Introduction

The California Department of Public Health’s Nutrition Education and Obesity Prevention Branch (NEOPB) developed Harvest of the Month (HOTM) to engage students in a variety of settings where nutrition education can have the biggest impact: the classroom, cafeteria, home, and community. HOTM features nutrition education tools and resources to support healthy lifestyle habits like eating fruits and vegetables every day. All of the fruits and vegetables featured in this workbook are grown in California and will be in season, which is when they cost less and are fresh. It is important for students to be exposed to a variety of fruits and vegetables. Studies show that healthy eating as well as physical activity can have a profound impact on the body and improve the ability to learn and comprehend. This workbook was created to be used as a supplement to a monthly food experience or tasting in the classroom. Ideally, during or after the food experience, students can complete the activities in the workbook individually, in groups, or as a class.

http://harvestofthemonth.cdph.ca.gov/pages/default.aspx
Here you will find supplemental materials that may be useful in your classroom like including Educator Newsletters and Parent Newsletters. Click on the Educators’ Corner button and you will find resources for each produce item such as botanical images, nutrient graphs, recipes, and literature links.

Extensions and Extras

- Use this pledge in the classroom on HOTM day or any day to remind students about the importance of keeping their bodies healthy.

I Pledge Allegiance to My Health

This pledge can be read daily at school or at home with your family to remind you of all the ways to take care of your body!

I pledge allegiance to my health, to not compare myself to anyone else. With fruits and vegetables I’ll fill my tray and get nice and sweaty every day. I have only this body and this one heart so today’s the day I’m going to start eating less chips and less sugary drinks and before I eat I’m going to think!

Name
Introduction

The lesson for each month contains two worksheets for the students to complete: the left page and the right page. Typically on the left page you will find a large colorful picture illustrating how the produce grows, facts about the produce item, and different standards-based activities depending on the grade level. On the right page, there are various activities that are primarily based on the Health Education and Physical Education standards. The focus of these worksheets is to develop skills such as goal-setting, problem solving, and decision-making. Activities may require guidance and explanation in order for the students to complete while other activities may be self-directed.

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What’s on Your Plate?

The United States Department of Agriculture (USDA) launched MyPlate in May 2011 as a reminder to help consumers make healthier food choices. A healthy meal starts with more fruits and vegetables and smaller portions of protein like meat and grains like rice. Use this new food icon with students to remind them of the different food groups there are and how to make a healthy plate.
Foods Found in MyPlate expands on the food groups that were explained in the MyPlate page. There are examples for the students to learn about what foods they can find in each food group. This information can help students understand how to include different food groups in their meals. Some worksheet activities may ask students to create a healthy meal or breakfast; this page can offer ideas for those activities.

**Foods Found in MyPlate**

- Apples
- Apricots
- Avocados
- Bananas
- Blueberries
- Cantaloupe
- Cherries
- Grapefruit
- Grapes
- Honeydew
- Kiwis
- Lemons
- Limes
- Mangos
- Oranges
- Papaya
- Peaches
- Pears

- Pineapple
- Plums
- Prunes
- Raisins
- Raspberries
- Strawberries
- Tangerines
- Watermelon

- 100% apple juice
- 100% grapefruit juice
- 100% grape juice
- 100% orange juice

- Artichokes
- Asparagus
- Bean sprouts
- Beets
- Bell peppers
- Black beans
- Black-eyed peas
- Bok choy
- Broccoli
- Brussels sprouts
- Cabbage
- Carrots
- Cauliflower

- Celery
- Collard greens
- Corn
- Cucumbers
- Dark green leafy lettuce
- Eggplant
- Garbanzo beans (chick peas)
- Green beans
- Green peas
- Kale
- Kidney beans
- Lentils

- Lettuce
- Lima beans
- Mushrooms
- Mustard greens
- Okra
- Onions
- Pinto beans
- Potatoes
- Pumpkin
- Soybeans
- Spinach
- Split peas
- Squash
- Sweet potatoes
- Tomatoes
- Turnip greens
- Turnips
- Vegetable juice

- Zucchini

- Almonds
- Beans and peas
- (see vegetables)
- Beef
- Cashews
- Chicken
- Eggs
- Fish
- Ham
- Lamb
- Peanut butter
- Peanuts
- Pecans
- Pistachios
- Pork
- Sesame seeds
- Sunflower seeds
- Tempeh
- Tofu
- Turkey
- Veggie burger
- Walnuts

- American cheese
- Cheddar cheese
- Cottage cheese
- Mozzarella cheese
- Non-fat or low-fat milk
- Non-fat or low-fat yogurt
- Parmesan cheese
- Swiss cheese
- Brown rice
- Buckwheat
- Cornbread
- Corn flakes
- Corn tortillas

- Couscous
- Crackers
- Flour tortillas
- Grits
- Macaroni

- Noodles
- Oatmeal
- Pita bread
- Popcorn
- Pretzels
- Ready to eat breakfast cereal
- Spaghetti
- White rice
- Whole grain barley
- Whole grain cornmeal

- Whole rye
- Whole wheat bread
- Whole wheat cereal
- Whole wheat crackers
- Whole wheat pasta
- Whole wheat tortillas
- Wild rice
This page explains how many cups of fruits and vegetables children should be eating every day. In order for students to understand what a cup is, there are examples below using hands. This can also help students understand basic fractions.

For detailed information on what counts as a cup, visit:

- Fruit: [http://www.choosemyplate.gov/fruit](http://www.choosemyplate.gov/fruit)
- Vegetables: [http://www.choosemyplate.gov/vegetables](http://www.choosemyplate.gov/vegetables)

*Source: MyPlate*
Rate the Taste

Rate the Taste can be used in different ways. This can be a class activity where the students take a poll and mark it on the board, or students can mark their individual preference for the fruit or vegetable.

Keep in mind children don’t always take to new foods right away. It may take a child up to 15 tastes before he or she likes a food. It is OK if a child does not like a food, but encourage him or her to try it again in the future.

<table>
<thead>
<tr>
<th>Fruit or Vegetable</th>
<th>Peppers</th>
<th>Grapes</th>
<th>Root Vegetables</th>
<th>Apples</th>
<th>Salad Greens</th>
<th>Citrus Fruits</th>
<th>Cooked Greens</th>
<th>Cucumbers</th>
<th>Strawberries</th>
<th>Stone Fruits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feeling</td>
<td>I love it!</td>
<td>I like it.</td>
<td>I am not sure if I like it.</td>
<td>I did not like it</td>
<td>I really did not like it</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Extensions and Extras**

- **Were there certain fruits or vegetables that students particularly enjoyed?** Have students write a letter to the food service director to ask that these fruits and vegetables be added to the school menu.

- **Encourage the students to share with their families which fruits and vegetables they would like to eat again.** If you prepared a recipe in class, make copies available for those children who want to try making it at home.
September

Learning Objectives
■ Name a nutrient found in peppers.
■ Recall a pepper fun fact.
■ Describe how peppers grow.
■ Diagram a greenhouse and describe the growing environment.
■ Draw a healthy and balanced meal.
■ Identify the five food groups in MyPlate.

Preparation
■ Review both pages of activities for September.
■ Review your HOTM Educator Newsletter for additional activities and information or visit http://harvestofthemonth.cdph.ca.gov/Pages/Downloads.aspx to view it online.
■ Prepare the taste test. If possible, include students in the preparation.
■ Prepare to watch the video.

Overview of Lesson
■ Conduct a taste test of peppers.
■ Ask students to use adjectives to describe how the peppers look, taste, feel, smell, and sound. Refer to page 27 in the student workbook for examples.
■ Complete the Rate the Taste on page 5.
■ Review the Nutrition Facts label and fun facts.
■ Watch the pepper farmer video.
■ Complete the greenhouse activity.
■ Complete the MyPlate activity.

Extensions and Extras
■ Areas to highlight and discuss with students monthly:
  - How the produce grows
  - The Nutrition Facts Label
  - Fun Facts
  - Other produce varieties

Recipe idea: click the hyperlink to view the recipe and/or prepare the recipe in class. Please note for this month: you can slice the peppers and use it with this dip.

As mentioned earlier, this right side of the workbook will have different activities based on the Health Education standards and Physical Education standards. The focus of these activities is to develop skills such as goal-setting, decision-making, efficacy, and knowledge. These skills are critical for students to understand the relationship between food, their health, and academic achievement.

“... the garden furnishes abundance of subject matter for use in the composition, spelling, reading, arithmetic, geography, and history classes. A real bug found eating on the child’s cabbage plant in his little garden will be taken up with a vengeance in his composition class. He would much prefer to spell the real, living radish in the garden than the lifeless radish in the book. He would much prefer to figure on the profit of the onions sold from his garden than those sold by some John Jones of Philadelphia.”

- George Washington Carver (1864-1943)

Extensions and Extras

- Visit this site for more MyPlate coloring pages.
  [http://www.choosemyplate.gov/printable-materials](http://www.choosemyplate.gov/printable-materials)
October

Learning Objectives
- Name a nutrient found in grapes.
- Recall a grape fun fact.
- Recall what weather conditions are needed for grapes to grow.
- Discuss the purpose of the Nutrition Facts label.
- Recognize the key parts of the Nutrition Facts label.

Preparation
- Review both pages of activities for October.
- Prepare the taste test. If possible, include students in the preparation.
- Prepare to watch the videos.

Overview of Lesson
- Conduct a taste test of grapes.
- Ask students to use adjectives to describe how the grapes look, taste, feel, smell, and sound. Refer to page 27 in the student workbook for examples.
- Visit the Quick and Creamy Grape Shake recipe and encourage students to make the recipe at home.
- Complete the Rate the Taste on page 5.

Extensions and Extras
- Review your HOTM Educator Newsletter for additional activities and information or visit http://harvestofthemonth.cdphe.ca.gov/Pages/Downloads.aspx to view it online.

Grapes grow on a vine.

A 1/2 cup of red or green grapes is a good source of vitamin K.
- Grapes are actually berries and they are made up of about 80% water.
- On average, there are over 100 grapes in a bunch.
- Grapewines need to grow two years before the first grapes are ready to harvest.
- Concord grapes are one of the only three fruits native to North America.

Watch this video and learn about a grape farmer! http://bit.ly/1CyP1kb

Activity
- In the video, the farmer talks about why the Central Valley is one of the best places to grow grapes. Explain what weather conditions are needed to successfully grow grapes.

Quick and Creamy Grape Shake

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Overview of Lesson, continued

- Review the Nutrition Facts label and fun facts.
- Watch the grape farmer video.
- Complete the writing activity.
- Complete the Read It Before You Eat It activity.

Read It Before You Eat It

You know how books have a table of contents that explains what’s inside? Or maybe you have a toy that came with a diagram that identified each small piece. Nutrition labels are sort of like that. They tell you what’s inside the food you’re eating and list its parts.

The Nutrition Facts food label gives you information about which nutrients are in the food. Your body needs the right combination of nutrients, like vitamins, to work properly and grow. Other information on the label is given in percentages. The percent daily value (% Daily Value or % DV) on a food label tells you how this food can help someone meet these daily goals. The % Daily Value shows whether the food is a high or low source of a nutrient.

Macaroni and Cheese

How many servings are you eating?

The label also tells you how many servings are contained in that package of food. The information on the label only tells you nutrients for one serving. If you eat two servings, you have to multiply all the nutrients by two.

It is important to look at the serving size first!

<table>
<thead>
<tr>
<th>Nutrition Facts</th>
<th>Amount Per Serving</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories 250</td>
<td>Calories from Fat 110</td>
</tr>
<tr>
<td>% Daily Value*</td>
<td></td>
</tr>
<tr>
<td>Total Fat 12g</td>
<td>18%</td>
</tr>
<tr>
<td>Saturated Fat 3g</td>
<td>15%</td>
</tr>
<tr>
<td>Cholesterol 30mg</td>
<td>10%</td>
</tr>
<tr>
<td>Sodium 470mg</td>
<td>20%</td>
</tr>
<tr>
<td>Total Carbohydrate 31g</td>
<td>10%</td>
</tr>
<tr>
<td>Dietary Fiber 6g</td>
<td>0%</td>
</tr>
<tr>
<td>Sugars 5g</td>
<td></td>
</tr>
<tr>
<td>Protein 5g</td>
<td></td>
</tr>
<tr>
<td>Vitamin A 4%</td>
<td>* Vitamin C 2%</td>
</tr>
<tr>
<td>Calcium 20%</td>
<td>* Iron 8%</td>
</tr>
</tbody>
</table>

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

How Many Servings Are You Eating?

- Circle the “Serving Size” on the Nutrition Facts label.
- Put a check by the nutrients that you want to limit.
- Put a star by the nutrients that you want to get enough of every day.


Extensions and Extras

- This is a skill that can be practiced and reinforced all year long.
- Consider providing more opportunities to read food labels. This is a great real-world math application skill.
November

Learning Objectives
- Name a nutrient found in daikon radishes.
- Recall a root vegetable fun fact.
- Describe how root vegetables grow.
- Write a recipe that uses root vegetables.
- Choose fruits and vegetables to add to daily meals.

Preparation
- Review both pages of activities for November.
- Prepare the taste test. If possible, include students in the preparation.
- Prepare to watch the video.

Overview of Lesson
- Conduct a taste test of a root vegetable.
- Ask students to use adjectives to describe how the root vegetable looks, tastes, feels, smells, and sounds. Refer to page 27 in the student workbook for examples.
- Visit the Dig Into Roots recipe and encourage students to make the recipe at home.
- Complete the Rate the Taste on page 5.

Extensions and Extras
- Review your HOTM Educator Newsletter for additional activities and information or visit [http://harvestofthemoth.cdph.ca.gov/Pages/Downloads.aspx](http://harvestofthemoth.cdph.ca.gov/Pages/Downloads.aspx) to view it online.

A ½ cup of sliced daikon radish is a good source of vitamin C.
Root vegetables include: potatoes, beets, carrots, jicama, radishes, sweet potatoes, ginger, garlic, and onions.
Root vegetables are the roots of plants that are eaten as vegetables. They anchor the plant, absorb water and nutrients, and store energy.
American colonists relied heavily on root vegetables because they could be stored for months in the harsh New England winters.
California leads the nation in production of daikon radishes.


Activity
In the video, the chef talks about cooking with different types of vegetables, including carrots. Do you cook? Have you cooked with carrots and other root vegetables? Think of a meal that you make with root vegetables, or think of a meal you would like to make with root vegetables. If you want to, research a recipe that uses root vegetables. Write the recipe below or use a separate piece of paper if needed.
Overview of Lesson, continued

- Review the Nutrition Facts label and fun facts.
- Watch the video about root vegetables.
- Complete the root vegetable recipe activity.
- Complete the Why Fruits and Vegetables are Good for You activity.

Why Fruits and Vegetables are Good for You

- Fruits and vegetables are some of the healthiest and best tasting foods.
- They are low in sodium and calories, and most are fat-free.
- Reach for blue, purple, green, white, yellow, orange, and red fruits and vegetables for your meals and snacks.
- Fruits and vegetables help your body get the vitamins, minerals, and fiber it needs to stay healthy.

How can I make a rainbow of fruits and vegetables on my plate?

<table>
<thead>
<tr>
<th>Meal</th>
<th>Fruit or Vegetable to Add</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: cereal</td>
<td>strawberries or bananas</td>
</tr>
<tr>
<td>Example: bean burrito</td>
<td>grilled red bell peppers</td>
</tr>
</tbody>
</table>

Extensions and Extras

- Use the Glossary of Nutrients on page 28 of the student workbook to learn more about vitamins and minerals.
December

Learning Objectives

■ Name a nutrient found in apples.
■ Recall an apple fun fact.
■ Describe how an apple grows.
■ Describe an apple’s journey from farm to store.
■ Recognize the health benefits and academic benefits of physical activity.
■ Participate in brain breaks during the school day.

Preparation

■ Review both pages of activities for December.
■ Prepare the taste test. If possible, include students in the preparation.
■ Prepare to watch the videos.

Overview of Lesson

■ Conduct a taste test of apples.
■ Ask students to use adjectives to describe how the apples look, taste, feel, smell, and sound. Refer to page 27 in the student workbook for examples.
■ Complete the Rate the Taste on page 5.
■ Review the Nutrition Facts label and fun facts.
■ Watch the apple farmer video.
■ Complete the apple farmer activity.
■ Complete the Brain Breaks! activity.

Extensions and Extras

■ Review your HOTM Educator Newsletter for additional activities and information or visit http://harvestofthemonth.cdph.ca.gov/Pages/Downloads.aspx to view it online.

Update: Some student workbooks may have incorrect wording for this bullet. The statement should read: A ½ cup of sliced apples is a source of fiber, not a good source of fiber.

Please note: there is an advertisement that needs to be closed before the video will start. Look for the small “x” on the top right-hand corner of the video screen to close the advertisement.

Nutrition Facts

- Serving Size: 1 cup apples, sliced (35g)
- Calories: 20
- % Daily Value:
  - Total Fat: 0g (0%)
  - Saturated Fat: 0g (0%)
  - Trans Fat: 0g
  - Cholesterol: 0mg (0%)
  - Sodium: 0mg (0%)
  - Total Carbohydrate: 5g (2%)
  - Dietary Fiber: 2g (8%)
  - Sugars: 0g
  - Protein: 0g

Vitamin A 1% Vitamin C 4% Iron 0%

Update: Some student workbooks may have incorrect wording for this bullet. The statement should read: A ½ cup of sliced apples is a source of fiber.

Apple trees grow in the temperate regions of the world. Apple trees are best adapted to places where the average winter temperature is near freezing for at least two months, though many varieties can withstand winter temperatures as low as -40°F.

California apples are harvested throughout the year and many varieties are available year-round. Examples of California apple varieties are: Red Delicious, Golden Delicious, Gala, Fuji, Granny Smith, McIntosh, Rome, Jonathan, and Pink Lady.

A ½ cup of sliced apples is a source of fiber.

Watch this video and learn about an apple farmer! http://bit.ly/RGYWRA

Apple Trio
http://bit.ly/1Tm50H

Activity

Using the information you learned from the video, write a story, draw a picture, or use a graphic organizer to describe the apple’s journey from farm to store. Be sure to include how the apple grows, is harvested, and travels to the store. Use a separate piece of paper.
Brain Breaks!

Physical activity has many health benefits. It is good to be physically active every day because:

- Makes you look and feel great
- Gives you more energy
- Lowers stress and helps you relax
- Helps you keep a healthy body weight
- Lowers your risk of type 2 diabetes, high blood pressure, heart disease, stroke, and some types of cancer
- Helps build and keep healthy bones, muscles, and joints

Research has shown that brief bursts of exercise before taking tests helps students do better. In addition, regular activity breaks during the school day can help sharpen students’ ability to focus and stay on task. When taking a break, do activities that get the body moving and the heart pumping, such as dancing, jumping, or running in place.

As a class, visit vimeo.com/album/1637740. This is a link to a list of over 50 JAMmin’ Minute videos. JAMmin’ Minute is a very quick and easy way to add exercise into the school day. After viewing the various videos, vote on activities that you would like to do in class to get a brain break. Use the space below to write when you will take three brain breaks, using hours and minutes, and include the video number.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Video Number:</td>
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</tbody>
</table>

Extensions and Extras

- One of the goals of this activity is to permanently implement brain breaks or short bursts of physical activity throughout the school day. It is encouraged to make this a part of your daily activities.
January

Learning Objectives
- Name a nutrient found in red leaf lettuce.
- Recall a salad green fun fact.
- Describe how salad greens grow.
- Diagram hydroponics and describe the growing environment.
- Define a healthy breakfast.
- Create three menus of a healthy breakfast.

Preparation
- Review both pages of activities for January.
- Prepare the taste test. If possible, include students in the preparation.
- Prepare to watch the videos.

Overview of Lesson
- Conduct a taste test of salad greens.
- Ask students to use adjectives to describe how the salad greens look, taste, feel, smell, and sound. Refer to page 27 in the student workbook for examples.
- Visit the Spinach Cranberry Salad recipe and encourage students to make the recipe at home.
- Complete the Rate the Taste on page 5.

Extensions and Extras
- Review your HOTM Educator Newsletter for additional activities and information or visit http://harvestofthemothm.cdp.h.cagov/Pages/Downloads.aspx to view it online.

Please note: this video was created by San Diego Unified School District (SDUSD). The majority of the video highlights a farmer. However, there are some details that are specific only to that district. Please disregard those details if you are not within SDUSD. This video was chosen because of the farmer’s story.

Nutrition Facts
One cup of salad greens provides an excellent source of vitamin A.
Lettuce was among the first vegetables brought to the New World by Christopher Columbus.
Wild forms of lettuce in Egyptian tomb paintings and written accounts of lettuce that date back to 79 A.D. all support evidence that salad greens are one of the oldest known vegetables.
In the United States, lettuce is the second most popular vegetable (behind potatoes).

Activity
- Research what hydroponics is and how it can be better for the environment. Use the space below to write down key information.
- Think about the different types of salad greens and pick your favorite. On a separate piece of paper, draw your salad green growing using hydroponics. Describe the environment you will need for your salad greens to grow. Be sure to include information like ideal temperature, amount of sunlight, and type of water.

Spinach Cranberry Salad
http://bit.ly/1Tm90QI
Overview of Lesson, continued

- Review the Nutrition Facts label and fun facts.
- Watch the video about a farmer.
- Complete the hydroponics activity.
- Complete the Start Smart with Breakfast activity.

Start Smart with Breakfast

Eating breakfast helps you grow healthy and strong. A nutritious breakfast also fuels your body, giving you the energy needed to start a new day.

Breakfast is the most important meal of the day.

Breakfast helps you:
- Improve your grades
- Pay better attention in school
- Increase school attendance
- Improve classroom behavior

What makes a healthy breakfast?

You should have three or more food groups in your breakfast (grains, fruits, vegetables, dairy, or protein). It is also important to include a food from either the dairy group or the protein group in your breakfast.

Create three menus of a healthy breakfast. You can look at the list of foods on page 3 for ideas.

<table>
<thead>
<tr>
<th>Breakfast Menu 1</th>
<th>Breakfast Menu 2</th>
<th>Breakfast Menu 3</th>
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</thead>
<tbody>
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</tbody>
</table>

Extensions and Extras

- Skipping breakfast or not having access to breakfast can negatively impact students’ school performance and health. Encourage your students to eat breakfast either at school or home for the best start every day.
Learning Objectives
- Name a nutrient found in mandarins.
- Recall a citrus fruit fun fact.
- Describe how citrus fruits grow.
- Identify two ways sugar can be found in food and drinks.
- Interpret and discuss the Choose health. Drink water. poster
- Calculate the number of teaspoons of sugar in a drink from home.
- Plan to make a change to drink more water.

Preparation
- Review both pages of activities for February.
- Make a copy of page 17 for students to take home for homework.
- Prepare the taste test. If possible, include students in the preparation.
- Prepare to watch the video and visit the online poster.

Overview of Lesson
- Conduct a taste test of citrus fruits.
- Ask students to use adjectives to describe how citrus fruits look, taste, feel, smell, and sound. Refer to page 27 in the student workbook for examples.
- Visit the Sunny Breeze recipe and encourage students to make the recipe at home.
- Complete the Rate the Taste on page 5.
- Review the Nutrition Facts label and fun facts.

Extensions and Extras
- Review your HOTM Educator Newsletter for additional activities and information or visit http://harvestofthemonth.cdphc.ca.gov/Pages/Downloads.aspx to view it online.

Please note: this video was created by San Diego Unified School District (SDUSD). The majority of the video highlights a farmer. However, there are some details that are specific only to that district. Please disregard those details if you are not within SDUSD. This video was chosen because of the farmer’s story.

February

Citrus Fruits

Nutrition Facts

<table>
<thead>
<tr>
<th>Serving Size</th>
<th>Calories</th>
<th>Calories from Fat</th>
<th>% Daily Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>75g</td>
<td>52</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6g</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1g</td>
<td>0%</td>
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<td></td>
<td>1g</td>
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<tr>
<td></td>
<td>0g</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3g</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1g</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12g</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1g</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1g</td>
<td>0%</td>
<td></td>
</tr>
</tbody>
</table>

A ½ cup of mandarin orange sections is a source of potassium.

Let’s Rethink Your Drink! Sugar can be in foods and drinks in two ways:
- Naturally, like in fruit and dairy products, which is part of the overall healthy package of nutrients that these foods provide.
- Added sugar, which adds calories, but little or no nutrients. Drinking too many sugary beverages can increase the chances of experiencing some health problems, including weight gain, obesity, tooth decay, diabetes, and heart disease.

Activity
- Visit http://bit.ly/1Dp0s5 and, as a class or in groups, decide what this poster is trying to communicate and then discuss the following questions:

Sunny Breeze
http://bit.ly/1Tim90T

- Which drink has the most teaspoons of sugar? __________
- How many minutes of brisk walking will it take to burn off that drink? __________
- Is it surprising to you how much sugar is in these drinks? __________
- What about the amount of brisk walking needed to burn it off? __________
Students watch what you say as well as what you do. Think about what you may be eating or drinking in front of your students and how that may impact their own decisions. Strive to role model healthy habits.

If students don’t have sugar sweetened beverages at home to analyze, you may want to provide some sample beverages to calculate the amount of sugar in the classroom.

Overview of Lesson, continued

- Watch the citrus farmer video.
- Discuss the Choose health. Drink water. poster.
- Explain the homework assignment and review the drink labels and calculations the students completed the next day.

Extensions and Extras

- Students watch what you say as well as what you do. Think about what you may be eating or drinking in front of your students and how that may impact their own decisions. Strive to role model healthy habits.
- If students don’t have sugar sweetened beverages at home to analyze, you may want to provide some sample beverages to calculate the amount of sugar in the classroom.

Nutrition Facts Scavenger Hunt: Take-home Activity

- Make a copy of this page. Bring this activity home to complete with your family.
- If possible, visit http://bit.ly/1DorHJ4 with your family and share what you learned in class.
- Select one beverage from your refrigerator or pantry.
- Copy the information from the Nutrition Facts label into the sample label below.
- Answer the questions below.
- Bring your activity and the label back to class to discuss.

How many teaspoons of sugar are in your beverage? Let’s take a look at it one step at a time:

Beverage name: _______________

<table>
<thead>
<tr>
<th>Nutrition Facts</th>
<th>Serving Size: _______________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount Per Serving</td>
<td>Calories</td>
</tr>
<tr>
<td>_______________</td>
<td>_______________</td>
</tr>
<tr>
<td>Total Fat</td>
<td>g</td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>g</td>
</tr>
<tr>
<td>Trans Fat</td>
<td>g</td>
</tr>
<tr>
<td>Cholesterol</td>
<td>mg</td>
</tr>
<tr>
<td>Sodium</td>
<td>mg</td>
</tr>
<tr>
<td>Total Carbohydrates</td>
<td>g</td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>g</td>
</tr>
<tr>
<td>Sugars</td>
<td>g</td>
</tr>
<tr>
<td>Protein</td>
<td>g</td>
</tr>
</tbody>
</table>

1) How many servings are in the container? _______________

2) Calculate the total grams of sugar in this beverage.

   \[\text{grams of sugar per serving} \times \text{# of servings per container} = \text{total g of sugar}\]

   _______________ \times _______________ = _______________

3) Calculate the total teaspoons of sugar in this beverage.

   \[4 \text{ grams of sugar} = 1 \text{ teaspoon of sugar}\]

   \[
   \frac{\text{total g of sugar divided by 4}}{=} = \text{total teaspoons of sugar}
   \]

   _______________ divided by 4 = _______________

Topics for class or group discussion:

Are you surprised by how much sugar is in the beverage you chose? Why or why not?

How did your family react to the amount of sugar in the beverage?

If you drink sugary beverages, what changes can you make to drink more water?

March

Learning Objectives
- Name a nutrient found in bok choy.
- Recall a greens fun fact.
- Describe how greens grow.
- Influence peers to choose water instead of sugar sweetened beverages.
- Explain why it is important to drink water.

Preparation
- Review both pages of activities for March.
- Prepare the taste test. If possible, include students in the preparation.
- Prepare to watch the video.

Overview of Lesson
- Conduct a taste test of greens.
- Ask students to use adjectives to describe how greens look, taste, feel, smell, and sound. Refer to page 27 in the student workbook for examples.
- Visit the Krazy Kale Salad recipe and encourage students to make the recipe at home.
- Complete the Rate the Taste on page 5.

Extensions and Extras
- Review your HOTM Educator Newsletter for additional activities and information or visit http://harvestofthemonth.cdph.ca.gov/Pages/Downloads.aspx to view it online.

Update: Some student workbooks may have incorrect wording for this bullet. The statement should read: A ½ cup of bok choy is a source of calcium, not a good source of calcium.

Nutrition Facts
- Serving Size: 1 cup cooked bok choy (85g)
- Calories: 10
- Calories from Fat: 0%
- Total Fat: 0g
- Saturated Fat: 0g
- Trans Fat: 0g
- Cholesterol: 0mg
- Sodium: 20mg
- Total Carbohydrate: 2g
- Dietary Fiber: 1g
- Sugars: 0g
- Protein: 1g
- Vitamin A: 25%
- Vitamin C: 20%
- Calcium: 8%
- Iron: 0%

Lights! Camera! Action!
- Remember when we talked about drinking water instead of sugary drinks last month? Work in groups of three to create a solution to the following situation:

Three friends are walking to the park to meet the soccer team for practice. They walk past the corner store to get something to drink before practice, knowing that they will need to stay hydrated. One friend reaches for a soda. One friend reaches for a sports drink, saying, “I’ll need this today!” The third friend is left with a decision. What drink should they buy?

After reading the information on the next page, discuss what drink would be the best choice. Next, assign each group member a part in this situation: a friend who reaches for a soda, a friend who reaches for a sports drink, and the friend who hasn’t decided yet. Then, pretend you are in the store and act out this situation.

Think about how the friend who hasn’t decided can influence the other friends to make a better choice. Last, some or all of the groups can share and perform a short skit in front of the class.

Krazy Kale Salad
- http://bit.ly/1Tm0Ci

Using evidence from last month’s Rethink Your Drink message and the information on the next page, explain why it is important to drink water. Write your explanation in the space provided on the next page.

SL.3.1; L.3.1; Health Ed Standard: Growth and Development: Decision Making 5.1.0; Practicing Health Enhancing Behaviors 7.1.0; Personal and Community Health: Essential Concepts 1.3.P; Analyzing Influences 5.1.P
March

Overview of Lesson, continued

- Review the Nutrition Facts label and fun facts.
- Watch the video about a farmer.
- Complete the *Lights! Camera! Action!* activity.
- Complete the *Water is the Way to Go* activity.

---

**Water is the Way to Go**

- Your body needs water to survive!
- It is important to drink water before, during, and after a practice, game, or just working out or playing hard.
- Sports drinks are not necessary for active children.
- Don’t forget a water bottle. You can’t play your best when you’re thirsty!
- When your body doesn’t have enough water, you can become dehydrated.
- Dehydration can keep you from being as fast and as sharp as you’d like to be. Dehydration may make you sick.
- Explain why it is important to drink water, especially when you are playing sports or being physically active.

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**Extensions and Extras**

- Discuss with students if they have made any changes to what they drink or eat since last month’s *Rethink Your Drink* activities.
Learning Objectives
- Name a nutrient found in cucumbers.
- Recall a cucumber fun fact.
- Describe how cucumbers grow.
- Define opportunity and barrier.
- Identify barriers and opportunities for eating healthy and being physically active in the community.

Preparation
- Review both pages of activities for April.
- Prepare the taste test. If possible, include students in the preparation.
- Prepare to watch the video.

Overview of Lesson
- Conduct a taste test of cucumbers.
- Ask students to use adjectives to describe how cucumbers look, taste, feel, smell, and sound. Refer to page 27 in the student workbook for examples.
- Visit the Cool Cucumber Cuties recipe and encourage students to make the recipe at home.
- Complete the Rate the Taste on page 5.

Extensions and Extras
- Review your HOTM Educator Newsletter for additional activities and information or visit http://harvestofthemonth.cdph.ca.gov/Pages/Downloads.aspx to view it online.
The students’ environment includes the community in which they live as well as the school and classroom environment. All of these places can be opportunities to promote healthy eating and physical activity.

Consider what is offered during school events, birthdays, fundraisers, and classroom celebrations. What kind of food is provided or sold? Is this supporting a healthy environment for students? Can improvements be made? Consider celebrating with non-food alternatives. Check your local school wellness policy for more information.

Overview of Lesson, continued
- Review the Nutrition Facts label and fun facts.
- Watch the video about California agriculture.
- Complete the Healthier, Please! activity.

### Healthier, Please!

Let’s talk more about barriers and opportunities that affect how people eat and how people are active. This activity can be done individually, in groups, or as a class. Use a separate piece of paper to record your ideas if needed.

#### Barriers to Healthy Food
Do you eat enough fruits and vegetables? The recommended amount for your age can be found on page 4. If you feel like you don’t always eat enough fruits and vegetables, write down what you think are barriers to eating healthy food. Here are some thoughts to consider and brainstorm:
- Do you have fruits and vegetables available at home?
- Could you ask for more fruits and vegetables at home?
- How easy is it to get fruits and vegetables? Is there a farmers’ market or supermarket close to your home?
- Are there fast food restaurants or convenience stores in your community? Do they have healthy options?
- Do you know where to buy fruits and vegetables?

#### Opportunities for Healthy Food
After you had time to think about the barriers you may face when you want to eat more fruits and vegetables, take a few minutes to think about the opportunities you have as well. What opportunities do you see in your home, school, or community that allow you to eat healthfully? You can use the thoughts above to help guide you.

#### Barriers to Physical Activity
Are you physically active for at least 60 minutes everyday? If not, what do you think are barriers to being physically active in your home, school or community? Here are some thoughts to consider and brainstorm:
- Do you have parks or places to play in your community? Are they safe?
- What do you like to do when you get home? Is it easy to be physically active at home?
- Does anyone else in your family like to be physically active? Do you play sports at school?

#### Opportunities for Physical Activity
Now think about opportunities for more physical activity. What opportunities are around you that can increase the amount of time you play or are active?
May

Learning Objectives

- Name a nutrient found in strawberries.
- Recall a strawberry fun fact.
- Describe how strawberries grow.
- Identify opportunities for being physically active at home.
- Write a persuasive letter to ask for more fruits and vegetables at home.

Preparation

- Review both pages of activities for May.
- Prepare the taste test. If possible, include students in the preparation.
- Prepare to watch the video.

Overview of Lesson

- Conduct a taste test of strawberries.
- Ask students to use adjectives to describe how strawberries look, taste, feel, smell, and sound. Refer to page 27 in the student workbook for examples.
- Visit the Strawberry Shortcake recipe and encourage students to make the recipe at home.
- Complete the Rate the Taste on page 5.
- Review the Nutrition Facts label and fun facts.

Extensions and Extras

- Review your HOTM Educator Newsletter for additional activities and information or visit http://harvestofthemonth.cdph.ca.gov/Pages/Downloads.aspx to view it online.
Overview of Lesson, continued

- Watch the video about strawberry farmers.
- Complete the *Lights! Camera! Action!* activity.
- Complete the *Letter to Your Parents* activity.

---

**A Letter to Your Parents**

Write a letter to your parents about why you would like to eat more fruits and vegetables. Make sure you tell them why they are good for you and include an example of a fruit or vegetable that you would like to eat. Encourage your parents to include fruits and vegetables as part of your meals and snacks at home.

Dear ________________.

________________________________________

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________________________________________

Love,

_________________________
June

Learning Objectives

- Name a nutrient found in peaches.
- Recall a stone fruit fun fact.
- Describe how stone fruits grow.
- Identify strategies to reduce or eliminate barriers to eating fruits and vegetables and being physically active at home.
- Plan to make three changes in the summer to grow healthy and strong.

Preparation

- Review both pages of activities for June.
- Prepare the taste test. If possible, include students in the preparation.
- Prepare to watch the video.

Overview of Lesson

- Conduct a taste test of stone fruits.
- Ask students to use adjectives to describe how stone fruits look, taste, feel, smell, and sound. Refer to page 27 in the student workbook for examples.
- Visit the Peachy Parfait recipe and encourage students to make the recipe at home.
- Complete the Rate the Taste on page 5.

Extensions and Extras

- Review your HOTM Educator Newsletter for additional activities and information or visit http://harvestofthemonth.cdph.ca.gov/Pages/Downloads.aspx to view it online.

Update: Some student workbooks may have incorrect wording for this bullet. The statement should read: A medium-sized peach is a source of vitamin A and vitamin C, not a good source of vitamin A and vitamin C.

Nutrition Facts

- Serving Size: 1 cup peach, peeled (77g)
- Calories: 20
- Fat: 0g
- Carbohydrate: 9g
- Protein: 0g
- Vitamin A: 1%
- Vitamin C: 9%
- Calcium: 1%
- Iron: 1%
- % Daily Value: 0%
- Cholesterol: 0mg

Stone fruits grow on trees.

A medium-sized peach provides a source of vitamin A and vitamin C.

- Peaches are classified as a stone fruit, meaning that they have a single large seed or stone surrounded by juicy flesh. Other common stone fruits include: cherries, plums, nectarines, and apricots.
- In World War I, peach pits were used as filters in gas masks.
- Watch this video and learn about a peach farmer! http://bit.ly/1GzP8on

Lights! Camera! Action!

- You have learned about barriers and opportunities to eating healthy and staying active.
- Let’s practice those skills! Form groups of 3-4 students and read the following scenarios:

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

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

Decide with your group which scene you would like to work on. What are the barriers? What are the opportunities? As a group, decide what you would say and do. You can either write it down or present your solution in front of the class by performing a short skit. Compare solutions with different groups.

Overview of Lesson, continued

- Review the Nutrition Facts label and fun facts.
- Watch the video about a peach farmer.
- Complete the *Lights! Camera! Action!* activity.
- Complete the *How I Can Be a Healthy Child* activity.

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**How I Can Be a Healthy Child**

As a child, you are always growing and your body is developing. In this workbook, you have learned about the different ways to keep your body healthy and strong. In paragraph form, write three different things you can do to help your body grow healthy and strong this summer.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Acknowledgements

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