well and place in a large bowl. Add kidney beans.
3. In a medium bowl, combine green bell pepper, mayonnaise, lemon juice, cumin, and Cajun seasoning.
4. Stir dressing into mixture of sweet potatoes, corn and beans. Mix well.
5. Refrigerate until ready to serve.

"Cousins" Collard Greens & Cabbage

Ingredients	2 quarts water	1½ lbs green cabbage, chopped	1 T Southern seasoning (or onion powder, sage, black pepper and cayenne to taste)
1 T butter	1 T chicken base	1 T Cajun seasoning	
1 c diced Spanish onion	1½ lbs frozen chopped collard greens	½ tsp Italian seasoning	
¼ c diced carrots			

Preparation

1. Melt butter in a large pan. Sauté onions and carrots until vegetables are tender. Set aside.
2. Bring water and chicken base to a boil in a stock pot and add collard greens, cooking until tender, approximately 10 minutes.
3. Add onion and carrot mixture; cover and simmer for an additional 10 minutes.
4. Add cabbage and Cajun and Italian seasonings; cover and simmer for an additional 10 minutes.
5. Turn off heat and add Southern seasoning.

Oven-Fried Chicken

Ingredients	¼ c Rice Krispies cereal	½ tsp ground black pepper	8 chicken drumsticks, raw
2 c all-purpose flour	1 T Cajun seasoning	½ tsp paprika	½ c melted butter or cooking spray
	½ tsp poultry seasoning	½ tsp garlic powder	

Preparation

1. Preheat oven to 450° F.
2. In a large bowl, combine flour, crushed cereal, Cajun seasoning, poultry seasoning, pepper, paprika and garlic powder. Mix well.
3. Place drumsticks into flour mixture and coat well.
4. Arrange drumsticks on an ungreased sheet pan.
5. Place melted butter in a spray bottle (or use cooking spray) and spray chicken evenly.
6. Bake at 450° F until the internal temperature of the chicken is 165° F, approximately 25-30 minutes.
7. Serve with whole wheat dinner roll and enjoy!

Resources

Fact Sheet: Obesity Data & Research

Obesity rates have increased sharply in the United States over the past 30 years. Today, nearly one-third of children and adolescents are overweight or obese. These youth are also more likely to stay obese by the time they are adults. Schools play a powerful role in shaping children's lifelong habits and behaviors, which is why access to healthy food and daily physical activity at school is so important.

Childhood Obesity in Chicago*

43

Percent of Chicago students who are overweight or obese

52

Percent of students who are overweight or obese in Chicago's South Lawndale neighborhood

60

Percent of Latino male sixth graders who were overweight or obese compared to 42.9% of white male sixth graders

42

Percent of Latino kindergartners who enter school overweight, compared to 34.1% of Latino students and 26% of white students.

*Figures are from Overweight and Obesity among Chicago Public Schools Students, 2010-11

Fact Sheet:

Obesity Data & Research

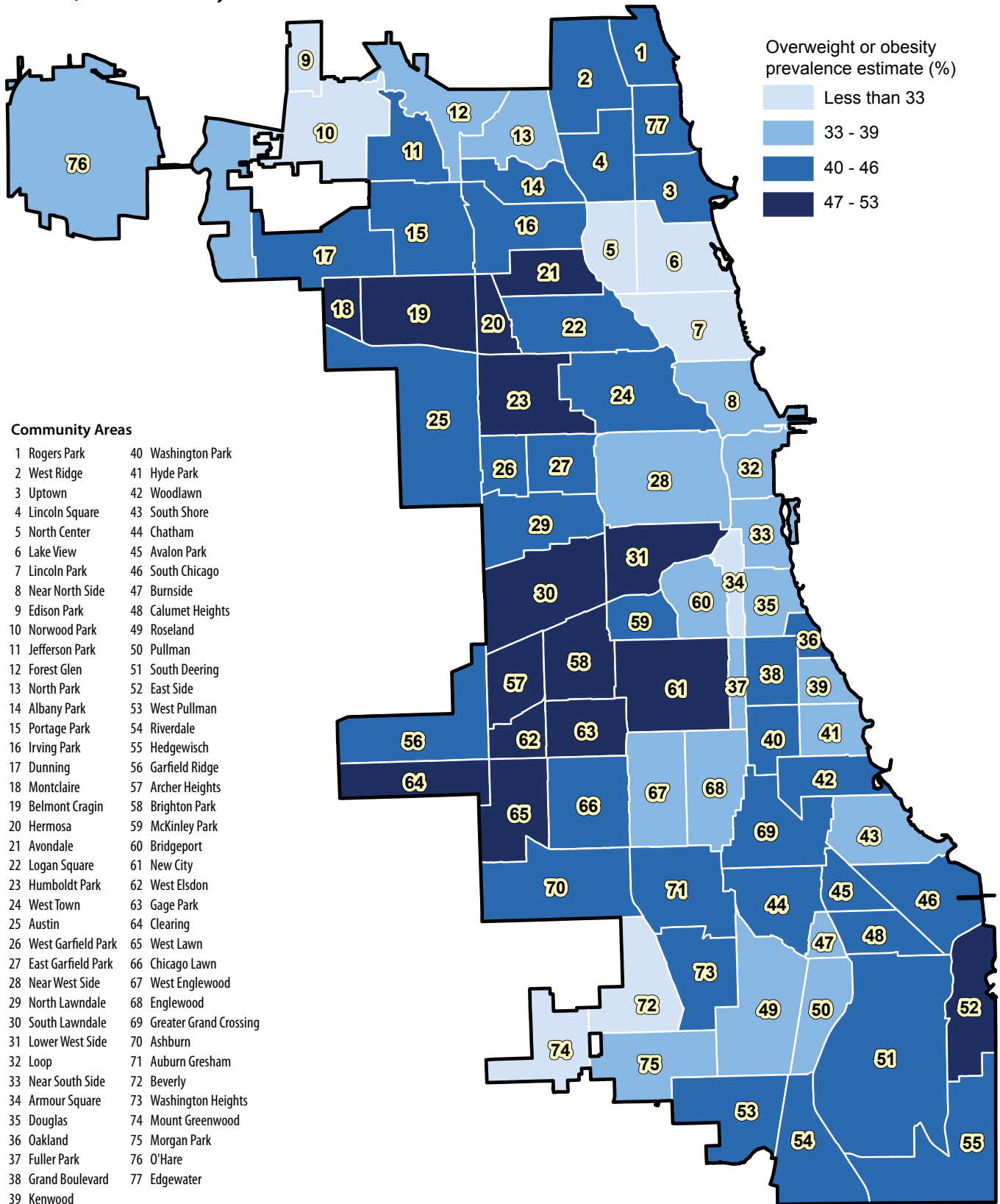
School Wellness Makes a Difference

Forty-three percent of Chicago students are overweight or obese, and the obesity rates are much higher for low-income students of color. For example, Edison Park Elementary, where just 13 percent of students receive free or reduced-price lunch, is located in a neighborhood where just 21.4 percent of students are overweight or obese. But Hammond Elementary School, where 95 percent of students receive free or reduced-price lunch, is located in South Lawndale where 52.3% of students are overweight or obese. Schools play a key role in improving overall student health and are a critical component of Chicago's overall effort to address the childhood obesity epidemic.

Obesity rates are increasing at an alarming pace for adults and children alike. The good news is that we can do something about it. Research consistently underscores the value of improving nutrition and physical activity in our schools. School wellness initiatives are proven to have a positive impact on students' health and on their ability to learn and succeed at school:

- Whether through physical activity in the classroom or physical education classes, studies show that students who receive daily physical activity are more likely to have better academic achievement compared to those who do not receive daily P.E.
- Physical activity in the classroom improves on-task behavior and significantly improves multiple categories of cognitive function in children and adolescents during academic instruction time.
- Physical activity during the day improves student behavior, particularly for those who struggle to pay attention in class. Specifically, daily 10-minute activity breaks improve classroom behavior.
- Students' behavior improves after at least 15 minutes of recess once or more per week.
- Breakfast has a strong link to educational outcomes—even more so than other meals—because of the way the brain responds to food after the short fast during sleep. An extensive body of research documents the ways that breakfast consumption positively influences students' cognitive function, focus, attention and emotional well-being.
- Breakfast is also shown to increase student attendance rates and decrease discipline problems, meaning students and teachers have more time in class to focus on education.
- Students who learn about nutrition by specific food-related behaviors such as food groups, snacking and portion control are more likely to change their eating behaviors to include more healthy choices.

Figure 2. Estimates of overweight or obesity prevalence among Chicago Public Schools students in grades kindergarten, 6, and 9, adjusted for non-response and standardized to District-wide grade-level enrollment proportions, by community area of residence, 2010-11 school year.



Fact Sheet: Educationally Relevant Health Disparities

In *Healthier Students Are Better Learners* (Equity Matters, March 2010), Dr. Charles Basch identifies seven health disparities that have a significant effect on education for urban students of color: vision, asthma, teen pregnancy, aggression and violence, physical activity, breakfast, and inattention and hyperactivity. Basch notes the prevalence of these disparities and identifies proven or promising strategies that research supports as effective in addressing these disparities in schools.

Please note: All research cited in this overview is from Charles Basch's *Healthier Students Are Better Learners*.

Asthma

Asthma affects urban students of color in low-income communities at high rates, especially severe asthma. Additionally, they are less likely to receive ongoing high-quality health care related to this condition and less likely to have access to the recommended medications. They are also more likely to be exposed to asthma triggers at home and at school.

Proven or promising strategies: Schools play a key role in addressing asthma in children. In particular, schools can have a great impact by minimizing asthma triggers within the school environment and helping students with asthma access ongoing, high-quality medical care. The recommended approach favors treatment for students known to have asthma rather than broader screening for asthma.

Breakfast

Eating breakfast is linked to higher educational outcomes because of the way the brain responds to food after the short fast during sleep, but low income students of color are more likely than their white peers to attend school without having eaten this key meal. This disparity is particularly pronounced for females and is shown to increase with age.

Proven or promising strategies: Schools can greatly influence the rate at which students of color eat breakfast. The National School Breakfast Program provides a nutritious breakfast at school. Two strategies for implementing this program are shown to be particularly effective: providing breakfast to all students regardless of income (universal breakfast), and allowing students to eat their breakfast in the classroom.

Physical Activity

Rates of physical activity fall significantly below recommended levels for most children and teens, with particularly low rates for African-American and Latino students. These disparities are even greater for African-American and Latino females. The groups disproportionately affected by low rates of physical activity are also the least likely to have access to physical activity at school.

Proven or promising strategies: Research shows that schools can effectively increase physical activity for all students, including those most at risk of related disparities, by providing a range of programs including high-quality physical education, opportunities for physical activity before/after school and during the summer, active recess and breaks for physical activity built into classroom time. Data indicate that reserving time for physical activity is linked to neutral or increased test scores. Research also shows that community program, such as those with nonprofit groups, can help schools improve access to physical activity.

Aggression & Violence

Exposure to aggression and violence disproportionately affects students of color across a variety of indicators, ranging from homicide to hate speech. For example, African-American male teens are 10 times more likely to die from homicide than their white peers. Verbal aggression in the form of hate speech or hate-related graffiti is experienced significantly more often by urban students of color compared to suburban students. Urban students of color are also more likely to miss school because they feel unsafe either at or on their way to school.

Proven or promising strategies: Evidence shows that school-based programs are effective at addressing disparities in violence and aggression. Universal programs that address all students and targeted programs that address those most at risk are both shown to be effective in different circumstances. Researchers emphasize the importance of schools implementing these programs and encouraging the adoption of a model that is most likely to be implemented on a consistent basis.

Fact Sheet: Educationally Relevant Health Disparities

Vision

Approximately one in five school-aged children is affected by a vision problem. Research shows that children from low-income families and children experiencing problems in school are disproportionately affected by vision problems. Research also shows that low-income and students of color are at greater risk of undiagnosed vision problems. When these problems are diagnosed, low-income and students of color are less likely to receive proper treatment.

Proven or promising strategies: Vision screening in schools is a key first step to identifying and providing treatment to all children for vision problems. The critical second step is follow-up to either provide treatment or work with families to identify an accessible treatment option. The third important step is for teachers to play a role in encouraging students to follow their recommended treatment—such as wearing their glasses—at school.

Teen Pregnancy

Data shows that one third of teenage females in the U.S. become pregnant, with rates significantly higher among students of color. In 2006, for example, the number of 15-17 year-olds giving birth was three times higher among African-American students and four times higher among Latino students than among white students. Research also shows that students living in poverty face disproportionately high rates of teen pregnancy. Studies link teen pregnancy to a lack of opportunity to realize aspirations, as in the context of poverty and racism.

Proven or promising strategies: Schools can play a key role in addressing this disparity by providing comprehensive and evidence-based sex education, in the context of an overall educational approach that encourages students to identify and work toward their aspirations. Schools can also link students to accessible health care, including reproductive health services, and for students who do become pregnant, connect them to the appropriate health and social services.

Inattention & Hyperactivity

Problems with inattention and hyperactivity are the most common type of mental and behavioral health problems that affect students, with approximately 8% of American children receiving a diagnosis of attention-deficit/hyperactivity disorder (ADHD). This rate is disproportionately higher for children living in poverty. Urban students of color in low-income communities are significantly less likely to receive appropriate treatment or medication for ADHD.

Proven or promising strategies: Schools can play a role in addressing this disparity by helping identify children who exhibit ADHD characteristics and monitoring the effectiveness of treatment or medication. Schools can also have a positive impact by providing behavioral intervention and ensuring that teaching and classroom strategies account for the needs of students with ADHD.

Online Resources

Note: A hyperlinked version of this document can be found on your Fit to Learn flashdrive.

Nutrition Education & School Garden Resources

Consortium to Lower Obesity in Chicago Children (CLOCC)

clocc.net/our-focus-areas/health-promotion-and-public-education/5-4-3-2-1-go

Resources for schools and the 5-4-3-2-1 program. The 5-4-3-2-1 program is CLOCC's public education message containing recommendations for children and families to promote a healthy lifestyle. This mass media campaign has reached millions of individuals in communities throughout Chicago and beyond.

Food and Nutrition Information Center

fnic.nal.usda.gov

Provides nutrition curricula, news feeds and databases. Topics include food allergies, ethnic foods, food safety, school nutrition and general nutrition education. Resources can be used for food and nutrition education.

Kidsgardening.org

kidsgardening.org/school-gardening

This site provides tools and resources to start a school garden. Grant opportunities are listed along with lesson and curriculum plans.

LearntobeHealthy.org

learntobehealthy.org/kids

This site houses a collection of web-based health science education activities with accompanying lesson plans that can be used in the classroom, at health education centers and at home. Topics covered include nutrition, physical activity, dental health, mental health and bully prevention.

Let's Move!

letsmove.gov

Provides community action resources, fact sheets, reports, activity ideas and other tools to help educators mobilize schools and communities to take steps to reduce childhood obesity.

Life Lab

lifelab.org/for-educators/schoolgardens

Life Lab provides resources related to garden education, creating and sustaining school gardens, and about garden-enhanced nutrition education. This resource has curriculum and online lessons available, articles about other gardens that have been built, and also a Life Lab's YouTube channel with over 100 videos demonstrating garden instruction and activity. Resources are available in English and Spanish.

My Plate

fns.usda.gov/tn/serving-myplate-yummy-curriculum

MyPlate is an updated dietary guideline, replacing MyPyramid, with a focus on portion sizes of each type of food you should consume at each meal. MyPlate provides resources, tools, print materials and interactive activities to promote healthy eating.

Openlands

openlands.org/building-school-gardens

Great resource for starting a school garden or applying for resources from Openlands to help install school gardens.

Online Resources

Note: A hyperlinked version of this document can be found on your Fit to Learn flashdrive.

Super Kids Nutrition

superkidsnutrition.com

Provides kids with online and printable learning activities related to health and nutrition. Includes blogs and current news articles related to child health.

USDA Team Nutrition

fns.usda.gov/school-meals/child-nutrition-programs

Provides nutrition and physical activity curricula, community action and program marketing materials. Subscribe to newsletters, apply for grants and download recipes. Check out the Eat Smart, Play Hard curricula and Empowering Youth with Nutrition and Physical Activity online modules.

Culture of Wellness

Alliance for a Healthier Generation

healthiergeneration.org/take_action/schools

Resources for schools with lessons and classroom ideas.

Action for Healthy Kids

actionforhealthykids.org

Provides a comprehensive list of resources for implementing wellness policies and promoting health education on a nationwide scale through various programs and education resources, including Game On (actionforhealthykids.org/tools-for-schools/game-on) -- a free online guide that provides all the information and resources you need to host a successful school wellness program. This resource provides a six-step guide for building a healthy school and includes a blueprint on the site that teachers can customize to fit their needs.

Whole Kids Foundation School Garden Resource Center

wholekidsfoundation.org/resources/school-garden-resources

This site provides several resources for teaching children about gardening and the benefits of vegetable gardens and vegetable consumption for children. The School Gardening Guide (wholekidsfoundation.org/downloads/resources/foodcorps-wkf-school-garden-guide.pdf) lists ideas and step-by-step instructions for building new school gardens or supporting existing gardens.

Centers for Disease Control and Prevention

cdc.gov/nccdphp/dnpao

Easy-to-understand information to develop expertise in and knowledge about nutrition, physical activity and healthy weight. This website provides statistics, reports, prevention strategies and lesson plans on these health topics.

Healthy Schools Campaign

healthyschoolscampaign.org

Information on Healthy Schools Campaign programs and events, as well as blog posts featuring research, tips and news. Excellent way to discover resources that are available to teachers working at Chicago Public Schools.

Movement in the Classroom

Mindful Practices

mindfulpracticesyoga.com

This Chicago-based organization promotes education through various types of social emotional learning strategies including yoga poses, deep breathing techniques and meditation. Mindful Practices offers free workshops for CPS classrooms providing students with skills to proactively cope with internal and external stressors, cultivates compassion for self and others through awareness-based exercises, models healthy lifestyle choices, and teaches physical fitness activities.

P.E. and Organized Recess

Action for Healthy Kids

actionforhealthykids.org/storage/Recess_Moves_A_Toolkit_for_Quality_Recess.pdf

This toolkit for quality recess is an excellent source of ideas for organized outdoor recess. This resource provides evidence-based recommendations on meaningful and exciting recess activities that are suitable for students, teachers and schools.

The Cornerstone

thecornerstoneforteachers.com/2015/03/15-fun-indoor-recess-games-and-activities.html

This site provides a list of more than 15 different games and activities for indoor recess.

Go Noodle

gonoodle.com

This free tool for teachers is a great way to brainstorm ideas for indoor recess games and activities.

Fit to Learn

fittolearn.org

Updates and resources for Fit to Learn teachers, including how to incorporate health and wellness into existing lesson plans, grant opportunities for CPS teachers, ideas for healthy rewards, and tips for teachers to promote overall wellness and physical activity in the classroom.

Minneapolis Public Schools

sss.mpls.k12.mn.us/indoor_recess_activities

This site provides several ideas for indoor recess including turning on dance videos from YouTube using keywords like “indoor recess dance videos” and many more ideas.

Peaceful Playgrounds

peacefulplaygrounds.com/outdoor-recess

This resource provides a list of various structured outdoor recess activities. A list of structured rain and snow day activities for indoor recess is available at peacefulplaygrounds.com/10-rainy-and-snow-day-activities-for-indoor-recess.

Online Resources

Note: A hyperlinked version of this document can be found on your Fit to Learn flashdrive.

Pinterest

pinterest.com/recessdoctor/classroom-games-for-indoor-recess

A comprehensive list of indoor recess activities and games for students. Try searching “outdoor recess” for more ideas, too.

Playworks

playworks.org/game-tags/recess-games

This resource provides a safe and healthy list of indoor recess games that teachers can teach students.

SPARK

sparkpe.org/physical-education/lesson-plans/elementary

This well-established organization provides free physical education lesson plans for elementary school students that are easy to learn and easy to teach. Each lesson plan is tailored for each grade from K-5.

Teachers Pay Teachers

teacherspayteachers.com/Product/FREE-Indoor-Recess-Ideas-EASY-and-CREATIVE-143314

This resource provides teachers with easy and creative indoor recess ideas.

Grant Calendar

Note: A hyperlinked version of this document can be found on your Fit to Learn flashdrive.

September 2015 Deadlines

IAHPERD Program Enhancement Grant

iahperd.org/grants/41-enhancement-grant-application

Application Deadline: September 1, 2015

The Illinois Association for Health, Physical Education, Recreation and Dance (IAHPERD) is awarding grants to provide funding for advocacy projects, educational program enhancements, media events, public relations projects, emergency needs and short term loans. Typical grants range from \$2,000-\$4,000. Awarded semi-annually. Only IAHPERD members in good standing may receive funding. First time applicants given priority.

U.S. Soccer Foundation Safe Places to Play Grants

ussoccerfoundation.org/our-grants

Application Deadline: September 25, 2015 (Letter of intent due), October 2, 2015 (Application due)

The Safe Places to Play program provides grants to organizations to help them build or enhance a field space in their communities. Applicant must own or have a minimum 10-year land lease/land use agreement for the land where the field is or will be built.

Bonnie Plants' Third Grade Cabbage Program

bonniecabbageprogram.com

Application Deadline: September 30, 2015

Each year, more than one million free cabbage plants are distributed to third grade classrooms across the country. As part of the program, Bonnie Plants awards a \$1,000 scholarship to one student in each state. Teachers submit a class winner and a child is chosen by each state's director of agriculture. For submissions received after February 15, cabbages may have already been delivered for this school year. If so, your registration will be considered for the next year's cabbage delivery.

Captain Planet Grants

captainplanetfoundation.org/apply-for-grants

Application Deadline: September 30, 2015

Awarded semi-annually. Grants fund environment-based education in schools and programs that encourage youth and communities to participate in community service through environmental stewardship activities. Grants are intended to serve as a catalyst to getting environment-based education in schools. Captain Planet Foundation will accept grant requests for amounts between \$500-\$2,500.

Elmer's & Kids In Need Foundation Teacher Toolkit Grants

kinf.org/grants

Application Deadline: September 30, 2015 (Applications available starting July 15)

Provides pre-K-12 educators with funding to provide innovative learning opportunities for their students. Grants range between \$100 and \$500 each and are used to finance creative classroom projects. All pre-K-12 teachers in the U.S. are eligible to apply for this grant.

Target Field Trip Grants

corporate.target.com/corporate-responsibility/grants/field-trip-grants

Application Deadline: September 30, 2015

Grants of up to \$700 each will be awarded for grades K-12 nationwide. Types of eligible field trips include art, science and cultural museum visits; community service and civic projects; and career enrichment opportunities. Funds may be used to cover trip-related costs such as transportation, ticket fees, resource materials and supplies

October 2015 Deadlines**The Donald Samull Classroom Herb Garden Grant**

herbsociety.org/resources/samull-grant.html

Application Deadline: October 1, 2015

Public and/or private third through sixth grade teachers, with classes of a minimum of 15 students, may apply for an indoor or an outdoor herb garden grant. Each year, the Herb Society of America will award indoor windowsill herb gardens to four schools. Each of these schools will receive three windowsill herb garden kits including pots, soil, seeds and educational materials to use in the classroom. In addition, five schools/classrooms will receive \$200 "Seed Money" to establish an outdoor herb garden.

MLB's Baseball Tomorrow Fund

mlbcommunity.org/programs/baseball_tomorrow_fund.jsp?content=grant_application

Application Deadline: October 1, 2015

Tax-exempt organizations (school districts, municipalities) and 501(c)(3) organizations involved in youth baseball or softball may apply. Awarded on a quarterly basis. Grants are intended to provide funding for incremental programming and facilities for youth baseball and softball programs, not for normal operating expenses or as a substitute for existing funding or fundraising activities. The funds may be used to finance a new program, expand or improve an existing program, undertake a new collaborative effort, or obtain facilities or equipment necessary for youth baseball or softball programs.

The James M. Cox Foundation

coxenterprises.com/corporate-responsibility/giving/foundations.aspx#VWiu5NJVhHw

Application Deadline: October 15, 2015

The James M. Cox Foundation concentrates its community support in several priority areas including: conservation and environment; early childhood education; and health. If you are located outside metropolitan Atlanta, Georgia, in an area where Cox Enterprises or one of its subsidiaries is located, you will be required to submit an application that includes a letter of support from the company's local business manager.

NEA Foundation Grants

nea.org/grants/grantsawardsandmore.html

Application Deadline: October 15, 2015

The NEA Foundation awards grants to public school educators to enhance teaching and learning for grades pre-K-12, as well as for graduate school faculty and education support professionals. Any NEA affiliate of 500 members is eligible to apply. Each year, 25 Urban Grants of \$5,000 each are awarded to NEA local affiliates, three times per year.

Lorrie Otto Seeds for Education Grant Program

wildones.org/seeds-for-education

Application Deadline: October 15, 2015

The Lorrie Otto Seeds for Education Grant Program gives small monetary grants to schools, nature centers and other not-for-profit places for learning in the U.S. with a site available for a stewardship project. Project goals should focus on enhancement and development of an appreciation for nature using native plants. Cash awards range from \$100-500.

National Education Association Foundation Learning & Leadership Grants

neafoundation.org/pages/learning-leadership-grants

Application Deadline: October 15, 2015

The NEA Foundation provides grants to improve the academic achievement of students in U.S. public schools in all subjects. The \$2,000 grant funds may be used for resource materials, supplies, equipment, transportation, technology or scholars-in-residence. Any practicing U.S. teacher, counselor or education support professional employed by a public school, including public higher education institutions, is eligible to apply.

Lowe's Toolbox for Education Grants

toolboxforeducation.com

Application Deadline: October 16, 2015

The grant will provide funding between \$2,000-\$5,000 per school year for requests that have permanent impacts such as facility enhancement (indoor and outdoor) as well as landscaping and cleanup projects. Projects that encourage parent involvement and build stronger community spirit will be favored.

State Farm Good Neighbor Citizenship Company Grants

statefarm.com/about-us/community/education-programs/grants-scholarships

Application Deadline: October 30, 2015 (Application opens September 1)

State Farm supports efforts to provide all children with an education that will allow them to reach their greatest potential and prepare them to participate in a nation and economy that continues as a global leader. State Farm funds three types of grants for K-12 public schools: Teacher development, Service-Learning and Education Reform/Systematic Improvement. State Farm supports communities on a national level through social investments and countrywide relationships and at a local level, the company grants focus on two areas: safety and education.

Whole Kids Foundation Garden Grants

wholekidsfoundation.org/index.php/schools/school-garden-grant-program

Application Deadline: October 31, 2015

A collaboration between Whole Kids Foundation, Whole Foods Market and FoodCorps to help children engage with fresh fruits and vegetables in their school garden.

Environmental Association of Illinois Mini-Grants

eeai.net/mini-grants.html

Application Deadline: October 31, 2015

EEIA mini-grants are awarded each year for up to \$350 per proposal. Illinois formal and non-formal educators are eligible to apply. Requests should focus on projects/activities that help educate students, visitors, or community members about natural resources and/or the environment. Examples of items eligible for funding include: equipment, books, program materials, displays, guest speakers, field trip expenses and more.

November 2015 Deadlines

Fuel Up to Play 60

school.fueluptoplay60.com/funds/introduction.php

Application Deadline: November 4, 2015

Fuel Up to Play 60 donates up to \$4,000 annually to qualified schools to kick start healthy changes. This program is the largest in-school wellness program and is a for-youth, with-youth program empowering students to create healthy changes nationwide. In order to apply for funding, teachers must choose one Healthy Eating Play and one Physical Activity Play to implement in the school, be enrolled in Fuel up to Play 60, have a registered program advisor, and participate in the National School Lunch Program. Further qualifications for schools that are eligible to apply are listed on the Fuel Up to Play 60 website.

Schoolyard Habitat Action Grant

dnr.state.il.us/education/entice/forms/shagapp06.pdf

Application Deadline: November 30, 2015

Illinois teachers, nature center personnel and youth group leaders may apply. Projects must emphasize student/youth involvement with planning, development and maintenance, and increase the educational and wildlife habitat values of the site. The project must be implemented on school grounds or another public site. Vegetable gardens are not eligible for this grant.

December 2015 Deadlines

Allen Foundation Inc.

allenfoundation.org/commoninfo/aboutus.asp

Application Deadline: December 31, 2015

To encourage the dissemination of information regarding healthful nutritional practices and habits. Must be a non-profit organization and be able to provide a copy of your Internal Revenue Service (IRS) certification of 501(c)(3) tax-exempt status.

January 2016 Deadlines

MLB's Baseball Tomorrow Fund

mlbcommunity.org/programs/baseball_tomorrow_fund.jsp?content=grant_application

Application Deadline: January 1, 2016

Tax-exempt organizations (school districts, municipalities) and 501(c)(3) organizations involved in youth baseball or softball may apply. Awarded on a quarterly basis. Grants are intended to provide funding for incremental programming and facilities for youth baseball and softball programs, not for normal operating expenses or as a substitute for existing funding or fundraising activities. The funds may be used to finance a new program, expand or improve an existing program, undertake a new collaborative effort, or obtain facilities or equipment necessary for youth baseball or softball programs.

The Sow it Forward Garden Grants Program

kgi.org/grants

Application Deadline: January 8, 2016

Sow It Forward is the grants and partnership program of Kitchen Gardeners International. The grant is for nonprofit causes or organizations (schools, 501(c)(3)s, food banks, community gardens, colleges, libraries, prisons, senior programs, etc.) interested in starting or expanding food garden projects that are of general benefit to their community.

Humana Foundation Grants

humanafoundation.org/grant-making

Application Deadline: January 15, 2016

The Humana Foundation funds 501(c)(3) nonprofit organizations and social institutions that focus on supportive relationships and their potential to generate healthy behaviors and prevent chronic disease. Priority is given to projects conducted in geographic areas where Humana has a significant presence. Minimum grant amount is \$10,000.

Biodiversity Field Trip Grant

dnr.state.il.us/education/classrm/grants.htm

Application Deadline: January 31, 2016

Grants are only available to Illinois teachers and homeschooling teachers and are awarded for the purpose of studying some aspect of Illinois' biodiversity. Grants are awarded by classroom, so each teacher must apply if they would like to utilize this grant for their students. These grants are awarded annually and are intended to be used exclusively during school hours. The field trip should support topics currently being taught in your curriculum, related to Illinois' natural heritage.

Captain Planet Grants

captainplanetfoundation.org/apply-for-grants

Application Deadline: January 31, 2016

Awarded semi-annually. Grants fund environment-based education in schools and programs that encourage youth and communities to participate in community service through environmental stewardship activities, which must be project-based, performed by youth and have real environmental outcomes. Captain Planet Foundation will accept small grant requests for amounts between \$500-\$2,500.

February 2016 Deadlines**National Education Association Foundation Learning & Leadership Grants**

neafoundation.org/pages/learning-leadership-grants

Application Deadline: February 1, 2016

The NEA Foundation provides grants to improve the academic achievement of students in U.S. public schools and public higher education institutions in all subject areas. Grant funds may be used for resource materials, supplies, equipment, transportation, technology, or scholars-in-residence. Award is \$2,000 and grants will fund activities for 12 months from the date of the award. Any practicing U.S. teacher, counselor or education support professional employed by a public school, including public higher education institutions, is eligible to apply.

IAHPERD Program Enhancement Grant

iahperd.org/grants/41-enhancement-grant-application

Application Deadline: February 15, 2016

The Illinois Association for Health, Physical Education, Recreation and Dance (IAHPERD) is awarding grants to provide funding for advocacy projects, educational program enhancements, media events, public relations projects, emergency needs and short term loans. Typical grants range from \$2,000-\$4,000. Awarded semi-annually. Only IAHPERD members in good standing may receive funding. First time applicants given priority.

The James M. Cox Foundation

coxenterprises.com/corporate-responsibility/giving/foundations.aspx#.VY2MRvIVhHw

Application Deadline: February 15, 2016

The James M. Cox Foundation concentrates its community support in several priority areas including: conservation and environment; early childhood education; and health. If you are located outside metropolitan Atlanta, Georgia, in an area where Cox Enterprises or one of its subsidiaries is located, you will be required to submit an application that includes a letter of support from the company's local business manager.

March 2016 Deadlines

Dr. Scholl Foundation Annual Grant

drschollfoundation.com/procedures.html

Application Deadline: March 1, 2016 (Opens September 1, 2015)

Applications for grants are considered in the following areas: education, social service, healthcare, civic and cultural, and the environment. This application form and instructions are available after September 1 each year by written request on organization letterhead only.

Chicago Blackhawks Community Fund

blackhawks.nhl.com/club/page.htm?id=74654

Application Deadline: March 13, 2016

Local nonprofit organizations are awarded grants to work along with Chicago Blackhawks Charities to support programs focused on education, health and wellness and homelessness. At the beginning of each calendar year, Chicago Blackhawks Charities begins accepting letters of inquiry from interested nonprofit organizations in the Chicagoland area.

April 2016 Deadlines

MLB's Baseball Tomorrow Fund

mlbcommunity.org/programs/baseball_tomorrow_fund.jsp?content=grant_application

Application Deadline: April 1, 2016

Tax-exempt organizations (school districts, municipalities) and 501(c)(3) organizations involved in youth baseball or softball may apply. Awarded on a quarterly basis. Grants are intended to provide funding for incremental programming and facilities for youth baseball and softball programs, not for normal operating expenses or as a substitute for existing funding or fundraising activities. The funds may be used to finance a new program, expand or improve an existing program, undertake a new collaborative effort, or obtain facilities or equipment necessary for youth baseball or softball programs.

June 2016 Deadlines

National Education Association Foundation Learning & Leadership Grants

neafoundation.org/pages/learning-leadership-grants

Application Deadline: June 1, 2016

The NEA Foundation provides grants to improve the academic achievement of students in U.S. public schools and public higher education institutions in all subject areas. Grant funds may be used for resource materials, supplies, equipment, transportation, technology, or scholars-in-residence. Award is \$2,000. Any practicing U.S. teacher, counselor or education support professional employed by a public school, including public higher education institutions, is eligible to apply.

The James M. Cox Foundation

coxenterprises.com/corporate-responsibility/giving/foundations.aspx#.VY2MRvIVhHw

Application Deadline: June 15, 2016

The James M. Cox Foundation concentrates its community support in several priority areas including: conservation and environment; early childhood education; and health. If you are located outside metropolitan Atlanta, Georgia, in an area where Cox Enterprises or one of its subsidiaries is located, you will be required to submit an application that includes a letter of support from the company's local business manager.

July 2016 Deadlines

MLB's Baseball Tomorrow Fund

mlbcommunity.org/programs/baseball_tomorrow_fund.jsp?content=grant_application

Application Deadline: July 1, 2016

Tax-exempt organizations (school districts, municipalities) and 501(c)(3) organizations involved in youth baseball or softball may apply. Awarded on a quarterly basis. Grants are intended to provide funding for incremental programming and facilities for youth baseball and softball programs, not for normal operating expenses or as a substitute for existing funding or fundraising activities. The funds may be used to finance a new program, expand or improve an existing program, undertake a new collaborative effort, or obtain facilities or equipment necessary for youth baseball or softball programs.

Rolling Submission Deadlines

Bayer USA Foundation Grant Program

expandedschools.org/funding-opportunities/bayer-usa-foundation-grants

Application Deadline: Rolling

The Bayer USA Foundation will receive grant proposals that impact one of Bayer's major business communities, one of which is environment and sustainability. This includes environmental education opportunities for youth, programs focusing on green building and energy-efficiency, and programs supporting issue-related work around sustainability. An eligibility pre-screening is required for all new submissions to ensure that the proposal or project falls within the Foundation's giving guides. Proposals are reviewed twice a year, typically February and October.

Build It with KaBoom! Playground Grant

kaboom.org/grants/creative_play

Application Deadline: Rolling (Deadlines are at the end of each month)

The Build It with KaBOOM! Playground Grant provides eligible communities with the majority of funds, tools and resources needed to build a custom-made playground--all in one day! Municipalities and nonprofits serving children of playground age may apply. You may not have existing playground equipment onsite. However, if equipment is present but unsafe for children to play on, communities are eligible as long as equipment will be removed. Opportunities become available as KaBOOM! secures funding partners.

Finish Line Youth Foundations Special Grants

finishline.com/store/youthfoundation/guidelines.jsp

Application Deadline: Rolling

Grant to provide opportunities for youth participation in athletic programs and established camps with an emphasis on sports and active lifestyles.

Fruit Tree Planting Foundation Orchard Grant

ftpf.org/fruittree101.htm

Application Deadline: Rolling

The Fruit Tree Planting Foundation will donate an orchard valued between \$5,000-\$10,000 to your school. On average, this provides 12-20 fruit trees, as well as materials, installation, design, and onsite environmental curriculum.

Good Sports Equipment Grants

goodsports.org/apply

Application Deadline: Rolling

Good Sports provides sports equipment, apparel and footwear to youth organizations offering sports, fitness and recreational programs to youth in need. To be eligible for the grant, you must directly serve youth between the ages of 3-18 years old, serve youth in an economically disadvantaged area, and operate an organized sport, recreational activity, or fitness program that offers consistent and structured opportunity for play to large groups of children. Recommended that organizations apply at least eight weeks prior to the start of their season/program to ensure equipment is available in time.

H.J. Heinz Company Foundation Grants

heinz.com/data/pdf/Foundation_Grant_Guidelines.pdf

Application Deadline: Rolling

The H.J. Heinz Company Foundation involves addressing three major components of health: nutrition, diversity, and fostering healthy communities. The different programs involve educating to help better understand good nutrition practices, contributing to the health and wellbeing of people and communities with special emphasis on children and youth, and supporting the advancement of minorities focusing on two fronts-education and community opportunities.

Herman's Garden Seed Donation Program

seedsavers.org/Education/Seed-Donation-Program

Application Deadline: Rolling

Seed Savers Exchange donates seeds to organizations and community gardens around the world. Shipping for Herman's Garden requests will begin in December.

Jewel-Osco Community Grants

jewelosco.com/our-company/in-the-community

Application Deadline: Rolling

Jewel-Osco grants fund organizations promoting nutrition education and maintaining a healthy lifestyle through diet. Jewel-Osco is committed to environmental stewardship and sustainable operations and will support local efforts towards sustainability.

Michael and Susan Dell Foundation

msdf.org/grants

Application Deadline: Rolling

The Michael and Susan Dell Foundation accepts unsolicited proposals and seeks to fund projects that directly service or impact children living in urban poverty, particularly in the areas of education, childhood health and family economic stability.

Office Depot Foundation

officedepotfoundation.org/?page_id=237

Application Deadline: Rolling, Opens October 1st

Funding priorities include supporting activities that give young people tools to succeed in school and in life through education inspiration, and supporting programs that help nonprofit organizations serve the needs of their communities efficiently and effectively. Applications are accepted on a monthly basis during each grant cycle and are reviewed by a committee.

RGK Foundation

rgkfoundation.org/public/guidelines

Application Deadline: Rolling (Letter of inquiry required)

RGK Foundation invites proposals in the broad areas of education, community, and health and medicine. The foundation's primary interests include formal K-12 education, youth development, early childhood development, children's health and access to health services. Youth development programs supported by the foundation typically include after-school educational enrichment programs that supplement and enhance formal education systems to increase the chances for successful outcomes in school and life.

Roy J. Carver Charitable Trust

carvertrust.org/index.php?page=50

Application Deadline: Rolling

Education and youth grants include funding for curriculum, playground equipment, physical education equipment and athletic facilities. Letters of inquiry may be submitted at any time. If invited, full proposals will be due on the 15th of November, February, May and August.

Salad Bars to Schools Grant

saladbars2schools.org/get-a-salad-bar/schools/application-guidelines

Application Deadline: Rolling

Let's Move Salad Bars to Schools launched in 2010 with the mission of donating salad bars to U.S. schools so that every child has daily access to fresh fruits and vegetables. Any K-12 school district participating in the National School Lunch Program is eligible to apply.

Stonyfield Profits for the Planet Funding

stonyfield.com/faqs/profits-for-the-planet

Application Deadline: Rolling

Stonyfield supports efforts that help protect and restore the environment and generate measurable results. To apply for PFP grant, send Stonyfield a written request of 500 words or less.

W.K. Kellogg Foundation

wrm.wkkf.org/uWebRequestManager/UI/Application.aspx?tid=70d03543-2f25-44ff-bbc0-024f3fb5aa09&LanguageID=0

Application Deadline: Rolling

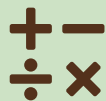
WKKF supports efforts to improve the health of mothers and families; to increase breastfeeding rates; to provide innovative, community-based oral health care and to transform food systems so children and families have healthier foods in child care settings, in schools and in their communities.

FIT TO LEARN TIP SHEET

Building Your Team



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Although individuals within schools can make big strides toward school wellness, real progress takes a great team. Use these tips to create a strong support system for a healthy school environment.

First, schools should nominate an existing staff member as the Wellness Champion. The Wellness Champion is the school's expert on health and wellness and might help facilitate the implementation of schoolwide policies and programs that promote a healthy school. This person should be nominated by the school principal and will be an enthusiastic and dedicated driver of positive change. A Wellness Champion acts as the point of contact between each school and the CPS Office of Student Health and Wellness (OSHW).

Next, with a Wellness Champion leading the way, here's how other team members can play vital roles:

Principal

Model a healthy lifestyle. Ensure that messages are consistent across all channels of school communication, from the cafeteria to the classroom. Create local school policies that promote health. Reward positive recognition for healthy fundraising and classroom celebrations.

School Nurse

Spread the word about health every day! Remind students about the importance of healthy eating through posters and signage. Communicate with parents and students (e.g. via a health section in the school newsletter) about the importance of overall health.

PE Teacher

Introduce the fun and satisfaction of physical activity to students, helping increase their chances of a healthy future and understanding the connection between physical activity and success in the classroom. Champion and provide training for in-class activities that get students moving.

Parents

Encourage wellness at home and at school, and support teachers in making celebrations and fundraisers a healthy part of the school experience. Send students to school with healthy snacks that prepare them for learning.

Classroom Teachers

Integrate wellness into everyday classroom lessons and manage the classroom through the use of healthy rewards. Teach healthy habits that will last a lifetime.

Dining Manager

Help students understand the facts behind their nutritious school lunch. Encourage students to eat fruits and vegetables by serving those first or helping organize activities around this goal. Collect feedback on school meals to understand student preferences. Communicate with parents about positive changes to the school meals program and instill school pride around wellness.



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Students

Encourage wellness in your school. Start a healthy fundraiser and share enthusiasm for healthy lunches and snacks with your peers.

Non-Profit Organizations

Partner with schools. Introduce them to new afterschool programs and curricula. Connect them to outside resources. Ask how you can help.

Make your own contact list:

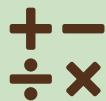
Name	Role	Email	Phone

FIT TO LEARN TIP SHEET

Healthy Celebrations and Rewards



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Celebrations and rewards are a big part of school culture. Help students make nutritious food choices all day long! Beyond regular meals, snacks are sometimes offered during in-class celebrations or as rewards from a teacher. When schools reinforce healthy habits in the classroom, students learn consistent lessons that can last a lifetime.

Why is This Important?

Snacks offered as part of celebrations and rewards are part of a category called “competitive foods”—foods and beverages outside the regular school meal program. (This category also includes foods sold in vending machines, school stores and as part of fundraisers.) Competitive foods matter because they send a strong message about food choices and offer an opportunity to model healthy behavior. Students who receive consistent messages about good eating are better able to put those lessons into practice. Providing students with regular access to unhealthy foods at school undermines school-wide efforts to promote healthy eating. Studies show that students who do not have regular, easy access to unhealthy options at school are more likely

to develop healthy eating habits—before, during and after school. A CDC report states that it’s important for students to receive a “strong, consistent message” from adults as well as “access to healthy food and the support of persons around them.” In the fall of 2012, CPS passed a Healthy Snack and Beverage Policy, which establishes nutritional standards for food available to students outside the school lunch program, including a la carte items sold in the cafeteria, vending machines, fundraisers and school stores. This policy is necessary because these “competitive foods” include snacks high in sugar, salt, or fat, and students often will choose these foods instead of the school lunches that adhere to nutritional standards.

Get Started

Learn about your school wellness policy requirements around school celebrations and rewards. The CPS Wellness Policy:

- Prohibits taking away recess, PE or physical activity time as a consequence
- Prohibits the withholding of food as a punishment
- Requires teachers, staff and administration to use creative positive incentives instead of food to reward student behavior
- Recommends offering physical activity as a reward for good behavior
- Each school is required to create and adopt a Healthy Celebration and Fundraising Plan or default to providing foods and beverages of minimal nutritional value only twice per school year. Schools will be expected to ensure all foods sold as part of school fundraisers adhere to the Healthy Snack and Beverage Policy nutrition guidelines.



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Try these Quick Tips

Encourage healthy celebrations:

- Focus on fun rather than food: Plan activities and themes to keep kids excited without snacks being the main event.
- Celebrate creatively by setting up craft stations and playing music in the background.
- Have a scavenger hunt for items or information in the classroom or around the school. Have children search for items related to the party theme.
- Have a dance party, such as learning an Irish step dance for St. Patrick's Day.
- Instead of a party, organize a special community service project. Invite senior citizens to lunch, decorate pillowcases to give to a homeless shelter, or make holiday cards for hospital patients.

Try non-food rewards:

- Buy inexpensive pencils in bulk, saying "Mr./Ms. ____'s All Star!" or another personalized message. Students will love getting them as a reward, and they can be used in class! (Thanks to Shaina Vincent of Ogden International School for this tip.)

Learn from Success Stories

Consider some of the ideas that teachers and school nurses have shared! Many thanks to Phyllis Powell Pelt, RN, MS, ILCSN and the teachers who have shared their great ideas on healthier rewards that still keep kids engaged and excited.

- Try a new kind of birthday cake: Take a watermelon, cut it in half, and stick candles inside instead of using a cake. It's a fun and healthy way to celebrate!
- Keep it consistent: Healthy changes will be most successful when everyone in the school is ready to do their part in creating a culture of wellness. Share the message in a positive way and celebrate the seemingly small changes that staff are making. For example, office staff can switch out candy jars for stickers or other items; and parents and community members can serve healthy snacks at their meetings in the school.

- Make leadership a reward. One teacher made each student a shirt that said "School Leader" with each student's name on the back. Students who had good behavior all week got to wear their shirts on Friday and read to preschoolers in the afternoon. A great way to reward your students while giving them a chance to practice their reading skills!
- Make phone calls home for good behavior. You can make calls home to tell parents about their kids' great behavior; or consider creating opportunities for children to make calls home telling their parents about their good work. (Thanks to KIPP Ascend Charter School for sharing this tip, which they put in practice every Friday to reward students.)
- Set up a photo recognition board and reward children by displaying their photo on the board.
- Lunch with the teacher! Reward children by inviting them to eat lunch with you. This is a great chance to also set a good example and communicate messages about good nutrition.

- Make it fun: How about a fresh fruit tasting, or a dance party for students? As you make healthy changes, be sure to emphasize fun.



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Learn from Success Stories

Skinner North Elementary School, Chicago

Skinner North is making changes to take on the challenge! Where did this school find the motivation to meet high standards for food, fitness and nutrition education?

“We want our kids to be healthy,” said principal Ethan Netterstrom. He explained that as educators, he and his staff realize that children’s needs are not only academic but also emotional, social and physical. “If kids only learn to be academically fit, it is not enough. They have to be thoughtful members of society and have active lifestyles.”

Since the school opened in 2009, school staff has felt strongly about rewarding kids with things other than sweets or pizza. Instead, teachers will celebrate children’s birthdays at morning meeting

circles and in the classrooms by requesting children to share compliments about the birthday child. Children are able to bring school supplies for goodies for their classmates.

For parent and Wellness Committee Chairperson Hemlata Kumar, it was about making sure that what kids learn at home is reinforced at school and vice versa.

“I want the children to learn about good nutrition at our school so they can understand how to make good choices and learn better. This is about creating long lasting habits that will ensure they will live healthy lives at school as well as at home,” she said.

Hitch Elementary School, Chicago

Principal Debby Reese at Hitch Elementary School explains that she makes it a priority to offer opportunities for all students to develop their mind, body and spirit. Principal Reese explains: “Aristotle knew that the greatest thinkers and learners were those who understood that mind, body, spirit worked together.”

As part of this commitment, Hitch School promotes healthy lifestyles by implementing a non-food birthday celebration policy. Instead of having parents bring in cupcakes as a birthday treat for the class, the school asks parents to instead consider visiting their child’s classroom to read a story of their choice or donate a book in honor of the child’s birthday. Parents may also share non-food treats such as stickers or pencils. By focusing on the child rather than the food, the school is fostering healthy habits.

Principal Reese thought she would have an initial uproar from parents but has instead seen a positive response. “I was surprised by the overwhelming support,” she said. Teachers also supported the change, especially because stopping class 25-30 times a year to have a birthday party has a negative impact on student learning time. Teachers explained that having a school-wide no-food policy made it much easier for them to enforce the rule and not be seen as “the mean teacher.”

Teachers have their own lists of recommended ideas for rewards and celebrations. Principal Reese said, “We give parents a list of recommended items that students can have. Stickers, erasers, pencils—we have a whole list of things.” This list helps minimize confusion and maintain consistent messaging about healthy habits.



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Example Letter: Healthy Celebrations + Rewards

[Insert date here]

Dear **[insert school name]** parents, guardians, and staff,

As you might know, our school is part of a nationwide movement to create healthy school environments for our children. We are committed to making continual improvements to **[insert school name]'s** school culture and curriculum in areas of food and nutrition education, physical activity, and physical education to support each child's health and achievement. To this end, we are implementing the following guidelines regarding food in classroom celebrations and rewards. At **[insert school name]**, we recognize that a child's health and wellbeing is the result of a team effort between parents, teachers, and the community, and we greatly appreciate your support with these changes.

Classroom Celebrations and Rewards Guidelines

[Insert school name] asks that all classroom celebrations for birthdays, holidays, and student achievement during the regular or extended school day involve activities that make a positive contribution to children's diets and health with an emphasis on serving fruits and vegetables as the primary snack and water as the primary beverage. We also strongly encourage celebrations with non-food focused activities.

If a snack is to be served it must:

- Feature at least one of the following: fresh fruits and vegetables, a low-fat protein item, low-fat dairy item, or a 100 percent whole-grain food
- Have minimal or no added salt and sugar
- If a beverage is to be served it can either be:
 - Water
 - Up to 8 ounces of 100% fruit or vegetable juice

Please see the following page for ideas on healthy classroom celebrations and suggestions for snacks that meet these guidelines. Do not hesitate to contact **[insert contact name]** at **[email or phone number]** should you have any questions or concerns regarding the new school guidelines. Again, we appreciate your support in making **[insert school name]** a healthy, successful school.

Sincerely,

[insert school principal or classroom teacher name]



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Bright Ideas

Healthy Celebrations

- At the beginning of the year, have students help create a “birthday menu” of healthy celebration ideas.
- Refreshments should complement the fun, not become the main event, and should be chosen for fun, good, taste and health.
- Celebrate creatively by setting up craft stations and playing music in background. Ask parents to provide the supplies such as clay, craft paper, pencils, markers, paints and stickers.
- For a holiday theme celebration, host a scavenger hunt for items or information related to the theme in the classroom or around the school.
- Let kids bring music and balloons for a class party after a big test or before winter vacation.
- Play Olympics: Have teams pick a country to represent and then compete with academic or physical games.
- For birthdays, children can select a favorite activity or invite a special guest to read a book.

Healthy Rewards: Alternatives to Food

Recognition

- Recognizing a child’s achievement on the school-wide morning announcements or the school’s website
- A photo recognition board in a prominent location in the school
- A phone call, email or letter sent home to parents or guardians commending the child’s accomplishment

Privileges

- Lunch with the teacher or principal
- “No homework” pass
- Reading to a younger class

Tangible Rewards

- School Supplies: pencils, pens or bookmarks
- Toys/Trinkets: puzzles, playing cards or flashlights
- Sports Equipment and Athletic Gear: frisbees, water bottles or jump ropes



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Healthy Rewards: Food and Beverage Ideas

Ideas that Meet Criteria for Classroom Celebrations and Rewards

Fruit

Can be served whole, cut into pieces or wedges. The recommended daily intake of fruit for children ages 4-13 is 1-1.5 cups. While fresh fruit is preferred when available, frozen, canned, or dried fruit without added sugars can be served.

- Fruit salads with grapes, apples, berries and melon
- Dried fruit trail mixes
- Applesauce
- Fruit-based popsicles
- Party Idea: Make your own fresh fruit kabob or smoothies with fruit, milk/soy milk and ice.

Vegetables

Cut into sticks or bite-sized pieces. The recommended daily intake for vegetables for children ages 4-13 is 1.5-2.5 cups.

- Fresh vegetables with dip (carrots, sugar snap peas, bell peppers, and yogurt based dips, guacamole, and hummus)
- Veggie Pockets (whole-wheat pita pocket or tortilla, vegetables, and hummus)
- Party idea: Make-your-own salad bar

Whole Grains

Whole grains can be a great snack with nut butter spreads and other healthy dips. The recommended daily intake of grains for children ages 4-13 is 2.5-3 oz.

- Whole grain pretzels and crackers with toppings like low-fat cheese
- Rice cakes made from brown rice
- Popcorn with little or no added salt or butter
- Baked whole grain tortilla chips with salsa or guacamole

Protein

Nuts, seeds, peas and beans are healthy sources of protein and make easy classroom snacks. The recommended daily intake of protein foods for children ages 4-13 is 4-5 oz.

- Bean dips with vegetables or whole-grain crackers
- Trail mix with assorted nuts and seeds
- Party idea: Make-your-own trail mix

Low-Fat Dairy

These products can be switched out for calcium fortified alternatives like soy milk if children are lactose-intolerant. The recommended daily intake of dairy for children ages 4-13 is 2.5-3 cups, depending on age, sex, and physical activity level.

- Low-fat cheese stick
- Yogurt: individual servings of low-fat yogurt with moderate or no added sugars (No more than 30 grams of sugar per 8 oz. serving)
- Party idea: Build-your-own parfaits with fruit, yogurt and granola

Healthy Alternatives to Junk Food and Dessert

These items can be swapped in for popular junk food and dessert items such as cakes and cookies.

- Cakes without icing or topped with fruit and reduced fat whipped topping
- Oatmeal raisin cookies
- Fig bars
- Reduced-fat popcorn (light, air-popped popcorn with low salt and little oil)
- Whole grain crackers and cheese cubes

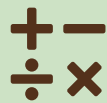
For additional suggestions of healthy school snacks, see the Center for Science in the Public Interest: cspinet.org/nutritionpolicy/healthy_school_snacks.html

FIT TO LEARN TIP SHEET

Healthy Fundraising



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Schools have many options for successfully raising money while keeping school wellness a priority—without relying on sales of unhealthy foods. Learn more about easy ways to hold healthy fundraisers in your school that send consistent, positive messages that wellness really matters.

Why is This Important?

Research shows that fundraisers can make an impression on students and, if they are not in line with wellness goals, can reverse some of the progress being made by school-wide wellness efforts. When schools provide healthy choices for fundraising, they send positive, consistent messages about the importance of good nutrition and physical activity.

Get Started

In the fall of 2012, CPS passed a Healthy Snack and Beverage Policy, which established nutritional standards for food available to students outside the school lunch program, including a la carte items sold in the cafeteria, vending machines, fundraisers and school stores. This policy is necessary because these “competitive foods” include snacks high in sugar, salt or fat, and students often will choose these foods instead of the healthy school lunches that adhere to nutritional standards. The CPS Healthy Snack and Beverage Policy established guidance for CPS schools regarding school fundraisers:

- School Wellness Teams, in collaboration with the Local School Council, must create a Healthy Celebration and Fundraising Plan to steer the school’s efforts in promoting healthy fundraisers that minimize the use of candy and snacks for fundraising purposes.
- Schools that do not adopt a Healthy Celebration and Fundraising plan will be expected to ensure all foods sold as part of school fundraisers adhere to the Healthy Snack and Beverage Policy nutrition guidelines.

1. Learn about the requirements

Foods sold as fundraisers are also called “competitive foods” because they are outside the regular school meal program. To learn about the requirements for healthy competitive foods that are in line with the CPS Wellness Policy, visit learnwellcps.org. With fundraising, a good rule of thumb is to focus on fun, rather than on food.

2. Create a team

Some people to contact may include the school principal, school dining manager, school nurse, parents and fellow teachers. Make sure to state your case for healthy fundraising. Questions to ask the group include: What does current fundraising look like, and how could it be healthier? What programs do we need to fundraise for and how much do we need to raise? How many fundraisers should we host? How do we determine the success of a fundraiser? (For example, is it measured by dollars raised, student involvement, community involvement?) Brainstorm a list of potential team members, their names, and the ways they can help on the next pages.



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Healthy Fundraising Team

Category	Who?	How can they help?
Principal	_____	_____
School Dining Manager	_____	_____
School Nurse	_____	_____
Parents	_____	_____
Athletic Coaches	_____	_____
Student	_____	_____
Representatives	_____	_____
Who Else?	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
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_____	_____	_____



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3. Crunch numbers and analyze

Fill out the following chart with information from last year’s fundraising activities, your current year-to-date figures and projections for the coming year. (There will likely be some parts of the chart that you’ll leave blank at this stage in your planning process until you’ve completed more of this worksheet and can come back to them.) The fundraising sources listed are examples only. Add ones that are relevant to your school. In the expense column for each activity, include materials, staff time and other expenses.

Fundraising Source	Last Year's Income	Last Year's Expense	Current Year's Income	Current Year's Expense	Next Year's Income	Next Year's Expense
Book Fair	_____	_____	_____	_____	_____	_____
School Photos	_____	_____	_____	_____	_____	_____
Walk-a-thon	_____	_____	_____	_____	_____	_____
Product Sales (magazines, wrapping paper)	_____	_____	_____	_____	_____	_____
What else?						
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
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_____	_____	_____	_____	_____	_____	_____



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4. Analyze previous school fundraising

Interview those who've been involved in the school's fundraising efforts in the past. Questions might be:

- How far in advance do you plan your fundraisers?
- How do you decide what fundraisers you will conduct?
- Do you only continue fundraisers historically connected to the school?
- Are they based on a need for money for particular programs?
- Are they based on ideas from the PTA or teachers?
- Do you choose fundraisers that will reinforce school policies?
- For each of the sources of income in the chart from Step 3, note briefly what has worked well to bring in money that you want to do again. What hasn't worked? How can you improve or modify these strategies to make them work?

5. Choose a fundraiser

See the following pages for ideas to make your fundraiser successful. A good rule of thumb is to focus on fun instead of on food: Plan activities and themes to keep kids excited without food being at the center. Ideas include walk-a-thons, car washes, academic contests and much more.

6. Spread the word

Reach out to parents, teachers, school staff and, of course, students! Work with your team to create a plan about how you will make sure the school community knows about your health-promoting fundraiser. Set realistic goals—but make sure they are high enough to inspire success.

7. Some things to keep in mind:

- All fundraising should be voluntary, safe, and should not distract students from learning.
- Fundraisers should be accountable and transparent and should have a specific goal and a set plan of how the funds will be distributed. Make sure to set clear expectations and outcomes.
- A healthy fundraiser is a great way to spread school pride. Make sure participants know they're improving wellness as well as raising money.

Remember!

If using a fundraising company, make sure to select a CPS vendor-approved company. Questions? Contact the Office of Student Health Wellness at studentwellness@cps.edu.



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Learn from Success Stories

Ana Roqué de Duprey Elementary, Chicago

Flower-Grams. Selling student-made “Santa-grams” for Christmas and “Flower-grams” for Mother’s Day are two of the most successful fundraisers. The school also hosts a no-candy Halloween Fall Festival where the eighth graders create different stations with activities and games, such as face painting, hula hooping, bean-bag toss and a scarecrow photo station. Students buy tickets for the different activities or a wristband which will give them unlimited access to all the activities.

Madero Middle School, Chicago

Students can wear casual clothes instead of their uniforms for the day with a donation of \$1. Other non-food fundraisers at this school include rummage sales.

Manuel Perez Elementary, Chicago

At Perez fun festivals, the school gym becomes a carnival with games, activities and prizes. Parents create baskets for a raffle.

Chicago International Charter School Prairie Campus

The school invites students’ families to participate in fun reading and math skills-based games that teachers create and families can take home during the school’s “family game night.” Families are asked to pay \$3 to participate. The school also hosts book fairs either through a vendor or by asking families to donate old books and inviting students to purchase “new” books for 25 cents each.

Westwood Elementary, Illinois

At Westwood’s Reading Challenge Academic Fundraiser, students find five people to pledge \$10 for the student to read 15 minutes per day. For every \$2,000 raised, the principal pledged to spend an hour on the roof reading to students!

Walsh Elementary, Chicago

Walsh hosts candle sales. Students sell candles for \$10, and \$5 of the profit goes to the school.



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Bright Ideas

[Fill in the blank!]-a-thon

From Walk-a-thon to Sled-a-thon or even Math-a-thons, students could get a sponsorship for each lap, sled trip down the hill or math problem solved. For example, students could raise \$1 for every lap walked (up to eight laps).

Fun with Digital Photography

Rent a digital photo booth for your next school event or set up a station with a digital camera and different homemade props. Try to find a community photographer volunteer. Charge \$2 per session to offset cost (depending on the size of the event) and post photos online.

Cookbook Fundraisers

Create a cookbook of healthy recipes. The school spends about \$3 to \$5 per book for a basic cookbook. Groups can charge whatever they choose. Typically, books are sold for \$10 each.

Student Art

Everyday items (T-shirts, mouse pads, cups and tote bags) can be turned into family keepsakes while helping to raise money for your school. Print students' artwork on these items and sell them at your next fundraiser or turn classroom art projects into holiday gifts parents can purchase. Projects can be linked to art or curriculum-based activities.

Clean-up Day

Ask for donations for students' work. Create teams of students and adults who offer services (all conducted in public places and/or outside) such as spring yard work, washing windows and cleaning cars. The students and adults donate their time, but the home or business owners pay for the services. Establish a fair rate and make arrangements in advance.

Back-to-School Ideas

Order back-to-school supplies in bulk for discounts. Have parents purchase packages of supplies directly from school—this is convenient for parents, ensures students have correct supplies and raises money for the school.

Do-it-Yourself Fruit Baskets

Ask parents or parent groups to volunteer. Buy fruit and decorative supplies in bulk at large discount stores. Sell baskets or raffle them at the next school event.

Go Green Sales

From selling reusable bags to green cleaning items to energy saving lightbulbs, schools can fundraise and save the earth with items that highlight school spirit or an environmental message.



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Suggested Monthly Fundraising Activities

Fundraising ideas for the entire school year! Convene fundraising committees (student or parent) or your School Wellness Council at least monthly to ensure that fundraisers are well-organized, advertised and successful.

September

- Back-to-school sale (school logo merchandise, school supplies)
- Start ongoing fundraisers via the school store or donation drives (e.g. annual appeal)

October

- Columbus Day
- Halloween
- Walk-a-thon
- Pumpkin sale

November

- Election Day
- Veterans Day
- Thanksgiving
- Recycling drive for America Recycles Day (Nov. 15)
- Parent-Teacher Conferences
- Autumn fruit, vegetable, or plant sale

December

- Holiday items (Festively packaged fruit or vegetables, wrapping paper, plants, candles, etc.)
- Holiday event (concert, dinner, theater, dance)

January

- Martin Luther King, Jr. Day
- Talent show, battle of the bands, board game night, and other indoor events

February

- Valentine's Day flower sale or dance

March

- NCAA Basketball Tournament

April

- Earth Day
- Seed, plant, or flower sale
- Walk-a-thon
- "Green" fundraiser (e.g., recycling drive, reusable bags) for Earth Day (Apr. 22)

May

- Mother's Day
- Memorial Day
- Fresh fruit or vegetable sale
- School logo merchandise (e.g., "My teenager goes to _____ school")

June

- Graduation (flower sales, etc.)
- Father's Day



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Example Letter: Healthy Fundraising

[Insert date here]

Dear **[insert school name]** parents, guardians, and staff,

As a member of our school community, many of you are already aware that we have regular, annual fundraisers that provide vital funds for school programs. These fundraisers help to support new school initiatives, after-school activities, field trips, and athletic programs that enhance students' learning and achievement. In the past some fundraisers have relied on the sale of unhealthy foods like candy and baked goods, and we now recognize that this practice sends the wrong message to children and goes against our commitment to creating a healthy school environment at **[insert school name]**. To continue to build a school culture that models healthy behaviors, we are implementing the following guidelines regarding school fundraising. Importantly, healthy-food and non-food fundraisers can still generate the income necessary for school programming while promoting health and wellness. At **[insert school name]**, we recognize that a child's health and wellbeing is the result of a team effort between parents, teachers, and the community, and we greatly appreciate your support with these changes.

Healthy School Fundraising Guidelines

All school-sponsored fundraisers at **[insert school name]** that occur during or outside the regular school day will involve the sale of food items that either make a positive contribution to children's health and are aligned with healthy nutrition standards, or use non-food fundraising methods. Examples of non-food fundraisers include walk-a-thons, product sales (wrapping paper, greeting cards, magazine subscriptions), and book fairs. Fundraisers to be avoided include activities like bake sales, label redemption programs, and candy and cookie sales. **[Insert school name]** will support this policy with the necessary resources and assistance to adapt current fundraising practices.

Please see attached pages on ideas for additional healthy fundraising ideas. These are simply some suggestions, and we welcome your input and creativity. Do not hesitate to contact **[insert contact name]** at **[email or phone number]** should you have any questions or concerns regarding the new school guidelines. Again, we appreciate your support in making **[insert school name]** a healthy, successful school.

Sincerely,

[Insert school principal or classroom teacher name]



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Example Letter: Healthy Fundraising

Ideas for Healthy Fundraising at [Insert School Name]

Non-Food Fundraising

- Create a school cookbook. Ask families and staff to submit their favorite healthy recipe to compile in a cookbook and involve students with illustration and writing. Sell the finished product to parents and community members. Ask local businesses to join in the effort and feature the cookbook in their store for a period of time. If a professional look is preferred, personalized cookbooks can be printed through companies like Cookbook Publishers, Inc. (cookbookpublishers.com) and G & R Publishing (gandrpublishing.com).
- Sell flower-grams. Sell flowers and cards on holidays such as Valentine's Day and Mother's Day for students and staff to give to friends or family. This is a great way to acknowledge a holiday without candy or treat sales.
- Hold a [fill in the blank!]-a-thon. From Bowl-a-thons and Math-a-thons many activities can be turned into school fundraisers. Students can get sponsorship for each lap walked, bowling frame completed, or math problem solved.
- Host a book fair. Holding a book fair at school can accomplish the two important goals of fundraising and literacy promotion at the same time. Hosting schools receive a percentage of the profit from all book sales. See www.scholastic.com/bookfairs for more information.

Healthy Food Fundraising

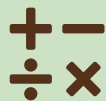
- Sell do-it-yourself fruit baskets. Buy assorted fruit, dried fruit, nuts, and decorative supplies in bulk at large discount stores. Ask student groups and parent volunteers to assemble baskets. Sell the fruit baskets around holidays or raffle them off at school events.
- Switch out the bake sale for a smoothie sale. Instead of the traditional school bake sale, try selling smoothies during or after the school day. This does not require many materials: a few donated blenders, cups, and smoothie ingredients. Include a variety of fresh or frozen fruits and low-fat and low-sugar yogurts for children to design their own creations.
- Create a school "farm stand." During the fall months, highlight seasonal produce like pumpkins, gourds, and squash. Students can bring these home for cooking or decorating.
- Sell culinary herbs and spice sets. Herbs and spice sets make great gifts for the holidays and year round while promoting cooking and healthy family meals.

FIT TO LEARN TIP SHEET

Nutrition Education



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Good nutrition can go far beyond the cafeteria—into the classroom! Nutrition education can be a separate curriculum or it can be woven into existing standards-based curricula.

Why is This Important?

By teaching the value of healthy eating, nutrition education helps kids grow healthy and stay healthy as adults.

Get Started

The CPS Wellness Policy provides the following requirements for schools:

- All students K-8 must receive nutrition education at all grade levels
- Middle schools must provide nutrition education in at least two grade levels
- High schools must provide nutrition education in two required courses

CPS encourages schools to use resources provided by the USDA and encourages schools to integrate nutrition into other school subjects, including math, science and language arts. Messages about nutrition should be consistent across classrooms and cafeterias.

Teachers can incorporate nutrition education into math, science and language lessons. Additional resources may consist of handouts or worksheets, posters throughout the room or class discussions and presentations.

Cafeterias can display posters, featuring a “food of the month” or “menu item of the week” and conduct taste tests with students to help expand their palates.

School gardens are another way students can learn about nutrition. Fruits and vegetables grown in the school garden can be served in the cafeteria, for taste testing, or even for parents! Serving food grown in school gardens requires training and district approval.

Try these Quick Tips

- Make school lunch a teachable moment.
- Praise children for making healthy choices.
- Challenge students to make their plates nutritionally balanced.
- Eat lunch with your students and encourage them to try new fruits and vegetables.
- Engage students in creating visual representations such as graphs of the number and types of healthy foods eaten during lunch.
- Decorate classrooms, hallways, cafeterias and other common spaces with healthy eating messages. Invite your students to help create these materials.
- Partner with local nonprofit organizations to provide in-school or after-school opportunities for nutrition education. For example, some organizations can help you get started with a school garden and others can help teachers integrate lessons about healthy food.
- Integrate nutrition education into academic lesson plans. Read about how food is grown, learn about healthy food in different cultures or swap out a flash card featuring French fries for one that features fresh fruit. Work with the school principal to have classroom teachers weave lessons into daily subjects about specific food-related behaviors such as portion size and mindless eating. For example, have students learn about different food groups in science class and then have them create their own healthy meal using MyPlate resources.
- Think about ways you can extend nutrition education into the community. Start a healthy cooking club, partner with local organizations that can provide dietary advice, or host an annual health fair.



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Learn from Success Stories

Calmecca School, Chicago

Calmecca School in Chicago took part in Chef in the Classroom, an initiative inspired by Michelle Obama's call for chefs to get involved in schools. Through this program, a local chef visited Calmecca School and shared a fun veggie-tasting session with students. Since the chef's visit, students have embraced the fresh fruits and veggies they tasted that day. The school has been inspired to form a nutrition education partnership with a local community program to reinforce students' newfound appreciation for healthy eating. A special event can have a long-lasting effect!

Manuel Perez Elementary, Chicago

Manuel Perez Elementary in Chicago extends opportunities for healthy living to students and their families. Through its Bilingual Parent Resource Center, Perez is able to utilize one of its greatest strengths and resources: its engaged parents and community members. Ongoing health, fitness and nutrition workshops presented by the Bilingual Parent Resource Center give parents and community members the knowledge, resources and ability to support Perez in creating a school culture that recognizes the value of student health and its connection to academic success.



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Connect to Resources

The following resources have been reviewed and approved by the Health and Wellness Materials Review Board convened by the Office of Student Health and Wellness at Chicago Public Schools. Please note: This list of resources is continually updated as more nutrition education resources and providers undergo the review and approval process set forth by CPS. To learn more, please contact the Office of Student Health and Wellness at studentwellness@cps.edu.

Angelic Organics Learning Center

learngrowconnect.org

Martha Boyd / 312-243-5151 / martha@learngrowconnect.org

Empowers people to create sustainable communities of soils, plants, animals and people through educational, creative and experiential programs. The Learning Center, a nonprofit organization, is the educational partner to Angelic Organics, a vibrant biodynamic community supported farm.

American Cancer Society

cancer.org

Tanya Kimber / 312-279-7251 / tanya.kimber@cancer.org

The American Cancer Society is the nationwide, community-based, voluntary health organization dedicated to eliminating cancer as a major health problem by preventing cancer, saving lives and diminishing suffering from cancer, through research, education, advocacy and service.

Chicago Partnership for Health Promotion

uic-cphp.org

Daylan Dufelmeier / 312-355-3659 / daylan@uic.edu

CPHP, founded in 2002, is a unit of the UIC Great Cities Neighborhoods Initiative representing a network of community based interventions designed to improve nutrition and reduce disparities in outcomes associated with nutritional diseases. CPHP provides high quality, age, gender and culturally tailored nutrition education in a variety of venues across the city.

Common Threads

commonthreads.org

312-329-2501 / classes@commonthreads.org

Common Threads is a national nonprofit organization that is committed to educating communities about healthy food choices through the power of cooking. For 10 years, we have been teaching school-based nutrition and health education programs to under-served communities.

Cooking Matters Illinois

ilmaternal.org/cookingmatters

Lilah Handler / 312-491-8161 / lhandler@everthriveil.org

Share Our Strength's Cooking Matters program empowers families at risk of hunger with the skills, knowledge and confidence to make healthy and affordable meals. Through hands-on classes taught by volunteer culinary and nutrition experts, course participants learn how to select nutritious and low-cost ingredients and prepare them in ways that provide the best nourishment possible to their families. Cooking Matters play a critical role in Share Our Strength's No Kid Hungry Campaign, a national effort to end childhood hunger in America by 2015.



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The Gardeneers

gardeneers.org

Adam Zmick / 847-421-7074/ adam@gardeneers.org

Gardeneers is an exciting new school gardening program that brings professionals into your school to work with students to start and maintain a school garden. Gardeneers seeks to close the achievement gap by improving student nutrition and engaging students in social emotional learning.

Grow Your Giggle™

growyourgiggle.com or viviledish.com

Lori Lynes / 815-630-4552 / lynes@viviledish.com

Grow Your Giggle is a wellness education program for teachers of elementary-aged children that can be used to complement any nutrition education program being executed in schools. The program helps children establish healthy relationships with food by identifying “sometimes,” “anytime” and “everyday” foods while teaching moderation and portion control. Children learn how to make healthy choices by sharing a daily adventure with Miss Vivi LeDish™! Teachers can utilize information in the daily program or they may have the flexibility to customize their own lesson plans.

The Kid’s Table

kids-table.com

Elena Marre / 773-235-COOK (2665) / elena@kids-table.com

The school programs are designed to promote healthy eating by teaching age-appropriate culinary skills, exposing kids ages 4-18 to a variety of wholesome ingredients and encouraging good food choices. Students get to participate in every part of the process – from chopping, grating and rolling, to enjoying the fruits of their labor. With lots of smelling, touching and tasting along the way, even the pickiest students are tempted by their creations!

The Kitchen [Community]

thekitchencommunity.org

Steve Clark / 773.339.7642 / steve@thekitchencommunity.org

Established in 2011 as the philanthropic arm of The Kitchen restaurants to connect kids to nutritious food by creating Learning Gardens in schools and community organizations across America. Jen Lewin Studios designed the Learning Garden as an easy, affordable, scalable school garden solution; it is an attractive outdoor classroom and experiential play space with edible vegetables. Learning Gardens are designed to be places kids want to play and teachers want to teach, thereby helping to decrease childhood obesity, improve academic performance, and strengthen communities.

Midwest Dairy Council®

midwestdairy.com

Sandra Brown / 773-994-0531 / sbrown@midwestdairy.com

Midwest Dairy Council, an affiliate of National Dairy Council, is dedicated to dairy nutrition research and education, and is committed to child health and wellness through our collaborative program, Fuel Up to Play 60, an in-school nutrition and physical activity program, designed to engage and empower youth to take action for their own health by implementing long-term, positive changes for themselves and their schools.



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Purple Asparagus

purpleasparagus.com

773-991-1920 / info@purpleasparagus.com

Purple Asparagus educates children, families and the community about eating that's good for the body and the planet. We bring delicious, nutritious hands-on adventures to schools, community organizations and farmers' markets throughout Chicagoland.

Seven Generations Ahead

sevengenerationsahead.org

708-660-9909 / act@sevengenerationsahead.org

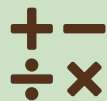
Founded in 2001, Seven Generations Ahead's mission is to promote the development of ecologically sustainable and healthy communities. SGA works with local government, community and private sector leaders to help communities make the changes they need to create a healthy and sustainable future. Through community-wide sustainability planning and implementation, educational conferences and consulting, and school-based zero waste and farm to school programming and consulting, SGA is a catalyst for local community solutions to global environmental issues.

FIT TO LEARN TIP SHEET

Physical Activity



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Physical activity during the school day helps students focus better in the classroom, increases social skills and encourages an active lifestyle. Activity in the classroom is also a great way to get students' minds moving. During class time, teachers can integrate physical activity into lessons.

Why is This Important?

Physically active students are better prepared for school and for life. Research shows that physical activity benefits children's cognitive health. It affects perception, memory, judgment, focus and reasoning as well as scores on verbal and mathematics tests. In fact, the Institute of Medicine recommends that all children participate in a minimum of 30 minutes of physical activity during the school day. Chicago Public Schools' Office of Student Health and Wellness recommends offering 60 minutes of physical activity per day, including 30 minutes of daily Physical Education (PE), 20 minutes of daily recess and 10 minutes of physical activity.

Students are more successful in learning new information when they're able to actively participate. Using movement

in lessons, or sensory-based learning, helps students retain and understand information.

Physical activity helps improve:

- Motor skills
- Academic performance
- Academic readiness
- Learning
- Cognition (mental processes of perception, memory, judgment and reasoning)
- Scores on verbal and mathematics tests
- IQ
- Concentration
- Perceptual skills (identification, spatial awareness, visual-sensory integration)

Get Started

Meet with school staff and have the school principal agree to encourage teachers to incorporate 10 to 15 minutes of daily physical activity in the classroom by following these guidelines:

- Choose developmentally appropriate and safe activities, modifying for students with disabilities.
- Portray physical activity in a positive manner and never as a punishment.

- Be engaged and model healthy behavior.
- PE teachers and classroom teachers should work together to come up with safe, developmentally appropriate breaks of physical activity.
- Be consistent and have a set plan for your in-class physical activity breaks.



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Try These Quick Tips

- Practice spelling words while getting some exercise! Have students spell words aloud, doing one jumping jack for each letter. This works with reciting the alphabet, too.
- Review any subject in a fun, active way! Have students form a circle, with one holding a playground ball. Ask a review question. The student will have to answer correctly before tossing the ball to a classmate of their choice.
- Turn a true-false quiz into an activity! Line students up opposite you. State a fact you have studied. If students think the fact is true, they will take one step forward; if they think it is false, they will take one step back. Alternatively, you could have students do jumping jacks or hop on one foot to indicate true/false or yes/no
- Incorporate walking breaks! Take your class for a walk while discussing with students what they learned during the previous lesson.
- Transition with activity! After long, sedentary periods, transition to a new lesson with an activity break.
- Incorporate exercise! Use a weekly calendar with different morning and afternoon exercises for each day.

Learn from Success Stories

Rufus M. Hitch Elementary School, Chicago: Yoga

A first-grade teacher incorporates yoga into the classroom. For example, the teacher leads students in yoga stretches while they are waiting in line.

McCormick Elementary, Chicago: Active Math

One kindergarten teacher found countless ways to bring activity and healthy messages into the classroom. The teacher leads students through their math exercise by using movements. Students happily jumped through different movements to match different sets of numbers, exercising their brains and their bodies at the same time. The teacher explained that students are more open to doing work and finishing their tasks after they are physically active and found that students have more energy and get through the problems more quickly.



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Physical Education at Chicago Public Schools

PE Policy

In 2014, CPS adopted a new PE Policy to be implemented across the district over the next three years. The policy is a critical step forward in our collective efforts to develop physically literate students who have the knowledge, skills and confidence for academic success and lifelong health.

Policy highlights include:

- Elementary and middle schools are to provide students in kindergarten through eighth grade with 30 minutes of daily PE or the equivalent of 150 minutes per week.
- Health education can be counted for up to 60 minutes per week, beginning in grade 5.

CPS Resources

The CPS Office of Student Health and Wellness has compiled a variety of resources to help your school provide daily quality PE.

Resources include:

- CPS PE Toolkit. This toolkit provides practical tips and ideas. Available at cps.edu/OSHW/Documents/MoveWELL_Toolkit.pdf.
- CPS Physical Education Scope and Sequence. This guide illustrates the range of topics and skills to be taught and in what sequence for grades pre-K-12. The Scope and Sequence can be modified to meet the needs of each CPS school's student body and personnel as well as issues with facilities and equipment. Available at bit.ly/CPS-PE-Scope-Sequence.

- At the high school level, the policy will require daily physical education in the same time increments as other core courses. Some individual student waivers will be available.
- Students are to be engaged in moderate to vigorous physical activity during two thirds of all PE class time.

Learn more about the policy at bit.ly/CPS-PE-Policy.

- Physical Education Section on the Learning Hub. Visit the PE page on the learning hub to download the Physical Education Policy Manual and access short webinars, best practices and communications templates. Teachers can log into the CPS Learning Hub at cps.edu/Pages/LearningHub.aspx for more information.
- Specialized assistance can be provided to individual instructors and/or administrators in an effort to improve the quality of PE. Please contact the PE Help Desk at physicaleducation@cps.edu or 773-553-3560.

Beyond PE

Schools can also develop a Comprehensive School Physical Activity Program (CSPAP), a roadmap for increasing students' physical activity before, during and after school. The CSPAP approach recommends five components of school-based physical activity: Physical Education, Physical Activity During School, Physical Activity Before and After School, Staff Involvement and Family and Community Involvement. Learn more at letsmoveschools.org.



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CONNECT TO RESOURCES

Chicago Organizations + Resources

The following resources have been reviewed and approved by the Health and Wellness Materials Review Board convened by the Office of Health and Wellness at Chicago Public Schools. Please note; this list of resources is constantly being updated as more nutrition education resources and providers undergo the review and approval process set forth by CPS.

The Office of Student Health and Wellness aims to remove health-related barriers to learning such that students may succeed in college and career. To learn more, please contact the Office of Student Health and Wellness at studentwellness@cps.edu.

Active Transportation Alliance

activetrans.org

Eric Bjorlin / 312-427-3325 / admin@activetrans.org

Active Transportation Alliance is a non-profit advocacy organization that works to improve conditions for bicycling, walking and transit and engage people in healthy and active ways to get around. It provides teachers and staff in CPS with curricular resources they can use as part of or a supplement to their school day or after school curricula. Active Transportation Alliance offers presentations, usually to students, about bike safety procedures. It also consults with teachers, staff and parents to address safety concerns surrounding walking and biking. It works with high school student groups and classes to help them address transportation concerns and increase active transportation (biking, walking, transit use) through advocacy.

America Scores

americascores.org/affiliates/chicago

312-666-0496 / chicago@americascores.org

Founded in 2000, America SCORES Chicago inspires urban youth to lead healthy lives, be engaged students, and have the confidence and character to make a difference in the world. America SCORES partners with urban schools to provide a high quality, team-based program that integrates soccer, poetry, and service learning. Its innovative approach improves students health, academic achievement and civic engagement.

Calm Classroom

calmclassroom.com

Jai Luster / 847-748-7482 / jai@calmclassroom.com

Luster Learning Institute provides its school-wide “Calm Classroom” program training and year-round support services and materials to CPS. Teachers are trained to facilitate short breathing, stretching, focusing and relaxation techniques in the classroom, three to four times daily. Students and teachers develop the habit of using these self-reflective, self-regulatory techniques when needed in school and beyond. Student outcomes include: improved academic success, focus and stress management, and reductions in overall code of conduct violations and misbehavior.



Aa



Chicago Safe Routes Ambassadors

chicagocompletestreets.org/your-safety/education-encouragement/ambassadors

Cody McChane / 312-744-3019 / cody.mcchane@activetrans.org

Chicago's Safe Routes Ambassadors are Chicago's pedestrian and bicycle safety outreach team. Ambassadors meet with thousands of Chicago students each year, teaching kids about safe walking and biking behavior, talking about the benefits of active transportation, and helping communities implement Safe Routes to School activities. The Safe Routes Ambassadors are a free city service through the Chicago Department of Transportation, and are available to visit any elementary school in Chicago.

Chicago Run

chicagorun.org

773-961-8470 / info@chicagorun.org

Chicago Run works with schools on an individual basis in order to help them increase the amount of physical activity their students receive on a weekly basis. Chicago Run uses physical fitness, nutrition education, and digital learning as a means to get students excited about their over-all health and wellness, as well as provide them with the opportunity to learn about surrounding communities and to take pride in their own!

Dancing with Class

dancingwithclass.org

Margot Toppen / 773-635-3000 / margot@dancingwithclass.com

Dancing with Class introduces students to different forms of ballroom/partner dance. Programs bring together dance, cultural learning and character education into one seamless package.

Enlace

enlacechicago.org

Simone Alexander / 773-703-9272 / salexander@enlacechicago.org

Enlace Chicago is dedicated to making a positive difference in the lives of the residents of the Little Village Community by fostering a physically safe and healthy environment in which to live and by championing opportunities for educational advancement and economic development.

Girls in the Game

girlsinthegame.org

Allison Liefer / 312-633-4263 / aliefer@girlsinthegame.org

Girls in the Game provides and promotes sports and fitness opportunities, nutrition and health education, and leadership development to enhance the overall health and well-being of girls.



Aa



Girls on the Run

girlsontherun.org

Kristen Kainer-Turner / 773-342-1250 / kristen@gotrchicago.org

Girls on the Run is a transformational physical activity based positive youth development program for girls in 3rd-8th grade. It teaches life skills through dynamic, interactive lessons and running games. The program culminates with the girls being physically and emotionally prepared to complete a celebratory 5k running event. The goal of the program is to unleash confidence through accomplishment while establishing a lifetime appreciation of health and fitness.

JumpBunch

jumpbunch.com

Ali Anjum / 312-835-7724 / aanjum@jumpbunch.com

JumpBunch provides an experienced coach and necessary equipment to make it easy for schools to add structured sports and fitness to their curriculum or to round out after-care programs. The curriculum introduces the rules and skills through hands-on exercises, so kids begin playing and improving right away. The goals are to help make every student comfortable trying new sports, to give them a basic understanding of popular sports and to help them appreciate the fun and rewards of regular physical activity.

Mindful Practices

mindfulpracticesyoga.com

708-408-0393 / admin@mindfulpracticesyoga.com

Mindful Practices offers innovative professional development, after-school and recess programming in yoga and wellness strategies. Mindful Practices works with schools across the country to honor the needs of the whole child through mindful classroom management practices that bring relaxation, movement and breath work to the classroom. Programming offerings for early elementary, elementary, middle school and high school include Hip-Hop Yoga, Cool Corps, Kindness Lab and Cool Down Club, which is a specialized program for students with aggressive behavior and/or special needs. All programs are offered as options for recess, after school or embedded day programs. Mindful Practices also offers effective and engaging professional development workshops for faculty, staff and parents.

Playworks Chicago

illinois.playworks.org

Colleen Harvey / 312-324-0280 / charvey@playworks.org

Playworks is a national nonprofit organization that transforms schools by providing play and physical activity at recess and throughout the school day. Through on-site direct service and trainer-led professional development workshops, Playworks restores valuable teaching time, reduces bullying, increases physical activity and improves the school and learning environment. Playworks teaches children to resolve their own conflicts that arise at recess and carry over to the classroom, improving school climate both on and off the playground. Playworks helps transform recess into a safe, fun and inclusive time that gets students active and engaged so they can return to the classroom focused and ready to learn.



Aa



Stretch-n-Grow

stretchngrownorth.com

773-486-3540 / sngrow@yahoo.com

Stretch-n-Grow is a fun fitness and nutrition program for children ages 2-13. Kids work up a sweat to upbeat music as they learn about the importance of living a healthy lifestyle. The Stretch-n-Grow Program covers health topics including proper nutrition, hygiene, sleep and more.

Urban Initiatives

urbaninitiatives.org

April Lillstrom / 312-715-1763 / info@urbaninitiatives.org

Urban Initiatives offers sports-based youth development programming including a health and education soccer program, structured recess program and a four-week soccer camp. The mission of Urban Initiatives is to motivate Chicago's children to improve their academic performance, physical fitness, health, and character through collaborative programs.

4MFG

Diane Steinert / 312-738-0603 / des@4mfg.net

4MFG is a yoga-based fitness program helps build physical strength while developing mental awareness. The program draws from the basic tenets of yoga fitness and uses a thematic approach that provides students with an improved physical and emotional understanding of self. Students from preschool through 8th grade have enjoyed this yoga program to help improve their physical fitness, increase awareness of the mind-body connection and alleviate stress.

Action for Healthy Kids

actionforhealthykids.org

Heidi Knoblock / 312-878-2712 / hknoblock@actionforhealthykids.org

Action for Healthy Kids addresses childhood undernourishment, obesity and prevention by working with schools to help kids learn to eat right and be active every day. This focus is because of the unique position and influence that schools have on children and their families, in addition to their responsibility to provide nutrition and physical education and their many opportunities to promote healthy eating and active living.

Alliance for a Healthier Generation

schools.healthiergeneration.org

Erin Rasler / 773-857-1276 / erin.rasler@healthiergeneration.org

Alliance's Healthy Schools Program takes a comprehensive approach to helping schools create healthier environments by working with them to improve access to healthier foods; increase physical activity opportunities before, during and after school; enhance nutrition education; and establish school employee wellness programs.



Aa



Wellness, Academics & You (WAY) from The Institute for America's Health

healthy-america.org

Janine Schoudel or Kristen Cooper / janine@healthy-america.org or kristen@healthy-america.org

Wellness, Academics & You (WAY) is a set of classroom resources designed specifically for elementary-aged children. The lessons are carefully designed to meet state standards in core subjects while providing health and wellness messages. The WAY program is brought to elementary schools across the city (FREE of charge!) thanks to generous contributions from the Walmart Foundation. Teachers are provided training, lesson plans, classroom exercises, all required materials, as well as on-going support throughout the year by a staff of attentive coordinators.

University of Illinois Extension

web.extension.illinois.edu/cook

Michele Crawford / 773-768-7779 / mcrawfrd@illinois.edu

University of Illinois Extension Cook County is an outreach effort of the University of Illinois at Urbana-Champaign. Illinois Nutrition Education Program (INEP) staff work with a variety of community organizations to ensure that low-income families have access to information on good nutrition and physical activity. INEP staff provide classes that teach participants how to use their food dollars wisely, select healthy foods for their families, prepare and store food safely, and balance food intake with physical activity. INEP offers nutrition education for pre-K through 5th grade youth and adults.

Westside Health Authority

healthauthority.org

Morris Reed / 773-378-1878

The Health Promotions Program at Westside Health Authority (WHA) focuses on seven health priorities to enhance the overall health and well-being of the community: Active Lifestyles, Nutrition Education and Healthy Eating, Breast Health, Sexual Health, Health Literacy, Diabetes and School Health. The Move "N" Crunch program is a model fitness and nutrition program for schools. The "move" component is led by a partner organization, Chicago Run, which implements free running programs with the help of on-site school staff. The "crunch" component is led by WHA and includes 12 nutrition classes focused on how a specific fruit or vegetable is grown, why it benefits our bodies, and how it tastes.

McCormick YMCA

ymachicago.org/mccormicktribune

Adriana Stanovici / astanovici@ymcachicago.org

The McCormick Tribune YMCA's Active Green Space seeks to impact health and wellness with a focus on childhood obesity and diabetes in the Logan Square, Humboldt Park and Hermosa neighborhoods of Chicago. The Active Green Space has created a "hybrid space", combining a physical activity area, an outdoor classroom, a community garden and a green energy education component. The Active Green Space project is critical to positively impacting health and wellness now and in the future.



Aa



YMCA of Metropolitan Chicago

ymcachicago.org
312-932-1200

The YMCA of Metropolitan Chicago is an inclusive, charitable association, founded on Christian principles and dedicated to building strong kids, strong families and strong communities through programs that develop spirit, mind and body. Initiatives include: nutrition education, physical activity/fitness, health education, family life, diabetes, character development; values-based leadership development.

National and Online Resources

Take 10!

take10.net

Try out a searchable database of classroom-based physical activity lessons for K-5.

Active Academics

activeacademics.org

Gain practical ideas for integrating physical activity in K-5 math, reading/language arts, health/nutrition, and physical education classes.

Activity Bursts for the Classroom

davidkatzmd.com/abcforfitness.aspx

Elementary schools can learn how to restructure physical activity into multiple, brief episodes throughout the day without taking away valuable time for classroom instruction.

Brain Breaks

www.emc.cmich.edu/brainbreaks

Check out physical activity lessons for K-6 classrooms. The lesson menu is divided into specific content areas.

Energizers

letsgo.org/toolkits

Find classroom-based physical activities for grades K-8 that integrate physical activity with academic concepts.

Winter Kids Outdoor Learning Curriculum

winterkids.org

Discover lessons aligned with national education standards that are interdisciplinary and in a variety of subjects for grades K-12. The site features an adapted component for disabled children.

Chicago Public Schools Food and Fitness Partners

PHYSICAL ACTIVITY PARTNERS

Active Transportation Alliance

www.activetrans.org

Active Transportation Alliance is a non-profit advocacy organization that works to improve conditions for bicycling, walking and transit as well as to engage people in healthy and active ways to get around. They provide teachers and staff in CPS with curricular resources they can use as part of or a supplement to their school day or after school curricula. They offer presentations, usually to students, about bike safety procedures. They also consult with teachers, staff, and parents to address safety concerns surrounding walking and biking. They work with high school student groups and classes to help them address transportation concerns and increase active transportation (biking, walking, transit use) through advocacy.

Eric Bjorlin

312-427-3325

admin@activetrans.org

America Scores

www.americascores.org/affiliates/chicago

Founded in 2000, America SCORES Chicago inspires urban youth to lead healthy lives, be engaged students, and have the confidence and character to make a difference in the world. America SCORES partners with urban schools to provide a high quality, team-based program that integrates soccer, poetry, and service-learning. Their innovative approach improves students' health, academic achievement, and civic engagement.

312-666-0496

chicago@americascores.org

Bowlers Education

Bowler's Ed (In School Bowling) is a program that allows teachers to instruct the fundamentals of bowling in the school. In School Bowling can be taught to pre K to seniors in high school with some adaptations. The curriculum is divided into four sections: 1. Teaching objectives and rubrics; 2. lesson plans to teach the fundamentals of bowling; 3. Bowling fitness games; and 4. classroom activities that brings the sport of bowling into the classroom. The curriculum has a section for teaching special needs students bowling.

Bob Daman

(708) 744-5259

rdaman43@gmail.com

Calm Classroom

www.calmclassroom.com

Luster Learning Institute provides its school-wide "Calm Classroom" program training and year-round support services and materials to the Chicago Public Schools. Teachers are trained to facilitate short, breathing, stretching, focusing and relaxation techniques in the classroom, 3-4 times daily. Students and teachers develop the habit of using these self-reflective, self-regulatory techniques when needed in and beyond school. Student outcomes include: improved academic success, focus and stress management, and reductions in overall code of conduct violations and misbehavior.

Jai Luster

847-748-7482

jai@calmclassroom.com

Chicago Safe Routes Ambassadors

www.saferoutesambassadors.org

Chicago's Safe Routes Ambassadors are Chicago's pedestrian and bicycle safety outreach team. They meet with thousands of Chicago students each year, teaching kids about safe walking and biking behavior, talking about the benefits of active transportation, and helping communities implement Safe Routes to School activities. The Safe Routes Ambassadors are a free city service through the Chicago Department of Transportation, and are available to visit any elementary school.

Cody McChane

312-744-3019

cody.mcchane@activetrans.org

Chicago Run

www.chicagorun.org

Chicago Run works with schools on an individual basis in order to help them increase the amount of physical activity their students receive on a weekly basis. Chicago Run uses physical fitness, nutrition education, and digital learning as a means to get students excited about their over-all health and wellness, as well as provide them with the opportunity to learn about surrounding communities and to take pride in their own!

773-961-8470

info@chicagorun.org

Dancing with Class

www.dancingwithclass.com

Introduces students to different forms of ballroom/partner dance. Programs bring together dance, cultural learning and character education into one seamless package.

Margot Toppen

773- 635-3000

margot@dancingwithclass.com

Girls in the Game

www.girlsinthegame.org

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Allison Liefer

312-633-4263

aliefer@girlsinthegame.org

Girls on the Run

www.girlsontherun.org

Girls on the Run is a transformational physical activity based, positive youth development program for girls in 3rd-8th grade. We teach life skills through dynamic, interactive lessons and running games. The program culminates with the girls being physically and emotionally prepared to complete a celebratory 5k running event. The goal of the program is to unleash confidence through accomplishment while establishing a lifetime appreciation of health and fitness.

Kristen Kainer-Turner

773-342-1250

kristen@gotrchicago.org

JumpBunch

www.jumpbunch.com

Sports and fitness programming for children 18 months and 12 years old. JumpBunch is a structured, year-round sports and fitness program geared for young children. It builds healthy bodies, self-esteem, and a love for sports and fitness.

Ali Anjum

312-835-7724

aanjum@jumpbunch.com

Mindful Practices

<http://www.mindfulpracticesyoga.com/>

Mindful Practices offers innovative professional development, after school and recess programming in yoga and wellness strategies. They work with schools across the country to honor the needs of the whole child through mindful classroom management practices that bring relaxation, movement and breath work to the classroom. Their program offerings for early elementary, elementary, middle school and high school include: Hip-Hop Yoga, Cool Corps, Kindness Lab and Cool Down Club which is a specialized program for students with aggressive behavior and/or special needs. All of their programs are offered as options for recess, after school or embedded day programs. They also offer effective and engaging professional development workshops for faculty, staff and parents.

708-997-2179

admin@mindfulpracticesyoga.com

Playworks Chicago

<http://www.playworks.org/>

Playworks is a national nonprofit organization that transforms schools by providing play and physical activity at recess and throughout the school day. Through their on-site direct service and trainer-led professional development workshops, Playworks restores valuable teaching time, reduces bullying, increases physical activity and improves the school and learning environment. Playworks teaches children to resolve their own conflicts that arise at recess and carry over to the classroom, improving school climate both on and off the playground. They help transform recess into a safe, fun and inclusive time that gets students active and engaged so they can return to the classroom focused and ready to learn.

Colleen Harvey

312-324-0280

charvey@playworks.org

Stretch-n-Grow North, Inc.

<http://www.stretchngrownorth.com>

Stretch-n-Grow is a fun fitness and nutrition program for children ages 2-13. Kids work up a sweat to upbeat music as they learn about the importance of living a healthy lifestyle. The Stretch-n-Grow Program covers health topics including proper nutrition, hygiene, sleep and more.

773-486-3540

sngrow@yahoo.com

Urban Initiatives

<http://www.urbaninitiatives.org/>

Urban Initiatives offers sports-based youth development programming including a health and education soccer program, structured recess program, and a 4-week soccer camp. Their mission is to motivate Chicago's children to improve their academic performance, physical fitness, health, and character through collaborative programs.

April Lillstrom

312-715-1763

info@urbaninitiatives.org

4MFG

A yoga based fitness program helps build physical strength while developing mental awareness. Their children's program draws from the basic tenets of yoga fitness, and employs a thematic approach providing students with an improved physical and emotional understanding of self. Students from preschool through 8th grade have enjoyed their yoga program to help improve their physical fitness, increase awareness of the mind-body connection, and alleviate stress.

Diane Steinert

312-738-0603

des@4mfg.net

NUTRITION EDUCATION PARTNERS

American Cancer Society

<http://www.cancer.org/>

The American Cancer Society is a nationwide, community-based, voluntary health organization dedicated to eliminating cancer as a major health problem by preventing cancer, saving lives, and diminishing the suffering from cancer, through research, education, advocacy, and service.

Tanya Kimber

312-279-7251

tanya.kimber@cancer.org

Chicago Partnership for Health Promotion

<http://www.uic-cphp.org/default.aspx>

CPHP, founded in 2002, is a unit of the UIC Great Cities Neighborhoods Initiative representing a network of community based interventions designed to improve nutrition and reduce disparities in outcomes associated with nutritional diseases. CPHP provides high quality, age, gender and culturally tailored nutrition education in a variety of venues across the city.

Daylan Dufelmeier

312-355-3659

daylan@uic.edu

Common Threads

<http://www.commonthreads.org/>

Common Threads is a national nonprofit organization that is committed to educating communities about healthy food choices through the power of cooking. For 10 years, they have been teaching school-based nutrition and health education programs to under-served communities.

312-277-9517

classes@commonthreads.org

Cooking Matters Illinois

<http://cookingmatters.org/>

Share Our Strength's Cooking Matters empowers families at risk of hunger with the skills, knowledge and confidence to make healthy and affordable meals. Through hands-on classes taught by volunteer culinary and nutrition experts, course participants learn how to select nutritious and low-cost ingredients and prepare them in ways that provide the best nourishment possible to their families. Cooking Matters play a critical role in Share Our Strength's No Kid Hungry Campaign, a national effort to end childhood hunger in America by 2015.

312-491-8161

lhandler@ilmaternal.org

Irv and Shelly's

www.FreshPicks.com

Irv & Shelly's Fresh Picks can support school's wellness efforts to increase access to fresh fruits and veggies. Schools can choose from Healthy School Fundraiser or Discounted Food Bundle Programs. They deliver healthy foods to school families for better eating and cooking at home.

Healthy School Fundraiser donates 10% of every order of fruits, vegetables, seasonal boxes, meats, dairy, eggs and grocery items all year round. Discounted Food Bundle Program are bags of fruits and vegetables which can be purchased by families for a discounted price.

Shelly Herman

shelly@freshpicks.com

The Kid's Table

www.kids-table.com/joomla/index.php

The school programs are designed to promote healthy eating by teaching age-appropriate culinary skills, exposing kids ages 4-18 to a variety of wholesome ingredients and encouraging good food choices. Students get to participate in every part of the process – from chopping, grating and rolling, to enjoying the fruits of their labor. With lots of smelling, touching and tasting along the way, even the pickiest students are tempted by their creations!

Elena Marre

773-235-COOK (2665)

elena@kids-table.com

Purple Asparagus

<http://purpleasparagus.com/>

Purple Asparagus educates children, families, and the community about eating that's good for the body and the planet. They bring delicious, nutritious hands-on adventures to schools, community organizations, and farmers' markets throughout Chicagoland.

Melissa Graham

773-991-1920

info@purpleasparagus.com

Seven Generations Ahead

<http://www.sevengenerationsahead.org/>

Founded in 2001, Seven Generations Ahead's mission is to promote the development of ecologically sustainable and healthy communities. SGA works with local government, community and private sector leaders to help communities make the changes they need to create a healthy and sustainable future. Through community-wide sustainability planning and implementation, educational conferences and consulting, school-based zero waste, and farm to school programming and consulting, SGA is a catalyst for local community solutions to global environmental issues.

Lydia Mills

708-660-9912

lydia@sevengenerationsahead.org

PHYSICAL AND NUTRITION EDUCATION PARTNERS

Action for Healthy Kids

<http://www.actionforhealthykids.org/>

Action for Healthy Kids addresses childhood obesity, undernourishment and physical inactivity by working with schools to help kids learn to eat right and be active every day. This focus is based on the unique position and influence that schools have on children and their families. Specifically, the schools responsibility to provide nutrition and physical education to children as well as the many opportunities schools have to promote healthy eating and active living.

Heidi Knoblock

312-878-2712

hknoblock@actionforhealthykids.org

Alliance for a Healthier Generation

www.schools.healthiergeneration.org/

Alliance's Healthy Schools Program takes a comprehensive approach to helping schools create healthier environments by working with them to improve access to healthier foods, increase physical activity opportunities before, during and after school, enhance nutrition education, and establish school employee wellness programs.

Erin Rasler

773-857-1276

erin.rasler@healthiergeneration.org

Midwest Dairy Council

www.school.fueluptoplay60.com/home.php

Midwest Dairy Council®, an affiliate of National Dairy Council, is dedicated to dairy nutrition research and education, and is committed to child health and wellness through our collaborative program, Fuel Up to Play 60 -- an in-school nutrition and physical activity program, designed to engage and empower youth to take action for their own health by implementing long-term, positive changes for themselves and their schools.

Sandra Brown

773-994-0531

sbrown@midwestdairy.com

The Institute for America's Health

www.healthy-america.org

Wellness, Academics & You (WAY) is a set of classroom resources designed specifically for elementary aged children. The lessons are carefully designed to meet state standards in core subjects while providing health and wellness messages. The WAY program is brought to elementary schools across the city, FREE of charge! Teachers are provided training, lesson plans, classroom exercises, all required materials, as well as on-going support throughout the year by a staff of attentive coordinators.

Natalie Sneed

205-296-3425

natalie@healthy-america.org

University of Illinois Extension

www.web.extension.illinois.edu/cook/

University of Illinois Extension Cook County is an outreach effort of the University of Illinois at Urbana-Champaign. Illinois Nutrition Education Program (INEP) staff work with a variety of community organizations to ensure that low-income families have access to information on good nutrition and physical activity. INEP staff provides classes that teach participants how to use their food dollars wisely, select healthy foods for their families, prepare and store food safely, and balance food intake with physical activity. INEP offers nutrition education for PreK-5th grade students and adults.

Michele Crawford

773-768-7779

mcrawfrd@illinois.edu

Westside Health Authority

www.healthauthority.org

The Health Promotions Program at Westside Health Authority (WHA) focuses on seven health priorities to enhance the overall health and well-being of the community: Active Lifestyles, Nutrition Education and Healthy Eating, Breast Health, Sexual Health, Health Literacy, and Diabetes and School Health. Their Move "N" Crunch program is a model fitness and nutrition program for schools. The "move" component is led by their partner organization, Chicago Run, who implements free running programs with the help of on-site school staff. The "crunch" component is led by WHA and includes 12 nutrition classes focused on how a specific fruit or vegetable is grown, why it benefits our bodies, and how it tastes.

Morris Reed

773- 378-1878

McCormick YMCA

www.ymcachicago.org/mccormicktribune

The McCormick Tribune YMCA's Active Green Space seeks to impact health and wellness with a focus on childhood obesity and diabetes in the Logan Square, Humboldt Park and Hermosa neighborhoods of Chicago. The Active Green Space has created a "hybrid space", combining a physical activity area, an outdoor classroom, a community garden and a green energy education component. The Active Green Space project is critical to positively impacting health and wellness now and in the future.

Adriana Stanovici

astanovici@ymcachicago.org

YMCA of Metropolitan Chicago

www.ymcachicago.org

The YMCA of Metropolitan Chicago is an inclusive, charitable association, founded on Christian principles and dedicated to building strong kids, strong families and strong communities through programs that develop spirit, mind and body. Their programs include Nutrition Education, Physical Activity/Fitness, Health Education, Family Life, Diabetes, Character development, and Values-based leadership development.

312-932-1200

SCHOOL GARDEN PARTNERS

Angelic Organics Learning Center

www.learnrowconnect.org/about/mission

Angelic Organics empowers people to create sustainable communities of soils, plants, animals and people through educational, creative, and experiential programs. The Learning Center, a nonprofit organization, is the educational partner to Angelic Organics, a vibrant Biodynamic community supported farm.

Martha Boyd

773-288-5462

martha@learnrowconnect.org

Chicago Botanic Garden

www.chicagobotanic.org

The Chicago Botanic Garden's Green Youth Farm program focuses on youth leadership that builds confidence, teamwork, problem-solving skills and work-readiness. Students gain a strong understanding of sustainable gardening, vermicomposting, urban farming, nutrition and food preparation, and green businesses.

Kathy Johnson

847-835-8343

kjohnson@chicagobotanic.org

Christy Webber Landscapes

www.christywebber.com

Christy Webber Landscapes enhances outdoor spaces with highly customizable services to span the whole growing season or just as a supplement for the summer. Christy Webber installs, maintains, waters, harvests, and monitors school garden to help guide educators through this experience.

Kelly Bolger

312-545-9892

kelly@christywebber.com

Freedom Games

www.freedomgames.org

Freedom Games' mission is to make high impact learning games and tools in partnership with youth and teacher leaders. PlanetLab is a fun, game-like science platform for classrooms and students. We work with partner organizations to curate interactive STE(A)M resources, including open educational resources for school gardeners. Planet Lab content fosters project-based learning in STE(A)M subjects, integrating standards aligned materials with opportunities for students to serve people and the planet as they learn collaboratively.

Eve Tulbert

312-860-2391

etulbert@freedomgames.org

The Gardeneers

www.gardeneers.org

Gardeneers is an exciting new school gardening program that brings professionals into your school to work with students to start and maintain a school garden. Gardeneers seeks to close the achievement gap by improving student nutrition and engaging students in social emotional learning.

Adam Zmick

847-421-7074

adam@gardeneers.org

Slow Food Chicago

www.slowfoodchicago.org

Slow Food's Ark of Taste is a living catalog of delicious and distinctive foods facing extinction. By identifying and championing these foods we keep them in production and on our plates. Slow Food grows Ark of Taste products in our preSERVE Garden in North Lawndale, and works with school garden groups to grow out those plants in other gardens around the city. Slow Food Chicago hosts a variety of family friendly events throughout the year, including monthly preSERVE Garden volunteer days, our annual Summer Solstice Potluck in June, and other activities.

Cortney Ahern

cortney.ahern@gmail.com

Southside Education and Economic Development Systems, Inc. (SEEDS)

www.seedschicago.org

SEEDS installs and maintains edible schools gardens to build sustainable urban communities, one student, one job, and one school at a time. SEEDS currently works with CPS local school in Roseland to install and maintain an all-natural vegetable garden. SEEDS meets with teachers to develop plans to work with their class curriculum for science, math and english.

Paula Roderick

312-342-0575

info@seedschicago.org

The Kitchen [Community]

<http://www.thekitchencommunity.org/>

Established in 2011 as the philanthropic arm of The Kitchen restaurants, the purpose is to connect kids to nutritious food by creating Learning Gardens in schools and community organizations across America. Jen Lewin Studios designed the Learning Garden as an easy, affordable, scalable school garden solution; it is an attractive outdoor classroom and experiential play space with edible vegetables. Learning Gardens are designed to be places kids want to play and teachers want to teach, thereby helping to decrease childhood obesity, improve academic performance, and strengthen communities.

Steve Clark

773-339-7642

steve@thekitchencommunity.org

OTHER WELLNESS PARTNERS

American Heart Association

www.heart.org/HEARTORG/

Jump Rope For Heart and Hoops For Heart are national education and fundraising events sponsored by the American Heart Association and the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD). These events engage elementary and middle school students in jumping rope or playing basketball while empowering them to improve their own health and help other kids with heart-health issues. Both programs are great ways to satisfy the physical education standards as determined by NASPE (National Association for Sport and Physical Education) and AAHE (American Association for Health Education).

Brian Shields

312-476-7330

brian.shields@heart.org

Brighton Park Neighborhood Council (BPNC)

<http://www.bpncchicago.org/>

Brighton Park Neighborhood Council provides full service community programming provided afterschool. In addition, BPNC follows a nutrition and health agenda at each school to address the needs of the community through working with students and parents in the community.

Mariela Estrada

773-523-7110

mariela8e@gmail.com

Chicago Fire Foundation

Chicago Fire Foundation provides game tickets to school children and gives them the opportunity to attend Chicago Fire game at Toyota Park. In addition they also provide gently used or new soccer equipment through their Passback Program to schools who are in need which allows for youth to participate in the game of soccer.

Jessica Yavitz

708-496-6740

jyavitz@chicago-fire.com

Consortium to Lower Obesity in Chicago Children

<http://www.clocc.net/>

The Consortium to Lower Obesity in Chicago Children (CLOCC) is a nationally recognized childhood obesity prevention program. CLOCC's mission is to confront the childhood obesity epidemic by promoting healthy and active lifestyles for children throughout the Chicago metropolitan area. CLOCC creates and sustains the types of multi-sector collaboration recommended by our nation's health leaders.

Anna Barnes

312-227-7047

abarnes@luriechildrens.org

Frida Kahlo Community Organization

Frida Kahlo Community Organization is a community-based organization serving CPS school communities since 2002 in the areas of education, self-development, health and wellness, and fitness. FKCO has worked with thousands of CPS families and students via parent meetings, after-school programs and school community events and looks forward to serving many more in the years to come.

Jesus Esquivel

312-421-7599

jesusesquivelchgo@gmail.com

Gilda's Club

<http://www.gildasclubchicago.org/>

Gilda's Club Chicago offers FREE programs for men, women, teens and children, as well as their family and friends whose lives have been touched by any kind of cancer. Their mission is to ensure that all people, impacted by cancer, are empowered by knowledge, strengthened by action and sustained by community.

Elizabeth Healy

312-464-9900

elizabethhealy@gildasclubchicago.org

Greater Chicago Food Depository

<http://www.chicagosfoodbank.org>

The Greater Chicago Food Depository, Chicago's food bank, is a nonprofit food distribution and training center providing food for hungry people while striving to end hunger in our community. The Food Depository distributes donated and purchased food through a network of food programs.

Nicole Ramos

773-843-2652

nramos@gcfd.org

Healthy Schools Campaign

<http://healthyschoolscampaign.org/>

Healthy Schools Campaign, an independent not-for-profit organization, advocates for policies and practices that allow all students, teachers and staff to learn and work in a healthy school environment.

Guillermo Gomez

312-419-1810

ggomez@healthyschoolscampaign.org

Illinois Public Health Institute

The Illinois Public Health Institute works through partnerships to promote prevention and improve public health systems that maximize health and quality of life for the people of Illinois.

312-850-4744

info@iphionline.org

Mikva Challenge

www.mikvachallenge.org/policymaking

Mikva's Teen Health Council, formed in the summer of 2008, meets weekly to research, debate and report on policy recommendations that significantly impact youth on issues ranging from nutrition to mental and sexual health. The Teen Health Council works in collaboration with the Chicago Department of Health.

Joshua Prudowsky

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joshua@mikvachallenge.org

Real Men Charities

www.realmencook.com

Real Men, Building Healthy Kids and Strengthening Families, a program of Real Men Charities, Inc., has delivered measurable results in changing behaviors and attitudes that will reduce and prevent obesity and other food-related disease and address childhood trauma, using psychiatrist Dr. Carl Bell's "7 Principles/Keys to Bringing Peace in the Hood". Sponsorship of the Real Men Charities healthy initiatives is listed as an accomplishment of First Lady Michelle Obama on her Career Accomplishments bio. Real Men Charities, Inc. is the nonprofit created from the Real Men Cook annual Father's Day celebrations, with a mission to build healthy families and communities. 2012 and 2013 programming has focused on ten Englewood schools, delivered by Real Men to children including fresh food education and fitness as well as a focus on the Eat to Live Urban Garden and Farm Development at 70th & Princeton.

Yvette Moyo

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ymoyo@realmencook.com

Cooling Down ***The Classroom***

Using yoga, health and wellness strategies to
help students learn to keep their cool

CARLA TANTILLO

with

ERIN CROWLEY



MINDFUL
PRACTICES

Chicago, Illinois

www.mindfulpracticesyoga.com




Book's Purpose

Harness student energy to improve behavior and enhance achievement in only five to ten minutes each day!

COOLING DOWN YOUR CLASSROOM PROVIDES proven yoga and wellness strategies to improve classroom management and academic achievement. Inside you will find yoga poses, breathing exercises, relaxation activities and many other tools to proactively manage your classroom and help students keep their cool!

This book is a resource for you and your students.

The different sections of the book are marked with colored dividers, for easy use.

Teacher lesson plans are marked with a tab in the margin saying "Lesson Plans." Lessons featuring  are written in italicized scripts for classroom teachers to read aloud to their students.

Student worksheets are marked with a tab in the margin saying "Worksheet" or "Yoga Poses" with a space for the students name and date across the top.

WHAT YOU'LL LEARN

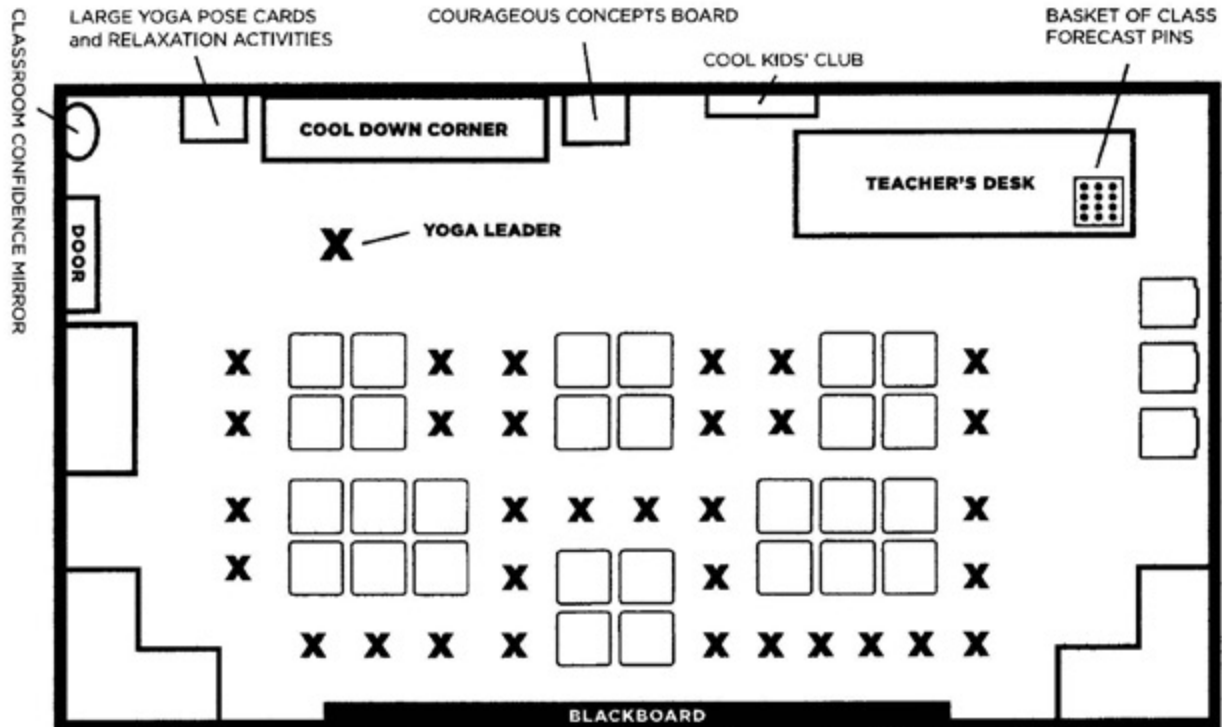
- Yoga Poses
- Breathwork Exercises
- Relaxation Activities
- Test Preparation Tools
- Yoga Games
- Wellness Activities
- Social-Emotional Learning Strategies
- Lesson Plans to Foster Self-Awareness, Community and Civility in the Classroom



LESSON PLANS

Setting Up Your Cool Classroom

USE **YOGA, HEALTH AND WELLNESS** strategies to help students learn to keep their cool, improve behavior and enhance achievement!



YOUR COOL CLASSROOM INCLUDES:

- Cool Down Corner*
- Courageous Concepts Board*
- Classroom Confidence Mirror*
- Class Forecast Pins*
- Cool Kids' Club*

KEY:

= STUDENT DESK **X** = STUDENT YOGA SPOT

SUPPLIES NEEDED

Bulletin Boards and/or Pocket Charts
Large Yoga Pose Cards
Baskets and Pins
Velcro™
Sentence Strips
Mirror
Copies of Relaxation, Breathing and Cool Down Activities



The Culture of Your Cool Classroom

We must set tangible, meaningful goals about the shape we want our classrooms to take.

AS ONE OF MY FAVORITE GRADUATE school professors used to say, “As educators, it is our job to tend the flock we are given.” Often the direction our flock is heading can be frustrating. It is easy to point out myriad factors why our classroom is not following the path we had hoped. We find ourselves lamenting, “If only the parents would do x, y, z,” or “I could do x if my school administrator would only follow through with y.” We end up stuck in a place of inactivity. As a result, our classroom culture is undefined and stressful.

Just as we ask our students to set goals (*see page 60*), we must set tangible, meaningful goals about the shape we want our classrooms to take. We need to set these goals today, not tomorrow when x, y or z may or may not happen.

Teaching students to cool down and to become aware of how energy levels affect behavior and concentration means giving them the lifelong learning tools to succeed. When students and teachers are aware of the effects of energy levels in their classroom, they understand that frantic and lethargic energies often prevent authentic learning from taking place. Once this energetic awareness is created, students and teachers are empowered to modify their energy with relaxation, breathing and yoga. These tools help restore focus and concentration to the classroom, which creates a cool and productive learning environment.

Often schools will encourage teachers to add yoga or relaxation activities to their curriculum to simply fulfill a wellness policy or a social-emotional learning standard. While this is a great first step, I always encourage teachers to take the inclusion of these practices a step further. By including the activities in this book into classrooms daily, teachers empower themselves



and their students to make the connection between levels of energy and learning. If students realize that being tired or hungry negatively impacts their learning, with time they will be more inclined to go to bed a bit earlier or show up in the morning for the school breakfast program. If you, as an educator, understand that angrily reprimanding overly energetic students after lunch is often ineffective, perhaps you will be more inclined to change your classroom routine to include a daily yoga game or breathing activity.

Setting up your Cool Classroom is easy. Begin by asking yourself two simple questions: **What do you need to do?** And **how do you do it?**

WHAT YOU NEED TO DO: Have consistent expectations for your students about classroom management and wellness.

HOW YOU DO IT: Adopt a proactive, classroom approach to discipline, and model it consistently. Build wellness strategies into classroom management, and eliminate behavioral incentives (and fundraising activities) that involve candy, soft drinks or junk food.

WHAT YOU NEED TO DO: Use classroom management strategies that give your students the tools to think before they act.

HOW YOU DO IT: Replace counter-productive incentives like free time and pizza parties with engaging movement and relaxation activities. Model self-reflection and wellness practices daily for your students. Take relaxing breaths before losing your cool, and consider replacing the soft drink on your desk with a bottle of water.



GETTING STARTED

TEACHER TIP

When students have the tools to reflect, they have the ability to self-regulate.

If we harness student energy and create a Cool Classroom culture, our students will respond by asking themselves:

What can I do to cool myself down?

What better choice can I make the next time so I don't get in trouble?

Why do I have a hard time concentrating in the afternoon if I eat candy and have a soft drink or sugary milk at lunch?

What can I do if I have too much energy and need to focus?

What can I do if I am really tired and need to stay alert in class?

Use the checklist on the next page to get started. Check off the statements that apply, and reflect on where you would like to be. Put it in a safe place, and revisit it every two weeks; observe your progress, but try not to judge the results. Try your best, and take small, sustainable and authentic steps to reach your goal.

Yes, changing your classroom routine is scary and may be out of your comfort zone. But, to quote a famous yoga teacher: *"If you wait until you feel 100% prepared, you will be frozen in immobility. The time to try your best is now."*

LIVE, LEARN, REFLECT AND ENJOY!



INTRODUCTION

WHEN TEACHING BREATH AWARENESS, YOU often will be employing one, or a combination, of the following four principle types of breathwork:

- 1** **COUNTING BREATH**
Exercises that teach students to expand lung capacity and quiet the nervous system by counting the inhalation and exhalation (*See Sunrise Breath, pg. 67*)
- 2** **EXPLORING WHERE THE BREATH GOES**
Exercises that call attention to where the students can send the breath inside their bodies (*See Breath in Action, pg. 71*)
- 3** **USING IMAGERY**
Exercises that use imagery to help students visualize and connect more fully with the breath (*See Imagery Breath, pg. 73*)
- 4** **USING MANTRA**
Exercises that teach students a statement to say on the inhalation and exhalation in order to induce a calm, alert state of mind (*See S.E.L.F. Breath, pg. 74*)

SELF-REFLECTION

- In what ways are the students responding to my energy?
- How can I incorporate daily breath awareness to model an alert, calm energy in the classroom?

— ERIN CROWLEY



Cotton Ball Breathing

LESSON PLANS

TEACHING BREATHWORK IS OFTEN DIFFICULT because students do not have a visual cue for the breath. Including a cotton ball in the instructions helps illustrate the power of breath. This activity is ideal for cooling down overly excited students and can be repeated again and again.

Talk to the students about their inhalations and exhalations as you teach this lesson. If they use a powerful exhalation, the cotton ball travels farther. If they use a soft exhalation, the cotton ball travels a shorter distance. Have the students observe the length of their inhalations compared to their exhalations.

Math can be incorporated easily into this activity by having the students use yardsticks or rulers to measure the distance the cotton ball travels. Students can work together to find the mean, median, mode and range for the values recorded.

SUPPLIES NEEDED

*A Bag of Cotton Balls
Rulers or Yardsticks
(optional)*

1

STEP ONE:

Pass out one cotton ball per student, and assign each student a partner.

2

STEP TWO:

Depending on their height, have the partners stand 3 to 5 feet apart and face one another. Both students place the cotton ball in the palm of their hands and **remember to always keep the palm flat.**

3

STEP THREE:

The partners then take turns blowing the cotton ball and aim to have it land between their partner's feet. Using the verbal cue of "*between the feet*" helps to prevent inappropriate behavior. Repeat three times.

TEACHER TIP

Keep a bag of cotton balls in your desk drawer to calm anxious students during state testing week.



Memory Minute

LESSON PLANS

THE OBJECTIVE OF THIS ACTIVITY is to have students clear their minds of absolutely everything for 1 minute.

SUPPLIES NEEDED

Clock or Stopwatch

- 1** **STEP ONE:**
Dim the lights. The room is quiet.
- 2** **STEP TWO:**
Instruct the students to sit down with their eyes closed, both feet flat on the floor and hands folded on desks.
- 3** **STEP THREE:**
Instruct the students to visualize a blank sheet of paper and clear their minds of all thoughts.
- 4** **STEP FOUR:**
Set the timer for 1 minute and instruct the students to remain quiet.
- 5** **STEP FIVE:**
For 1 minute everyone, including you, the teacher, is quiet and focused.
- 6** **STEP SIX:**
At the end of the minute, the turn up the lights to signal that instruction will resume.

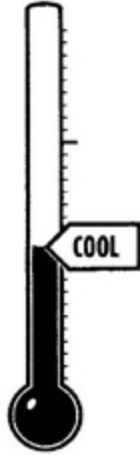




Tree Pose

NAME: _____ DATE: _____

DIRECTIONS: Read the sequence below to learn the yoga pose. Once you have practiced each step, draw a picture of yourself doing the pose in the box labeled My Pose Picture.



Tree Pose CONCENTRATE

FIRST: Stand with big toes together, feet parallel. Focus your gaze on a point in front of you.

THEN: Shift your weight onto your right leg. Lift your left leg and turn it out to the side while you keep your hips facing forward.

NEXT: Place the left foot above or below the knee. Press your foot into the leg as the leg presses back into the foot.

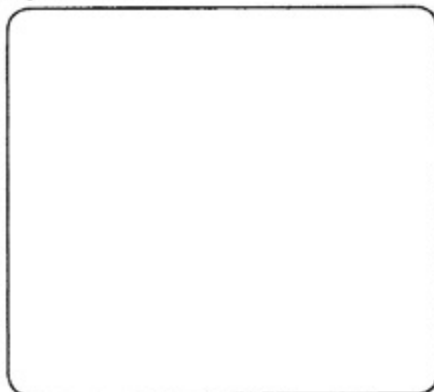

LAST: Lift your arms overhead like the branches of a tree. Repeat on the left side.

MATH TERMS


Use the following terms in a sentence to describe Tree Pose:

1. Open Triangle
2. Turn
3. Facing

My Pose Picture

YOGA TIP
To help balance, pick a spot in front of you to focus your gaze. Don't forget to breathe.

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FOCUS TIP

Choose something very specific for your focus, like the center of a letter O on a bulletin board.



Warrior Two Pose

NAME: _____ DATE: _____

DIRECTIONS: Read the sequence below to learn the yoga pose. Once you have practiced each step, draw a picture of yourself doing the pose in the box labeled My Pose Picture.

MATH TERMS

How do these terms relate to the pose?

1. Right Angle
2. Perpendicular
3. Width



Warrior Two Pose

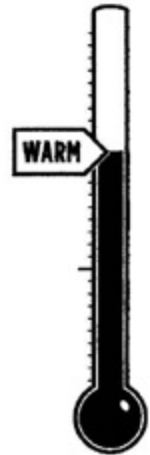
ENERGIZE

FIRST: Begin with your feet parallel, hip-width apart. Extend your arms to a horizontal "T" position.

THEN: Step your feet out so the heels are below your wrists.

NEXT: Turn your right foot perpendicular to your left foot. Bend your right knee, and keep the knee above your ankle. Keep your hips facing the same direction as your left foot.

LAST: Lift your chest, and turn the head to look over the right fingertips. Repeat on the left side.

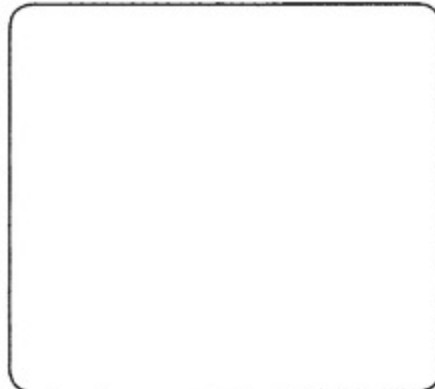


SEQUENCING

When putting several poses together, Warrior Two can be grouped with Triangle or Half Moon.



My Pose Picture



YOGA TIP

Be sure to keep the front knee at a right angle.



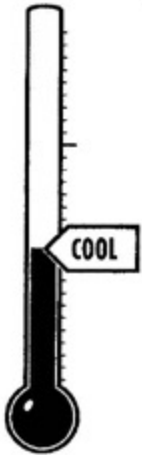
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Earth Pose

NAME: _____ DATE: _____

DIRECTIONS: Read the sequence below to learn the yoga pose. Once you have practiced each step, draw a picture of yourself doing the pose in the box labeled My Pose Picture.



  **Earth Pose** CONCENTRATE

FIRST: Begin in Chair Pose.

THEN: Press your palms actively together (*pancake hands*).


NEXT: Shift your weight to your right leg. Lift the left leg up, and rest your left foot on your right knee.


LAST: Fold your torso forward, and move one elbow to the arch of your foot and the other to your knee. Repeat on the left side.

MATH TERMS


Use the following terms in a sentence to describe Earth Pose:

1. *Weight*
2. *Vertical*
3. *Horizontal*

 **My Pose Picture**



YOGA TIP
Keep your spine tall as you lower your back down. Try not to round your back to get farther down.



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VISUALIZE

The earth is a precious resource. Imagine your community litter-free.



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